

https://dspace.org/

Emotional experiences of teaching amongst first year initial education students at WITS.

Brief, Bianca

2011-05-17
http://hdl.handle.net/10539/9808

Downloaded from a DSpace repository. https://dspace.org/

University of the Witwatersrand

School of Education

Emotional experiences of teaching amongst first year initial education students at WITS.

by

Bianca Brief

A research report submitted in partial fulfillment for the degree of Master of Education.

November 2010

Declaration

I declare that this research report is my own unaided work. It has not been formerly submitted to an examination committee or to another university for exam purposes. It has been submitted exclusively to the University of the Witwatersrand in partial fulfillment of the degree of Master of Education.

…….. ……

Signature date

Honours

Two brilliant men whom I know and who *love* to read:

Rashad Bagus Garth Pontac

Thanks for teaching me and being my friends.

Acknowledgements

Mommy, thanks for buying me books to read and paying my tuition from undergrad ending now.

Mr. Bheki Zungu, thank you for encouraging my enthusiasm for this study.

A big THANKS to my research participants. I learnt a lot from your responses and I'm still curious!

Abstract

The first year initial teaching experience practice of student-teachers is infused with personal pre-teaching expectations based on ‘romanticism’ and recollections of their past experiences as pupils in a schooling environment. The transition for most first year education students is often dramatic and involves various emotional experiences which influence some to drop out of the course while motivating others to continue their teacher training. This study investigates the emotional experiences and perseverance with teacher training amongst first year initial education students at WITS. This study used a qualitative research method to obtain an understanding of beginner teachers’ emotional experiences. The findings show that the initial emotional experiences of teaching can and do affect student teachers’ perceptions of teaching as well as their commitment to continue with their training.

Contents

Declaration

Honours

Acknowledgements

Abstract

Introduction…….p. 7

Literature review……p. 9

Research method……p. 20

Findings……...p. 25

Discussion……...p. 37

Conclusion……..p. 48

References……..p. 49

Appendices……...p. 52

Introduction

Most first year education students at the University of the Witwatersrand (WITS) are fresh from completing their secondary education. They tend to be young adults, unmarried and do not have children. These students are required to attend two compulsory teaching experience sessions in their first year of study. Consequently, there is an immediate and dramatic transition from being a learner to becoming a student and a teacher as well as an awareness of issues related to the organizational, formal and situational dimensions of teaching. Olson and Osborne (1991) assert that this transitional experience is "important to both the well-being and future career success of the novice" (p. 331). This dramatic shift involves emotional experiences which may cause some to drop out of the course or to motivate them to persevere in becoming teachers.

This study is interested in the emotional experiences of first year initial education students show the emotions experienced within their first and second classroom interactions. These emotional experiences may contribute towards new perceptions of teaching which might influence their second teaching experiences or encourage some students to leave the course or to commit themselves in becoming qualified teachers.

Aim

The objective of this study is to uncover the emotional experiences and perseverance with teacher training of first year initial education students in their first and second classroom settings in learning to teach.

Rationale

Research on emotional experiences of 'initial' teachers is sparse and only considers first time teachers to be either those students who have completed their first four years of theory and about to teach for a year prior to obtaining their qualification (Caires and Almeida, 2005) or those qualified and about to embark on their first in-service teaching experiences (Veenman, 1984; Feiman-Nemser,

2003; Ria et al., 2003). These studies do not consider first year education students to be 'initial/beginner' teachers. By contrast to these international practices, teacher training in South Africa involves teaching experience from first year onwards. Furthermore, there is a void regarding studies on first year, first time student-teachers' emotional experiences in a classroom environment.

In his study, Winograd (2003) found teaching to be an "all-encompassing emotional endeavour", Ria et al. (2003) say research on emotion in authentic contexts is rare due to a difficulty of adopting a coherent theory and method to document emotion in real time. In addition, Caires and Almeida (2005: 112) claim "various studies focused on different aspects of teaching practice, ranging from the cognitive and affective aspects of learning to teach (for example, the changes occurring in the student teachers' concerns and beliefs) to the socialization process that takes place during the first contact with the realities of classroom teaching and the school context" (Fuller and Brown, 1975; Lacey 1977; Zeicnher and Gore 1990; Burn et al. 2000; Oosterheert and Vermunt 2001, in Caires and Almeida 2005).

In view of the foregoing, this study draws attention to first year initial education students' emotional experiences in their first and second classroom interactions. The study shows that the first classroom emotional experiences influence students' existing perceptions of teaching in becoming qualified teachers. The research adds to existing studies on teacher emotions in a classroom environment.

To this end, this research report consists of six chapters. The introduction presents the problem, and the aim and rationale for conducting the research. The literature review which follows shows conceptual issues concerning 'emotion', 'initial/beginner' teachers and discusses how emotion relates to teaching. It also shows various studies on teacher emotion especially those conducted *in situ*. The research method chapter shows the approach utilized for conducting the study and states the questions posed to elicit responses from participants. In data presentation chapter, participants' responses are shown in a thematic format. A discussion follows which consists of an elaboration of the key themes which emerged from the data. Finally, the report concludes with a summary of the key findings.

Literature review

This study attempts to gain an insight into the emotional experiences of teaching, among first year initial education students. To this end it is therefore important to understand the nature of *emotions* and then to place emotion in the context of first time teaching. Consequently this literature review shows the dominant theoretical perspectives on emotions and discusses the social-psychological cognitive theory of emotion in detail. This approach is dynamic in exploring emotions in a situation and as such is employed as the theoretical framework for this study.

Who is a 'beginning' teacher?

According to Coffey (2008: 10), in much of the literature on beginner teachers, the term 'beginning' is synonymously applied with *new* and *novice* teacher in the first three years of service including the first year of participating in an induction program. For the purpose of my study, I believe that "initial/beginning" teachers are first year, novice education students who have to complete compulsory school experiences, otherwise known as teaching experience (TE); who are addressed as 'teachers' in their first and second classroom interactions; who have to adhere to a school's code of conduct, and are exposed to the same classroom environments like expert teachers but their approaches, experiences, in particular the emotional aspect, are new, fresh and unshaped.

What are emotions?

There are many definitions of emotions (see for example Arnold, 1970) but of interest to the current study is Kemper's (1978:47) explanation of emotion as "a relatively short-term evaluative response essentially positive or negative in nature involving distinct *somatic* and often cognitive components" (see also Winograd, 2003). In addition, Schachter and his colleagues (1966, 1971; Schachter and Singer 1962, in Izzard 1977) have proposed that emotion results from physiological arousal and a cognitive appraisal or evaluation of the stimulus that elicited the arousal. Some event, situation or condition creates physiological arousal in the individual and as such the person needs to appraise or evaluate the context of the arousal – the situation that elicited it (Izzard, 1977). Izzard (1977) says,

> The type or quality of emotion that an individual experiences depends not on the sensation arising from the physiological arousal but on how the individual evaluates the situation or condition in which it occurs. The evaluation (cognisizing or sizing up) of the contextual situation enables the individual to label the arousal sensations as joy or anger, fear or distress, or whatever is appropriate to the situation as it is appraised.

According to Schachter (in Izzard, 1977), the same physiological arousal may be experienced as joy, anger or as any other emotion depending on the cognitions available in the situation. For Keltner and Ekman (2000: 163, cited in Van Veen and Sleegers, 2006: 88), emotion is a "brief, rapid [response] involving physiological, experiential, and behavioural activity that helps humans respond to survival-related problems and opportunities. Emotions are briefer and have more specific causes than moods".

Winograd (2003) explains that there are a number of bodily changes that result from emotions. These are increased blood pressure, breathing, bodily flush and perspiration. Kemper (1978: 47-48) has named these "distinct somatic components" which are measurable and observable. The 'cognitive' component refers to a person's actual verbal refelction that identifies the emotion, for example, when one says, "I am happy: (Winograd, 2003: 1643). Furthermore, cognitive components of emotion can arise through explicit appraisal of the stimulus situation and its significance for the person (Arnold, 1960; Lazarus, Averill and Opton 1970, cited in Kemper, 1978:47). Ria et al. (2003) cite Damasio (1999) and Scherer et al. (2001)who say that the "role of emotion in the dynamics of human action is widely acknowledged" (p. 219). Inseparable from cognitions, emotions are veritable motors of action". Despite this acknowledgement of emotions in human action and cognition, research specifically on teachers' emotional experiences is limited (Ria et al., 2003).

How do emotions relate to teaching?

Emotion is often emphasized as deserving more attention as it is the least investigated aspect on teaching (Zembylas, 2005). Two fundamental reasons for investigating emotional experiences of teaching are : a) researchers know surprisingly little about the role of emotions in learning to teach specifically how teachers' emotional experiences relate to their teaching practices, and how the sociocultural setting of teaching interacts with teachers' emotions; b) researchers also know little

about how teachers regulate their emotions; the relationship between teachers' emotions and motivations, and how integral emotions are in teacher development (Sutton and Wheatley, 2003). Ria et al. (2003) say that,

> Teachers make decisions and act in class on the basis of their emotions. They feel discomfort when their lesson plan is not respected, and they also modify their plans when negative feelings arise. Their emotions are basis for the adaptive intelligibility of their classroom action.

Furthermore, concerning teachers' perceptions (which are known as 'beliefs', see Chong et al., n.d.) and anticipations of teaching practice, Kemper (1978: 49) proposes that a sociological analysis dictates three kinds of emotions: structural, anticipatory and consequent. My focus is on the latter two. Kemper (1978) explains that there is an important class of emotions that are responses to how human actors view the future state of a relationship. These are *anticipatory* emotions which involve the human capacity to plan, hope and adumbrate the future of their relationships. This also includes anticipating that there will be certain outcomes as a result of subsequent interaction episodes (Kemper, 1978). Since relationships are continuous, the next interaction episode soon happens. These are called *consequent* emotions which are a class of the relational outcomes of the interaction episode. These are the culmination of the chain that links the structural and anticipatory emotions to the actual results of interaction (Kemper, 1978). In Ria et al's (2003) study, two beginning teacher participants' emotions are clearly related to their preoccupations which involved adhering to their lesson plans. Both participants were convinced that the success of their lessons depended on precise execution. The first participant (female) took advantage of a pleasant situation to anticipate the next step in her plan. The second participant (male) spent a few minutes at the start of his lesson installing equipment. The first participant's learners and the second student-teacher's defective material were threats to their lesson plans. During their classroom interactions, the female participant experienced sentiments of discomfort and doubt whilst the male was very upset (Ria et al., 2003). Ria et al. (2003) explain that beginning teachers' classroom interactions provoke anxiety when reality deviates from their plan and does not when it conforms.

In view of the foregoing, an important question which I believe needs clarification is, "how do these emotions affect people"? Izzard (1977) focuses on seven aspects which tend to affect the individual's whole being. For the current study, three of these aspects need to be mentioned namely, emotion and perception, emotion and cognition, and emotion and actions.

Izzard (1977) says it is known that emotions as well as other motivational states influence perception, for example, the joyful person is more likely to see the frightening object (tunnel vision). Concerning emotion and cognition, emotion affects body processes and the perceptual process and in addition it also affects a person's memory, thinking and imagination (Izzard, 1977). The "tunnel vision" effect in perception has a parallel in the realm of cognition as the frightened person has difficulty considering the whole field and examining various alternatives. Izzard (1977: 10) says, "in anger the person is inclined to have only 'angry thoughts'. Could it be that the overwhelming experience of 'negative emotions' (fear, sadness, anxiety, doubt and so forth) causes a person to be trapped (tunnel vision) thus preventing them from making rational sense of the occurrences? I believe this is so because the concentration on a dominant negative emotion can 'erase' all other emotions experienced or affirmed.

Regarding emotion and actions, Izzard (1977) explains that the emotions or a pattern of emotions that an individual experiences at a given time influences virtually everything the person does – work, play and study. In Younger et al's (2004) study, one third of their teacher trainees explained their reasons for choosing teaching as profession as stemming from their own positive school experiences. Furthermore, when one is really interested in a subject, one is eager to study it and pursue it in depth (Izzard, 1977). Younger et al (2004) say that some of their participants claimed that the perceived intrinsic value of a subject and the opportunity to work within the discipline area lured them to teaching. For other trainees an additional dimension to the "love of the subject" was the desire to share their own enthusiasm and pleasure in the area with others as well as communicating different perspectives (Younger et al., 2004). However, if one is disgusted by a subject, one wants to reject it (Izzard, 1977). Izzard (1977) emphasizes an important aspect regarding the current study :"Consider for a moment the difference in the educational experiences of students who are lucky to pursue mainly courses that interest them and excite them and students who study primarily out of fear of failure and rejection" (p. 10).

What emotions are experienced by beginning teachers?

Relevant to this study are the aspirations of teachers which could involve: to pass on knowledge and skills; to enable learners to excel; to foster personal development and to befriend learners (Salzberger- Wittenberg, Henry and Osborne, 1983: 41-44). Cole and Knowles (1993: 459) say that

pre-service teachers have "firmly rooted images of themselves as teachers and high ideals and aspirations about teaching". An example of an ideal held by novice teachers is explained by Deay et al. (n.d.) who say that "A beginning teacher wants to *wow* the students so they in turn will be inspired and eager learners". These images are usually composites of past interactions with teachers or based on memorable persons and events (Cole and Knowles, 1993). However, such images do not exist in real contemporary situations (Cole and Knowles, 1993).

The beginning of teaching experience centre on distinctive themes such as "reality shock", "the lonely struggle to survive", "a loss of idealism" and " the stage of adjustment" (Feiman-Nemser, 2003). Let us first consider the fantasy and reality of teaching which are paramount to my study concerning beginner teachers. Sabar (2004: 152) says, "Most future teachers imagine young people who are eagerly waiting to hear them; they view themselves as the good teacher they once had". During this "fantasy" stage (Wong and Wong, 1998 cited in Deay n.d.; Sabar, 2004), individuals begin thinking about a career in teaching. Their imaginations work overtime and the whole stage is about them (Sabar, 2004). Sabar's (2004) study shows that her participants' high hopes and fantasies of themselves as teachers were "coloured" by the difficulties they faced in almost every aspect of their teaching interactions. The novices were overwhelmed by the numerous tasks and in coping with many things (Sabar, 2004).

Veenman (1984: 143) says,

> The transition from teacher training to the first teaching job could be a dramatic and traumatic one. In the Englsih and German literature, this transition is often referred to as the "reality shock", "Praxisshock", or "Reinwascheffekt". In general this concept is sued to indicate the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life.

Ulvik, Smith and Helleve (2009) say that this practice shock is a conflict between an ideal and the reality that novice teachers experience when starting to teach. Flores (2001: 139) mentions a participants from her study who stated that. *When you start your teaching practice, it's a shock! It's really stressful! To get there, and find a bunch of students staring at you, and you don't know what to so…and to crown it all, you are being assessed!* Sabar (2004) explains that only when novices have full responsibility of a classroom do they realize how complicated the reality of teaching is. In

addition, a participant in Feiman-Nemser's (2003) study felt anxious due to her classroom management difficulties experienced which undermined her sense of effectiveness as a beginning teacher. Sabar (2004:153) says, "When fantasy crumbles, the fight for one's professional life begins".

Concerning emotional experiences of beginner teachers, Flores and Day (2006) distinguish between positive and negative emotions. Sulton (2000) in Flores and Day (2006:220-221) cites love, care, job satisfaction, joy, pride, excitement and pleasure in student-teachers' progress amongst the most commonly known positive emotions. Flores and Day (2006) explain that "Because of their emotional investments, teachers also inevitably experience a range of negative emotions when control of long held principles and practices is challenged, or when trust and respect from parents, the public and their students is eroded" (p. 221). Negative emotions are anxiety, anger exacerbated by tiredness, frustration, inadequacy, mortification, doubt, sadness, guilt, shame, stress, confusion and fear (Flores and Day, 2006).

Salzberger-Wittenberg, Henry and Osborne (1983) explain that the beginning of teaching experiences are beset by many fears and hopes; at an initial point on starting to teach, teachers are still focusing on preconceptions and anticipations based on the past. Furthermore, the way and extent to which anyone is affected by a beginning depends on the balance between the degree and nature of the external pressure as well as the inner resources in dealing with them (Salberger-Wittenberg, Henry and Osborne, 1983). Winograd (2003) argues that school culture makes it easy for a beginning or immature teacher to conclude that failure or struggle is their fault alone and that structural conditions are less influential that the person's own failings. This is a common emotional outcome, Winograd says, for the pre-service teachers with whom he works. Furthermore, given the emotional stress of teaching, Winograd (2003) explains that the teaching profession would be well served if young teachers have opportunities to reflect on their own psychological readiness to help children who need a lot of emotional support.

Elaborating on beginning teachers' fears, these may include: fears of criticism, hostility and of losing control of a classroom (Salzberger-Wittenberg, Henry and Osborne, 1983). Wilson, Ireton and Wood (1997) identifies a sample of education students' fears as future teachers which I consider to be germane to my study concerning novice teachers' initial teaching experiences: a) assignment/mentor apprehension; b) assignment fears; c) the fear of time utilization; d) racial fears; e) fear of not living

up to personally imposed expectations; f) fear of acceptance; g) personal inadequate preparation; h) students not learning or receptive to learning, and i) paperwork.

a) Assignment/mentor apprehension

Wilson, Ireton and Wood (1997) explain that being assigned to a mentor can be apprehensive on the part of a new teacher as well as the expert teacher. A mentorship involves that the mentor and teacher plan together; the new teacher is observed by the supervisor or mentor during lesson presentations, and a follow-up conference takes place. Such a relationship which is meant to enable a novice teacher to improve often does not exist (Wilson, Ireton and Wood, 1997). What usually occurs often is that an expert teacher is paired with a new teacher without any training in the process of mentorship. The novice teacher often perceives the mentor as an evaluator who will report problems (if there are any) to the headmaster (Wilson, Ireton and Wood, 1997).

b) Assignment fears

Assignments affecting the novice often cause fear and special concern (Wilson, Ireton and Wood, 1997). One such dread involves being assigned to a school where high rates of crime violence are prevalent. The authors mention other causes of personal alarm such as uneasiness of caliber amongst learners, the possibility of a multiple level and differential course assignment. Furthermore, other fears include being assigned to teach courses in which the neophyte has limited or no preparation and a dread of being given a group of learners who have little or no grasp of the English language.

c) The fear of time utilization

According to Wilson, Ireton and Wood (1997), first year teachers sometimes become nervous over time management issues. This worry is focused on two concerns: completing the planned activities before the end of a class period, and running out of time before completion of a lesson.

d) Racial fears

Wilson, Ireton and Wood (1997) say that a few first year teachers fear the prospect of dealing with racial groups in classrooms with whom they have had little or no previous contact.

e) Fear of not living up to personally imposed expectations

Some beginning teachers experience the fear of not living up to personally imposed anticipations (Wilson, Ireton and Wood, 1997). Teacher training institutions have entertained the idea that high expectations should be set for students. In view of this process of generating high expectation levels of accomplishment it has become apparent that neophytes set extremely high requirements of self (Wilson, Ireton and Wood, 1997). The authors add that novices are guilty of becoming exceptionally ambitious and set success levels which are unattainable.

f) Fear of acceptance

The experience of alarm over the possibility of not being accepted generally focuses on social acceptance which concerns the lack of being accepted by others and involving personal fear of not getting along with colleagues (Wilson, Ireton and Wood, 1997).

g) Personal inadequate preparation

A concern of individual beginning teachers is whether they are capable of what it takes to become a successful teacher (Wilson, Ireton and Wood, 1997). This concern emanates from the fact that teaching is a demanding profession and numerous complex decisions have to be made along the way to personal success. Wilson, Ireton and Wood (1997) explain that much of the fear regarding personal inadequacy is unfounded; however, it is real for the person experiencing this fear.

h) Students not learning or receptive to learning

Wilson, Ireton and Wood (1997) say many novices fear that their learners will refuse to learn or be receptive to the instructional program. Pupils' refusal to learn or participate actively in a lesson is a legitimate concern for teachers. Newly qualified teachers fear that this will occur in an event where they will not know what to do (Wilson, Ireton and Wood, 1997).

i) Paperwork

The reality of schooling is that teachers continue to have a great deal of paperwork (Wilson, Ireton and Wood, 1997). The bulk of the paperwork is a by-product of the requirements of the institutional program. Lesson plans are necessary and time consuming for teachers but to do the paperwork is problematic for some especially since they have time limitations (Wilson, Ireton and Wood, 1997).

In their study, Caires and Almeida (2005) assert that through the exploration of fears, doubts, expectations, needs and achievements perceived, researchers can obtain a more complete picture of what occurs during the teaching process including the effects on the new teachers' overall development and growth. Literature to date on what I have reviewed concentrates on the fear aspect of development and growth. This is important as fear is an overwhelming emotion which is capable of shaping or distorting cognition – which means the rational part of thinking. In addition, Salzberger-Wittenberg, Henry and Osborne (1983: 8-9) provide insight:

> …if we are too frightened to permit ourselves to be open enough to have an emotional experience of newness, we also shut ourselves off from the perception of something different, from discovering anything new, producing anything fresh.

What theoretical perspectives exist for explaining emotions in the context of teaching?

There are many different theoretical perspectives to explain emotion such as: educational, physiological, philosophical, historical, sociological, feminist, organizational, anthropological and psychological (Van Veen and Sleegers, 2006: 86-87, see also *Teaching and Teacher Education Editorial, 2005*). The present study is mainly concerned with those emotions that arise from relations between the individual and the environment. This interest points to the social-psychological

cognitive approach. In this theoretical approach, the emphasis is on the individual perspective. Emotions depend on the way in which the person appraises the environment in relation to his or her identity. Emotions depend on the way in which the person appraises the environment in relation to his or her identity. Emotions are then assumed to reveal much about an individual's identity and the way he or she perceives the environment (*Teaching and Teacher Education Editorial, 2005).* Winograd (2003) explains that this perspective shows how social factors have a significant effect on how people develop, manage and show emotions.

In the current study, which also concerns emotions *in situ,* the interest is in emotional experiences of initial education novices' first classroom interactions. Thus their emotional experiences will be socially embedded. Caires and Almeida (2005: 112) say, "Despite the coexistence of different approaches- not always compatible or consensual, it is widely accepted that the complex, interactive, dynamic and idiosyncratic nature of the process of *learning to teach* is largely influenced by the interplay between individual and [situational] variables". The significance of the present study is in uncovering the pre-teaching emotions which a sample of individual students harbor and their first teaching emotional experiences which might influence their continuation with learning to teach.

Sociological approaches to emotions examine how they are triggered, interpreted and expressed by virtue of human membership in particular groups, which may be – among other social class, occupation, gender, family, community or nation (Kemper, 2000, in Van Veen and Sleegers, 2006). Psychological approaches to emotions attempt to explain them in terms of the structure of the individual, stored information and the dynamic interaction between the individual and the environment (see Frijda, 2000). Therefore, social-psychological approaches show how institutions and people are inextricably linked and how these relations give rise to different emotions (Gerth and Mills, 1953 cited in Winograd, 2005: 1643; Van Veen and Sleegers, 2006).

The dynamics of the social-psychological approach involves social-cognitivist and appraisal aspects of emotion. Oatley (2000, in Van Veen and Sleegers, 2006: 87) explains that "within cognitive and appraisal theories, emotions are defined as the product of the appraisal of those environmental events that are perceived as most relevant to the individual's goals and well-being". Nias (1996) adds that both emotion and cognition cannot be separated from social and cultural forces. These forces help to form emotion and cognition, and are in turn being shaped by them. Furthermore, Nias (1996) explains that exploring emotion from this perspective can be beneficial in providing insights into historical, social and political settings in which teaching takes place.

Of note for the present study is Izzard (1977) statement that while the experience of an emotion is completely personal, "its expressive component is public and social" (p. 103). Emotional interpretations of everyday life influences individual and social development as well as the formulation of interpersonal ties in important ways (Izzard, 1977). Hargreaves (1998: 835) claims that emotions are dynamic parts of people – whether they may be positive or negative, all organizations including schools contain them. An interesting difference between the current study compared to previous research is that the experiences between the participants and their environments are "raw", that is, they are not yet institutionally shaped in becoming teachers. Their initial emotional encounters in learning to teach are fresh. Therefore, I think there are more emotional vulnerabilities and lack of control, amongst others, no inhibition in expressing feelings.

The foregoing literature review shows that defining emotion is still a contentious issue and investigating emotional experiences of teachers need a dynamic, social approach. The 'situatedness' has to be considered as social factors do contribute negatively and/or positively towards an individual's appraisal of their emotions. Teachers' aspirations for choosing the teaching profession are influenced by intrinsic and extrinsic motivations. At the beginning of teaching, teachers tend to experience the 'fantasy stage' which is soon shattered by the realization of 'shock reality'. There is also a difference between 'positive' and 'negative' emotions experienced by student-teachers. During classroom interactions, several teacher fears such as hostility from learners, discipline problems and feeling inadequate can be experienced. The conclusion is that emotions are dynamic aspects of teaching and ought to be studied *in situ*. The next chapter introduces the research method employed in this study and the presentation of the findings followed by the discussion of such.

Research Method

The literature review provided a working definition of emotion, how it relates to teaching and how it manifests during novices' first year of teaching. However, the extant research did not focus on first year initial education students. To address this shortcoming, the aim of this study is to uncover the emotional experiences and perseverance of teacher training of first year initial education students in their first and second classroom settings in learning to teach. To investigate this, a qualitative research method has been adopted and in this chapter I consequently provide a detailed discussion of this method employed.

1.1 Research questions

My study addresses four basic questions in its attempt to uncover the emotional experiences of first year initial education students in their first and second classroom settings:

1.1.1 What are the pre-teaching emotional expectations of first year students?
1.1.2 How do the actual experiences compare with the expectations these participants had?
1.1.3 To what extent did these experiences affect participants' perceptions of teaching?
1.1.4 To what extent did these experiences affect the participants' commitment to continue their training as teachers?

1.2 Method

Ria et al. (2003) say that teacher emotions have been described from data sources as interviews, questionnaires and personal journals. They further argue that these methods are limited in their ability to uncover actual emotions because they become detached from the actual teaching activity and the setting in which they occur. Because these limitations in mind were qualitative, my decision on this approach was influenced by Strauss and Corbin's (1998: 10-11) explanation that:

> By the term 'qualitative research', we mean any type of research that produces

> findings not arrived at by statistical procedures or other means of quantification. It can refer to research and persons' lives, lived experiences, behaviors, emotions, and feelings as well about organizational functioning, social movements, cultural phenomena, and interactions between nations…In addition, qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional research methods.

Therefore, in this study I utilized a qualitative method as emotions are abstract and uncovering them requires an in depth analysis. In addition, Ospina (2004: 05) states, "all qualitative researchers aspire to illuminate social meaning".

In the current study participants describe their first and second classroom interactions (situatedness) and recall (cognition) the emotions that they experienced. This also includes the pre-teaching factors that contributed towards their emotional experiences within their teaching environments. Ria et al. (2003) say emotions emerge from a person's physical, mental and social interaction which is essential to any description of human experience. Van Veen and Sleegers (2006) add that a situational encounter involves demands, constraints and resources that a setting brings with it.

I also considered the participants' reasons for choosing teaching as a profession. I believe that this is important as their decisions might be emotionally and/or socially influenced. In Flores' (2001) study, findings from interviews and questionnaires identify intrinsic and extrinsic motivations for entering the teaching profession.

In addition, Caires and Almeida's (2005) research involving a sample of fifth year 'initial' student-teachers focus on two main issues: 1) the participants' experiences and perceptions; and 2) the changes and progress occurring during their teaching practice. A dominant conclusion which Caires and Almeida (2005) concentrate on from their participants' accounts is the expansive influence of their teaching practice on their personal and professional development.

1.2 Site and sample

The Wits School of Education (WSoE) represents a diverse student population and as such groups of four first year education classes were invited by me to voluntarily participate in the study. Initial education students were given letters detailing the purpose, time constraints and confidentiality of the study as well as a reminder of its voluntary nature. They had to provide their signatures and their contact numbers on the letters if they were interested in participating in the study (see Appendix A). A sample of ten students were randomly selected from these letters based on their gender for the purpose of collecting comparative and contrasting data between males and females, but of these only seven participants were willing to commit themselves to the study by signing consent forms (see Appendix A). The gender imbalance in the study is that there are three female and four male participants. The participants are black South African citizens who reside in the WSoE's student residences and all were previous public high school learners. However, a further two participants, males, from the sample decided to withdraw from the study after their second teaching experiences due to assignments and pre-examinations constraints.

1.4 Data gathering tool

1.4.1 Interviews

The first interview schedule consisted of four open-ended and semi-structured questions (see Appendix A). The interviews were conducted at the WSoE and tape-recorded after participants' first school experience. This was to meet them in a place other than their teaching settings where they would be calm and be able to provide descriptive recollections of their experiences. The interviews were mainly conducted to elicit data from their responses about their reasons for choosing the teaching profession; their first TE expectations, and whether they experienced any fears, excitements or concerns. Thus, the first TE is a new experience and the questions are general.

The second interview schedule consisted of twelve open-ended and semi-structured questions (see Appendix C). These interviews were also conducted at the WSoE which took place after participants' second school experience. The questions centered on the participants' second TE expectations; emotions which they experienced during teaching; the factors that contributed to the experiences; how they have experienced the transition from being former pupils to becoming teachers.; whether they considered themselves to have been intellectually and emotionally prepared to be in the classrooms, and if they will continue with teaching. These interviews were an extension of the first TE questions based on a repeated experience. However, two participants withdrew from

the study and thus the second teaching experience interview recordings only contained five participants' responses.

1.4.2 Credibility

Qualitative research is iterative instead of linear (Morse, Barrette, Mayan, Olson and Spier, 2002). This means that a qualitative researcher should move back and forth between design and implementation which ensures congruence among question formulation, literature, participant recruitment, data collection strategies and analysis (Morse et al., 2002). Morse et al. (2002) explain that "Data are systematically checked, focus is maintained, and the fit of data and the conceptual work of analysis interpretation are monitored and confirmed constantly. Verification strategies help the researcher identify when to continue, stop or modify the research process in order to achieve reliability and validity and ensure rigor" (p. 17).

Two measurements were taken to enhance the credibility of this study's data. First, all interview recordings were transcribed verbatim and shown to the researcher's supervisor for accuracy and confirmation of data collected. Second, the data was coded according to themes (see Discussion) evident in the Literature Review chapter and participants' responses to the interview questions. These too were presented to the researcher's supervisor.

1.5 Duration of the study

The audio-taped interviews were conducted individually at the WSoE through appointments agreed on between me and the participants. Both first and second school experience interview appointments lasted no more than one week each. During both tape-recorded interviews, participants were given pseudonyms to protect their identities. The interview recordings were transcribed and two weeks after the second TE interviews were conducted copies were returned to participants to check for accuracy in responses. All data was destroyed after the completion of the thematic content analysis.

1.6 Thematic content analysis

There is a difference between "thematic" and "content" analysis. Marks and Yardley (2004) contend that content analysis "…is the accepted method [for] investigating texts, particularly in mass communications research" (p. 56). Thematic analysis is similar to content analysis but pays greater attention to the qualitative aspects of the material analyzed (Marks and Yardley, 2004). Smith (n.d) explains that the term "content" in content analysis is something of a misnomer. This is because

verbal materials may be examined for content, form, function or sequence of communications (Smith, n.d). Grant (2007:28) asserts that content analysis is a "tool used to understand the data collected". By utilizing the technique of content analysis, a large body of qualitative information is reduced to smaller and more manageable forms of representation (Smith, n.d). Smith (n.d) says this is how "coding" or categorization of information takes place.

Braun and Clarke (2006:79) cited in Grant (2007:28) explain that "Thematic content analysis is a method for identifying, analyzing and reporting patterns (themes) within data". On the basis of what these authors have said, I was interested in categorizing and interpreting the themes evident in the participants' interview transcripts. Three main themes emerged from the interview schedules and these are: the fantasy stage, romanticism, and shock reality. I also identify two additional themes obtained from the interviews to provide a deeper understanding of the participants' first and second TE emotional experiences.

1.7 Ethical considerations

Before beginning the research, I obtained written permission to conduct the study from the Ethics Committee of the University of the Witwatersrand. This study focuses on humans and therefore I had an obligation to be honest, open and trustworthy towards the participants. The letters issued to the four first year education classes as well as the consent forms (see Appendices) given to the sample of students selected contained an invitation to voluntarily participate as well as the nature, duration and time constraints of the study. Students were informed about the confidentiality of the study and their right to withdraw from it any time without reprisal. They were also informed about the privacy of their identities and that they would be given pseudonyms during the tape-recorded interviews, the transcripts and in the final report. All of the participants were told that the data collected from the interviews and transcripts will be destroyed upon completion of the study.

Limitations of the study

This study has a limited and gender imbalanced participant sample size. The participants are also not representative of the diverse student body at the WSoE and the interview questions were also devised by the researcher. Thus, this study cannot be generalized to an entire university student population.

Findings

This chapter presents the data collected from the interviews of participants' first and second teaching experiences. The data is presented in terms of participants' first classroom experiences and this is followed by the responses obtained after their second teaching interviews.

As a reminder, this study's research questions are:

1.1.1 What are the pre-teaching emotional expectations of first year students?

1.1.2 How do the actual experiences compare with the expectations these participants had?

1.1.3 To what extent did these experiences affect participants' perceptions of teaching?

1.1.4 To what extent did these experiences affect the participants' commitment to continue their training as teachers?

The sample of students has been labeled as follows: Participant **E**, Participant **HH**, Participant **X**, Participant **G**, Participant **H**, Participant **K** and Participant **Q**. The women are participants E, HH and X. The men are participants G, H, K and Q.

Responses to first teaching experience

The WSoE's first year, first semester's teaching practicum lasts for no more than two weeks. During the first week of school experience, beginning teachers have to observe their classroom mentors during their interactions with their pupils. For the second week of first TE, student-teachers have to present three planned lessons which are observed by the mentor as well as a university based lecturer.

In view of their limited initial TE, the questions posed after the beginning teachers' first school experience was minimal, general and open-ended consisting of their experiences of their limited classroom interactions.

Reasons respondents gave for choosing teaching as a profession

Participant E decided to study education due to a lack of finances. She applied to study education at Wits and received a state bursary. Participant HH said that she developed an "ambition" for teaching when she was a pupil in high school. This ambition was based on the relationship she observed between her teachers and their interactions with her fellow classmates. Her school environment is where she developed "the love of teaching" and her teacher has "inspired" her. Participant X revealed that, "I do love kids; I do a lot of community service which has to do with kids so I got the love of teaching from there". She initially considered studying psychology, but together with her twin sibling, they sent in their university application forms too late and "had to settle for something in the line of teaching or any other course that was free. So, we chose teaching, *ja*" [sic].

Participant G said that he entered teaching as a student because of a Limpopo sponsored bursary*. Participant H said in his response that his reason for choosing teaching,

> …has always been because I have a passion for mentoring people and actually helping them and I think teaching is one of those professions where you've got an impact, if not, what you call this, some sort of influence in terms of influencing people on what they've got.

Participant K's response was,

> …I've thought of doing teaching from gr. 11 and I've pursued it now 'cause this is the only thing I've applied for here at Wits for education. I didn't have a second or third choice, nothing so this is where I want to be.

Participant Q stated that he is a member of a family where almost all of his relatives are in the teaching profession and as a result, it was "natural" for him to pursue it "provided that I didn't achieve my goal of being an engineer" [sic].

*Tertiary Education bursaries funded by the Limpopo Department of Education.

Respondents' expectations for first teaching experience

Participant E said that she did not have "many" expectations because she "did not know what to expect". She said, "They just told us that we're going to teach." In view of this, she thought that TE only involved classroom observation and therefore she did not expect to teach at all. In contrast to E, HH expected the teachers at her TE site to be "welcoming" and that the "learners would be cooperative". X expected "tough children, learners that attended school because of their mothers; learners who wanted to pass grades for the purpose of passing, and vulnerable learners with social problems".

G expected "everything to be easy" but found that "things were difficult, even learners and some teaching methods". When asked what her meant by "things", G failed to provide an explanation. H anticipated a lot of "aid from his classroom mentor", he also expected "not to teach because it was his first year as a student" and that he lacked "enough experience". Thus, despite being informed that first TE does involve actual teaching, participant H shared the misperception of participant E, that the first school experience only involved observation.

K did not respond directly to the question on first teaching expectations and instead spoke about his perceptions of what teaching involved:

> …teaching was more about telling but I found that there's more to that than telling the kids ABC; that you have to go further and also discipline even if that's not part of my job 'cause I'm here to teach…so, I have to take it further to a certain extent.

Q anticipated "prominence", to feel important to the learners and to provide knowledge for them. When prompted to explain "prominence", Q could not express what he meant.

Respondents' teaching sites and schooling phases

First year student-teachers at WSoE have the option of choosing their own placement schools and they are also provided with a list of teaching sites from which to choose. The table on the following page depicts the types of schools where the participants commenced their first teaching experience

and the phases that they observed and presented lessons to. Types of schools do influence beginner teachers' experiences of teaching. Of significance is X who was the only novice who observed and taught FET grades in a private high school. She intimated that teaching at a private school would be "less uncomfortable" than being placed at a public learning institution. Teaching in a private high school appears to be a comfort zone and there is a misconception that no problems will be encountered like those experienced in public secondary learning institutions.

Participant	**Private/public school**	**Primary/high school**	**Phase**	**Grade taught**
E	private	primary	foundation	Gr. 1
HH	public	primary	foundation	Gr. 1
X	private	high	FET	Gr. 10-12
G	public	primary	intermediate	Gr. 4
H	public	primary	intermediate	Gr. 4, 5
K	public	primary	senior	Gr. 7
Q	public	primary	senior	Gr. 7

<u>Emotions experienced during first teaching experience</u>

The emotions which E experienced involved "fears". These involved the act of teaching, standing in front of learners and them listening to her, and not knowing the "discipline stuff" on how to control children. Q experienced similar fears which involved standing in front of a class and presenting lessons.

HH experienced "a lot of emotions" but only mentioned "fear". Her reasons for experiencing fear included that teaching in a classroom was her first time and she did not know how she was going to present her lessons. She was also fearful of her lessons lacking clarity, that the learners would be unable to understand and that she would not make it clear for them.

X provided the following comment on her emotional experiences of first TE:

> Well, at first when I got to the school there were only white people and my classes… I taught four classes and it was really a challenge because I was expecting to teach only one class but then they told me I could help out with other classes. I just saw it as an opportunity. So, I got there and there were white kids and I had a problem with racism so it was a huge thing.

X did not provide any justification to support her belief that she experienced prejudice and racism at the school.

G experienced "some fears" which consisted of not knowing what to do at the school and when he presented himself "they asked me to go and teach" (a similar misperception shared by participants E and H). In addition he said, "…some pupils were misbehaving and corporal punishment is meted out to enforce discipline in the school". G further stated that this act is an illegal offense and utilizing it "can lead me into a dangerous situation". This experience involving undisciplined learners was shared by K who's "fear was primary school learners". He said that he thought they were "*outta* control".

Rather than commenting on his emotional experiences, H disclosed his first TE "excitements" as "teaching is an interesting profession and the fact that you've got an influence and can guide people…and it's one of those professions which actually equip you with the ability to actually influence people and get your own results or outcomes". He then subsequently spoke about his fears which were learner "behavioural inadequacies" and not knowing how learners would react on a daily basis. He thought that his preparation was lacking as far as "anticipating pupils' reactions" were concerned. When asked to explain, H commented that it is self-evident.

It is evident from the data presented above that the responses to the first interview schedule is limited in scope and in some instances the respondents' comments did not address the questions in a substantive way. The second TE data interview schedules are more extensive and the reponses to the questions posed are presented below.

Responses to second teaching experience

The second semester's teaching experience at the WSoE occurs during a three week period when beginning teachers have to present at least one planned lesson per day. Unlike the first interviews, the questions after their second schooling experiences were open-ended but focused on social factors which gave rise to their emotions experienced during their classroom interactions. It is important to note that participants K and Q's second TE data are not presented as they withdrew from the study.

Respondents' teaching expectations

In response to the question for second teaching expectations, E commented that she expected to teach "normal kids" and just to prepare her lessons. E did not explain what she meant by "normal kids". X expected a "smooth" second TE because she stated that she had gained more experience from her first school experience. HH's anticipations involved her "excelling" more at teaching and being more "cooperative". When asked what she meant by being more "cooperative", she did not really explain. H said, "I expected a whole lot because it's my second practice". He had chosen the same school, had been assigned to the same mentor and supervisor, and he concluded that this meant that he had to do better than his first TE. By contrast, G thought that "things will be easy". G failed to elaborate on this.

Respondents' teaching sites and schooling phases

During second TEE, first year student-teachers were required to teach at the same site where they were placed for first school experience. They were, however, allowed to change teaching sites with permission obtained from the school experience officer. The table shows the type of schools and phases where the participants taught and presented lessons during their second TE. An important difference between first and second TE placements is participants HH and X's schooling phase changes. During first TE, HH presented lessons to foundation phase learners but for second school experience she taught gr. 7s. HH was permitted to gain experience in presenting lessons to a senior phase grade. During first TE, X taught FET phase learners but for second school experience she presented lessons to a combination of senior and FET pupils. Allowing X to teach a combination of

predominantly senior phase shows that she was not ready to teach only FET learners.

Participant	Private/public school	Primary/high school	Phase	Grade taught
E	private	primary	foundation	Gr. R & 2
HH	public	primary	senior	Gr. 7
X	private	high	senior & FET	Gr. 7,8,9 & 10
G	public	primary	intermediate	Gr. 4
H	public	primary	intermediate	Gr. 4, 5

Classroom management difficulties experienced

Classroom interaction problems which E experienced involved her "learners being unmanageable because the teachers were constantly yelling at the children". She explained that it was rather difficult for her to adopt that "discipline strategy". HH said her initial week of her second TE was manageable due to either her mentor's or the HOD's presence in the classroom. However, towards the end of her second TE, the classes became unmanageable as a result of learners distractions and disrespectfulness". By contrast, X's first week was unmanageable because the learners "had ideas" regarding the incident in which she was assaulted (see below). H did not refer to his classrooms as being 'manageable' because he said that classroom teachers have different "management styles". His mentor "bribed" learners. H explained that his mentor had "incentives" on how to control her learners and it was difficult for him to use her method. However, his mentor modeled it in order for him to apply during his lessons. G also encountered discipline problems. His class was noisy; some of the learners were playing games during lessons and "others had too many highs". G failed to elaborate on what he meant by "highs".

Respondents' emotions experienced during second teaching experience

Commenting on her second TE, E explained that it was "very hard" at her school as most of the learners "suffered learning disabilities and disorders such as ADHD which make them dependent on

medication for appropriate behaviour". This contention is discussed in greater detail below. E further said that the learners ignored instructions and both black and white learners "as young as gr. 2" divulged that they "refused to be taught by a black student". These pupils' perceptions will be addressed below. HH experienced "excitements" because she returned to her first TE school and was familiar with the schooling environment. She was excited to be with her learners without her mentor being present but she felt "sad" when they "ignored" her and "distracted" her during teaching. HH explained that the "distractions" involved the learners making noises and constantly talking to each other throughout her lessons.

X's response was that she was "very happy" during her first TE but her second school experience was "bad". In order to shed light on how X felt, the following lengthy excerpt is provided:

> **X**: It was FET, hey. Shucks, my situation was quite bad. Ok, first we, the week before teaching experience, I went to go see Dr. _ to go tell her my situation 'cause I had only realized we had one chance to change schools but it was too late for me. So, I went to her to explain everything…my mother had liver failure things like that and, well she said she understood but I could see that she wasn't understanding anything. My transport was *gonna* cost like R550. She's like, "Well, I can give you R150". I was like, ok, because when you're in a similar situation you accept whatever you can take. So, I took that R150 and it so happened that I was doing my assignments and something was wrong with the Wits buses, right, so I walked home at like eight o' clock; basically got robbed and beaten up badly. My jaw was dislocated; I couldn't talk, I had these stuff in my eyes, things like that and I called her the next day. I actually came to school…No, I called her. She was like…Somebody actually answered the phone for her. She wasn't there. It actually took her two days to get back to me but then that was not much of a problem because then I would think that she has a lot of things to do and the only thing she could say was, "You should see a counselor".

X's assault incident was an experience which she divulged to her pupils. This traumatic event influenced her schooling experience.

H felt “anxious” during his lessons. G said, “My emotions were high because sometimes I was angry because of these learners having no discipline”.

Factors which influenced respondents’ emotional experiences

Factors such as the foundation phase learners’ purported “disabilities and disorders” contributed towards E’s emotional experiences. HH explained that her presence at the school affected how she felt: “being around and being there when teachers need me; being there for the learners…that really affected how I felt”. X attributed her emotions experienced to the incident of her being assaulted. H explained that he thought that his mentor had high expectations despite him being a first year student-teacher. He further stated that the school has “high standards and the learners have high IQs”. He also explained that all the pupils at the school are first language speakers of English whereas he was not as fluent as them in conversation. G’s response was that he lacked sufficient knowledge to teach.

Difficulties experienced during second teaching experience

Responding to the question of problems experienced during second TE, E expected “challenges” because she taught grades R to 3 but she did anticipate her teaching to be difficult. HH admitted that her second TE was difficult due to teaching at least one lesson per day and preparing everyday to ensure that she understood her content. X’s TE was also difficulties. Her difficulties she claimed were due to her being absent from Curriculum Studies classes on campus because of external work. H said that the knowledge he taught his learners was very “theoretical”. It appears that what he meant by “theoretical” was in fact “abstract”. Similar to E is G who also anticipated his TE to be difficult because he believes that one learns something and find solutions for problems by experiencing “problematic scenarios”.

Emotional and Intellectual preparation for teaching experience

Commenting on her emotional and intellectual preparedness, E thought that she was emotionally prepared because of completing first TE but realized that she lacked the necessary knowledge on

how to handle learners with "disabilities and disorders". E, a black student, disclosed that she did not know how to approach the learners who did not want to be taught by her. E claimed that Wits did not inform any first year student on how to handle prejudice of a racial nature.

HH's response was that she felt "partially prepared" for any emotional experiences. She stated that she was intellectually prepared because her pre-teaching classes at Wits contributed towards her comprehension of the concept of teaching and how to behave as a professional teacher.

X said that she lacked emotional preparation but intellectually she was prepared and obtained a good credit for TE. H had a bit of intellectual preparation because he attended a few Studies in Education* classes on teaching strategies which his tutors demonstrated. However, he did not consider himself to have been emotionally prepared because "it's not really part of the curriculum or something".

G was "at times" both emotionally and intellectually prepared. G did not elaborate on this.

Benefits of first year classroom teaching experiences

E's first year TE has been beneficial for her development in learning to teach. She realized that there are "different learners with different learning disabilities". HH gained some "tips" from staff members on how to react to learners' responses. She learnt about classroom management and how to express herself but she still experiences problems with her application of teaching methods.

X felt that her teaching strategies needed improvement and said that during second TE she knew how to "brush up". G explained that everything he had learnt prior to first TE was theoretical but he proved himself as a student-teacher when he applied everything during his lessons. H gained "confidence"; he learnt "how to present himself as a teacher" in a classroom and "how to express himself".

The transition from being a former high school learner to becoming a teacher

In reflecting on her transition from being a former high school pupil to becoming a teacher, E said

*The respondent is confusing Curriculum Studies with Studies in Education

her experience was “great” because she saw what teachers experience everyday. HH’s transition is still “on going”. She explained that she is still developing and has learnt quite a lot compared to when she was a learner. HH realized that teaching involves adequate lesson planning. X realized that teaching is “a very different” profession. X did not elaborate on this and simply said that teaching is stressful. As a former pupil, H assumed that the “simple things were natural but in teaching it appears to be difficult. G realized that his classroom interactions were not new for him because he had been a “former pupil”.

Respondents’ commitments to continue with teacher training

Commenting on her commitment to continue her teacher training, E said that she developed a “passion” for it. She admitted that her decision to study education did not initially involve passion but “now I see it’s something that I really love”. G too developed a “passion” for teaching and enjoyed hit teaching experience. He likes teaching and learnt something new everyday. HH will also continue to teach because she felt “inspired” and wants “to make a difference in people’s lives”. H is carrying on as he has grown to ‘love” it (teaching). He explained that he had gained some self-confidence and individuals on the WSoE campus have been supportive and insightful on what the profession entails and what it has to offer. X, however, stated that she will not return to education. She will study in Germany towards a church clerical post.

The data presented from respondents’ second TE interviews focus on their teaching expectations, classroom interactions and the emotions that they have experienced. Fear is the dominant emotional experience and evident in respondents’ classroom difficulties. Respondents’ transition from being former pupils towards becoming teachers shows that they made more realistic perceptions about the teaching perceptions. These perceptions are evident in their commitments to continue their teacher training.

This chapter has presented the participants’ responses to their first and second school experiences. Their reasons for choosing education range from financial constraints to social influences and having limited options. During their first TE, the dominant emotion experienced was *fear* and was

reinforced during their second classroom interactions. Classroom interactions did give rise to their emotional experiences with the exception being participant X who suffered a very grave incident outside of the schooling environment attributing her emotional experiences of teaching to her assault. All participants experienced classroom difficulties during their second TE. However, four of the participants who committed themselves to both first and second TE interviews will continue with teaching. The following chapter discusses the data presented here in relation to some of the literature reviewed earlier.

Discussion

The previous chapter has presented the data obtained from participants' responses to the first and second school experience interview schedules. Using thematic content analysis, three main themes were identified in relation to the participants' responses and the literature review. The themes are presented as follows: the fantasy stage; romanticism, and shock reality. In addition to these, I also discuss the participants' emotional and intellectual preparedness and benefits of first year teaching experience which affected their commitment to continue their teacher training.

The fantasy stage

Concerning students' uncertainties and doubts for choosing the teaching profession, Sabar (2004) says the "fantasy stage" commences when the novice begins to think about a career in teaching. This stage involves the imagination working overtime. Sabar (2004) further explains that the start of teaching, although a period of fantasy, is not without its doubts and reservations. Stuart and Thurlow (2000) add that beginner teachers often have erroneous and simplistic perceptions about what it takes to become a teacher.

In addition, Watt and Richardson (2008) show that studies conducted on beginner teachers in different sociocultural settings as in Cameroon (Abangma, 1981), Zimbabwe (Chovore, 1988), Brunei (Yong, 1995) and Jamaica (Bastick, 1999) found that extrinsic motivations (salary, job security, career status) are important reasons for choosing teaching as a profession.

In terms of this study, both participants E and G's reasons for choosing teaching as profession can be labeled as extrinsic. Pragmatism (Younger et al., 2004) is a key factor in their reasons for deciding on teaching as a profession. However, they also stated intrinsic reasons by claiming that they developed a passion for teaching. Similar to participants in Younger et al's (2004) study, E and G's "passion" appear to infuse much of their thinking about teaching which E commented on as "…now I see it's something that I really love".

Participants HH, X, K and Q's intrinsic reasons for choosing teaching is motivated by social influences, social utility values (shaping future of children/teenagers, enhance social equity), and

positive prior teaching and learning experiences (Flores, 2001; Watt and Richardson, 2008). However, HH was the only respondent who referred to her teachers' influences on her decision to study towards becoming a teacher. Her decision is fueled by social influences in her schooling environment which largely presented a glorified image of the teaching profession. By contrast, Q's comment on choosing teaching is almost similar to another participant's in Younger et al's (2004) study whose identification with the profession made it seem almost inevitable that they would become teachers. Such student-teachers base their decisions on "destiny" (Flores, 2001). In K's response on deciding to teach, despite social influences, it is clear that teaching is a "fall back" (Watt and Richardson, 2008) career for him, i.e., teaching is the last resort in choosing a profession.

Romanticism

Commenting on teaching anticipations, Kyriacou and Kunc (2007) assert that the "agenda of expectations" for beginning teachers is complex. The different studies that they reviewed show how teachers' experiences and anticipations interact at the outset and how these influence perceptions of teaching. Thus, unlike Salzberger-Wittenberg, Henry and Osborne (1983) who explain that the beginnings of teaching experience are beset by many fears and hopes, this study's participants held idealistic and optimistic expectations of teaching.

This study shows that four participants' (E, HH, X and H) expectations regarding classroom teaching is realistic first school experience anticipations. By contrast, participants G, K and Q held "romanticized" (Chong, Wong and Lang, n.d.; Stuart and Thurlow, 2000) views of teaching. Feiman-Nemser et al. (1989, in Chong, Wong and Lang, n.d., p.3) would say that these three participants "believe that teaching is easy and that teaching merely involves transmitting information". This is an ideal of the "fantasy stage" (Sabar, 2004) of teaching. Furthermore, I think that the underlying anticipatory emotion (Kemper, 1978) that G, K and Q experienced was excitement which they expressed as confidence, and it is evident in their "romantic" expectations of teaching. Their *fear* which was shared by the other participants (E, HH, X and H) who had less romanticized views. Kemper (1978) says consequent emotions are result of interaction episodes which result from the link of structural and anticipatory emotions to the actual outcomes of interactions.

During second TE, G's "romanticized" idea of teaching in a classroom remained unchanged. E and X also expected everything to go well. HH expected to be more competent and "cooperative"

whereas H concluded that he had to do better than his first TE. I think that the general expectancy was that the participants thought that they had gained "adequate knowledge and practice" during first TE which would have made second school experience less problematic. This thought could have made them feel confident in anticipating better second TE classroom interactions. The fantasy stage still largely persisted during the participants' second TE. The reality is that first TE was more about observing a classroom interaction. Participants only taught three lessons during a two week school experience period. This period does not warrant an understanding of curriculum syllabuses, consistent lesson planning, collaboration with other teachers and preparation in executing lesson presentations on a daily basis. A better way to explain this is that the novices are like babies: they are first seeing their [teaching] world before starting to crawl. There is still a lot of imagination based on idealistic perceptions of teaching involved in this process. However, this idealistic world is soon contradicted by the realists of the classroom.

Shock reality

There is a distinction between 'positive' and 'negative' emotions (Flores and Day, 2006). The most commonly known 'positive' experienced by student-teachers, according to Sulton (2000, cited in Flores and Day, 2006: 220-221), are love, care, job satisfaction, joy, pride, excitement and pleasure. By contrast, 'negative' emotions experienced by novice teachers involve anger exacerbated by tiredness, anxiety, frustration, inadequacy, mortification, doubt, sadness, guilt, shame, stress and confusion (Flores and Day, 2006). In the data presentation chapter, participants show that they experienced positive emotions such as excitement and happiness during TE. Participants' negative emotional experiences involved fear, anger, anxiety and sadness. However, fear was the dominant and most prevalent emotion experienced during both respondents' first and second TE. This is consistent with Salzberger-Wittenberg, Henry and Osborne's (1983) explanation of the beginnings of teaching but here the study's focus is actual teaching experience instead of anticipations.

By contrast to the majority of participants' fears, H's first TE excitement seems to have made him develop realistic perceptions about the teaching profession. This emotional experience made him realize that the skill acquired through teaching "…actually equips you with the ability to influence people and get your own results or outcomes". HH was also excited during second TE as she returned to her first teaching site but became sad when "the learners were unruly in class". I think

that she might have felt despondent because she lacked the ability to control them. By contrast, during his second TE, H felt anxious in conducting his lessons. The factors which gave rise to his anxiety were due to his mentor's "high expectations", the school's standards, and his sense of inferiority due to the fact that he is not a first language English speaker. He consequently felt driven to be seen as competent, but instead he felt insecure (Osborne and Olson, 1991) in handling classroom responsibilities.

Additional sub-themes that emerged from the respondents' emotional experiences of TE are: fear of presenting lessons; prejudice involving anxiety and fear; fear of lacking sufficient content knowledge and skill, and fears and anxieties of classroom difficulties. These are discussed in detail below.

a) Fear of presenting lessons

Fear was the dominant emotion felt by six participants (E, HH, Q, G, K and H). Both participants E and Q feared presenting lessons to learners whilst HH stated that she lacked the knowledge of presenting lessons to a classroom. Wilson, Ireton and Wood (1997) say beginner teachers are concerned with whether they have the capacity of what is necessary to become successful teachers. Many novice teachers fear that their learners will refuse to learn or be uncooperative during instruction (Wilson, Ireton and Wood, 1997). The participants' fears in the current study are also supported by Wilson, Ireton and Wood (1997) who explain that learners' refusal to participate in a lesson is a legitimate concern for teachers (Wilson, Ireton and Wood, 1997).

b) Prejudice causing anxiety and fear

Prejudice of a racial nature was experienced by participants E and X. I believe that E, as a student-teacher, experienced firsthand the misperception amongst some South Africa citizens that "black teachers are poorer teachers compared to their white counterparts". I also believe that this misperception is a legacy of South Africa's history. Even though the children (both black and white pupils) "divulged that they refused to be taught by a black student:, I think that they simply repeated the words of adults. In addition, I also think that E experienced her first shock at the realization that she was a victim of a prejudiced utterance, and then she felt a sense of isolation which made her feel different, inadequate and unwanted. I believe that as a consequence of these experiences, E's all-encompassing emotional experience was anxiety.

X similarly stated that she experienced racism during her first TE. Similar to E, I think that X could have experienced anxiety because prejudice of a racial nature can isolate one and make a person feel inadequate in the presence of others especially those individuals who express racist views. One's self-confidence can also be hampered by an experience of prejudice. However, X did not provide any descriptive details of her prejudiced experience. No description was provided by her on any perpetrators' racial commentaries or actions expressed towards her. In this regard, the school experience guide issued to all education students at the WSoE provides clear guidelines on how to deal with problems and difficulties during TE. It appears that X failed to consult the guide and hence her experiences at the school. X could have notified the WSoE school experience officer of her alleged prejudiced experience.

c) Fear of lacking sufficient content knowledge and skill

G's fear concerned lacking knowledge on what to do at his first and second TE site. Wilson, Ireton and Wood (1997) contend that fears experienced by beginning teachers include being assigned to teach courses in which the novice has limited or no preparation. Goodman (1987, in Olson and Osborne, 1991) says beginner teachers often know what they want to teach but cannot see how to start doing it. In addition, I think that G and HH felt disorientated in their schools and experienced a feeling of inadequacy in their roles as first time teachers. These two participants experienced a sense of helplessness and impotence as they encountered different physical conditions and lacked an awareness of how the school organization works (Sabar, 2004). HH's inadequacies are evident in her response to the factors which contributed to her emotions experienced during second TE. G's specific experience would fall within Cole and Knowles' (1993) cluster of factors centering on pre-service teachers' development of a sense of self as a teacher. This involves the role conflict or the discrepancy between the idealized role and the part demanded by the reality of the teaching situation; role ambiguity associated with little sense of how they want to act or, conversely, how they do not want to perform in a classroom, and personality traits not conducive to optimal teaching and classroom leadership (Cole and Knowles, 1993).

e) Fears and anxieties of classroom difficulties

First TE fears involving classroom difficulties were experienced by participants G, H and K. Olson and Osborne (1991) say classroom management is often cited as the major problem of novice teachers (see also Hammond, 1974/5; Hogben and Lawson, 1984; Veenman, 1984 in Olson and

Osborne, 1991). Difficulty with classroom management can lead to perceived lack of control which often results in disciplinary problems (Olson and Osborne, 1991) or novices may experience a sense of ineffectiveness (Feiman-Nemser, 2003).

H's first TE excitements seemed to have made him develop a more realistic perception about the teaching profession. By contrast, HH was excited during second TE. I think that she might have felt despondent because she could not control them. Unlike, HH's first positive emotional experience during second TE, H felt anxious in conducting lessons.

During second teaching experience, G and H's classroom management problems persisted. H's mentor modelled her classroom "management styles" for him. Younger et al. (2004) terms this action "positive influences" of mentors on trainees. G sometimes became angry as a result of the learners' lack of discipline. I think that G felt frustrated at still not knowing how to control his class and the consequent emotion was the anger he felt. In addition, Floden and Clark (1988) say that "uncertainty" arises when a novice lacks knowledge or skills that other teachers possess such as maintaining a minimal level of classroom control. Such an uncertainty may vanish with additional education and teaching experience (Floden and Clark, 1988).

However, participants E, X and HH only experienced discipline problems during their second school experiences. It must be noted that HH taught gr.7 learners during second TE and X presented lessons to a combination of senior and FET learners. Unlike Lacey (1997, in Olson and Osborne, 1991) who says that novice teachers may try to solve their struggle for control over a class by abandoning their liberal ideals to more authoritarian approaches to teaching, E, HH, G, H and X did not resort to disciplinarian methods. E could not yell at her learners like the site teachers did; G could not enforce corporal punishment and HH had her Head of Discipline, who is an authoritative figure, present whenever her mentor was absent from class. I think that E and G's discipline stances were due to a "deep moral vision" (Younger et al., 2003).

Of significance are participants E and X's classroom experiences. E's second TE was difficult due to her learners' purported "disabilities and disorders". She claimed that the latter gave rise to her emotional experiences. I believe that E could not control her learners and displaced the blame onto them. She could not provide evidence for these learners actually having "disorders and disabilities". As such it is a commonsense assumption which could be seen as a rationalization for her inability to control her classroom.

X attributed her classroom emotional experiences tot the incident in which she was assaulted. I think that this incident was overwhelming, given that she suffered grave bodily injuries, and as a result she incorporated this trauma into her teaching experience. Another consequence of the incident is that she may have suffered post traumatic stress disorder. I think that the trauma of the incident was reinforced when she faced her learners and told them what had occurred. I believe that it would have been wise for her, in view of her experience of prejudice at the school and the assault incident, not to have returned to TE but rather to have withdrawn in order for her to recuperate. These incidences do not, however, distract from her personality as I believe that she is a strong willed student in view of her return to complete second TE.

Emotional and intellectual preparedness

Pre-service teachers' beliefs, values and practices during their classroom interactions as pupils are internalized through an "apprenticeship of observation" (Stuart and Thurlow, 2000). As beginner teachers, they often fail to comprehend the importance of challenging beliefs (Stuart and Thurlow, 2000). Ulvik, Smith and Helleve (2009) say that teacher education does not appear to influence beginner teachers' beliefs and practices when starting to teach. Smethen (2007, cited in Ulvik, Smith and Helleve, 2009) explains that novices are more vulnerable to negative classroom emotional experiences than their more experienced counterparts. In the present study, two additional themes not evident in the literature emerged in the interviews, viz., emotional- and intellectual preparedness.

i) Emotional preparedness

Participants E, HH and H claimed to have been partially prepared for their emotional experiences during first and second school experience while E commented that the WSoE should have provided information on how to confront prejudice. Stuart and Thurlow (2000) say that novice teachers report that their undergraduate education programs do inadequately prepare them to face challenges and difficulties in classrooms. X was unprepared and G's preparedness varied "at times". Their classroom interactions did give rise to their negative emotional experiences. I think that their lack of preparation is due first to them not having anticipated feeling inadequate or fearful amongst learners; second, experiencing anxiety and/or fear when they could not control their classrooms when things did not go well during their lessons (Ulvik, Smith and Helleve, 2009) and third, the shock of first year teaching (Veenman, 1984; Ulvik, Smith and Helleve, 2009).

Furthermore, Floden and Clark (1988:01) say that teaching is "evidently and inevitably uncertain" and uncertainty is especially troubling for novice teachers. I believe that when one's anticipations are not met in a situation, then there are "negative" emotional experiences (Floden and Day, 2006) such as confusion, doubt and helplessness. I think that these emotions cause beginner teachers to feel inadequate in their roles as teachers in front of learners and the consequent emotion is the experience of uncertainty. Furthermore, Feiman-Nemser (2001: 18) argues that:

> No matter what kind of preparation a teacher receives, some aspects of teaching can be learned only on the job. No college course can teach a new teacher how to blend knowledge of particular students and knowledge of particular content in decisions about what to do in specific situations.

ii) Intellectual preparedness

First year education coursework provides theoretical foundations and student-teachers need to have some knowledge to understand the importance of such before they are able to teach in classroom settings. Participants HH, X and H claimed to have been intellectually prepared. HH and H attributed their knowledge to their coursework whilst E remained fixated on "lacking information" on how to control her learners' "disorders and disabilities". Instead of admitting her lack of knowledge, she instead displaced it onto her learners' purported learning disabilities. E could not take responsibility for her own learning and experience in teaching which does show that she was an inadequate student-teacher.

Benefits of first year teaching experience

All the participants who participated in both first and second TE interviews benefited individually from their first year teaching experience. I believe that some professional growth took place and I think that a few of the participants decided during and after their second TE that they would continue with teaching. There is the realization that TE helped them to learn to become teachers. I also believe that some of them realized their potential to teach during both school experiences.

Positive emotions - passion, love, and inspiration, felt by participants E, HH, H and G disclosed in

their comments on continuing with teaching can be perceived as *joys*. Ulvik, Smith and Helleve (2009: 840) say such teachers "feel committed and therefore they will continue with teaching after their first year".

The participants' realization of the transitions from being former pupils to becoming prospective teachers "opened their eyes" to the realities of the profession. Compared to Flores' (2001) study, my research shows that a more practical and context-based approach to professional learning for beginner teachers is needed.

Four of the participants commented on positive aspects including everyday realities of the teaching profession whilst X concluded that it is stressful. Unlike most of my participants' emotional experiences, Flores' (2001) study shows that the majority of her participants referred to their TE as being sudden, stressful and tiring. Friedman (2000) says stress is commonly conceptualized as a three dimensional phenomena consisting of exhaustion, depersonalization and lack of accomplishment. In the present study, X reported suffering stress as well as exhaustion which resulted in a lack of accomplishment in her teaching environment (Friedman, 2000).

During second TE, X taught a combination of senior and FET phase classes. She is the only participant who taught a range of learners. Her feelings involving ineffectiveness or lack of accomplishment are accompanied by a growing sense of inadequacy (Friedman, 2000). Friedman (1996, cited in Friedman, 2000) suggests that stress progression consists of two distinct tracks: "1) a cognitive pathway involving a sense of personal and professional unaccomplishment, and 2) an emotional pathway that evolves into an initial sense of overload followed by a sense of emotional exhaustion" (p. 596). I think that X's second TE classroom teaching overload and prejudiced experience contributed to her decision to discontinue teaching. I also believe that her overwhelming experience of negative emotions (Flores and Day, 2006) during second TE caused her to suffer from the "tunnel vision" (Izzard, 1977). Salzberger-Wittenberg, Henry and Osborne (1983: 8-9) provide the following insight:

> …if we are too frightened to permit ourselves to be open enough to have an emotional experience of newness, we also shut ourselves off from the perception of something different, from discovering anything new, producing anything fresh.

Alternately, X could have realized that she cannot teach and thus displaced her emotions onto her school experience.

In view of the foregoing, four participants' (E, G, HH and H) first teaching practice was a new experience influenced by a range of classroom factors. They made "discoveries" about the teaching profession and as a result will persevere in their training to become teachers. I believe that these participants "embraced" their negative emotional experiences. By this I mean that they accepted that bad experiences are part of teaching and they disallowed these feelings to overwhelm the focus of their teaching experiences. If they had concentrated on the negative emotions experienced, they too would have become disillusioned with teaching. However, X will not return to the teaching profession because she did not respond to her school experience like the other participants. Veenman (1984) cites Ryan (1970, 1980) who says that leaving the teaching profession is a current theme in the stories of young teachers who reflected on their first year of teaching. Even though my study concerns first year initial education student-teachers, Ryan's (1970, 1980) theme is evident in X's TE experiences.

This chapter has provided an analysis of dominant themes from the interview responses as well as additional themes that emerged as a consequence of thematic content analysis. In this study, beginner teachers' reasons for teaching vary between intrinsic and extrinsic motivations. Thus, there is a combination of reasons for choosing teaching as a profession. Most of their expectations were 'romantic' but the 'shock reality' of teaching during their first and especially second school experiences compelled them to develop more realistic perceptions of what the profession entails. The shock of teaching during first TE also forced them to confront classroom difficulties such as discipline problems which occurred again during second school experience. Participants' lack of classroom control is shared by many international studies on in-service first year teachers and there appears to be no recommended strategy for maintaining discipline. However, despite the reality of first teaching experience, participants still pre-dominantly experienced the 'fantasy stage' of teaching during their second TE. Furthermore, participants' emotional experiences were more evident during second teaching experience. This is due to the three week period which requires a compulsory minimum one lesson per day. During this extensive TE, student-teachers are treated like in-service teachers who experience all the demands and constraints of the profession. Negative emotions such as fear, anxiety, frustration, confusion, doubt and uncertainty were the dominant feelings experienced

in situ but rather than allowing these emotions to distort their ideas of teaching, four participants embraced them and will continue to teach. Their perseverance in continuing towards becoming professional teachers is expressed through their positive emotional responses in committing themselves to learn to teach.

Conclusion

Utilizing a qualitative approach enabled the researcher to identify participants' reasons for choosing teaching as a profession; their pre-teaching first and second TE expectations; uncovering participants' first and second school experience emotions, and the classroom factors which contributed to these experiences. Participants' emotional and intellectual preparedness were also presented as well as the benefits of their first year teaching experience. All of the participants stated that they were either fully or partially prepared to deal with the emotional aspects of teaching.

Three themes from the international studies on 'beginner' teachers are evident in the current research: the fantasy stage, romanticism and shock reality of teaching. The fantasy stage is prevalent amongst the respondents' first and second TE expectations. This is because their teaching expectations are rooted in idealism and romanticism based on past experiences as pupils, images of their teachers and optimism. The intensity of their shock reality emotional experiences is the consequence of their anticipatory emotions. Their shock reality emotions manifested in their classroom interactions especially during second TE which was more extensive and intensive in terms of teaching than the first school experience.

Fear was the dominant emotion experienced by the respondents which emerged during specific classroom interactions. Positive emotions were only disclosed by participants in their responses to continue their teacher training. The transition from being former high school pupils to becoming students and prospective teachers made respondents realize that they can teach. The negative emotional experiences during their first year teaching experience actually made them aware of the demands, problems and constraints of the teaching profession.

Despite the conclusions reached above, this study has numerous limitations. First, the sample was very small and was also unbalanced in terms of gender. The participants were not representative of the diverse student body at WSoE. Second, the interview schedules were devised by the researcher and may not have probed adequately all the emotions experienced during the participants' first year school experience. Consequently, the conclusions reached cannot be generalized to all beginning teachers at the WSoE. Future research needs to take all of these limitations into account in order to gain a deeper understanding of the emotional experiences involved in learning to teach.

References

Arnold, M.B. (1970). Perennial problems in the field of emotions. In M.B. Arnold (ed.), *Psychological Stress.* New York: Academic

Caires, S. and Almeida, L.S. (2005). Teaching practice in Initial Teacher Education: its impact on student teachers' professional skills and development. *Journal of Education for Teaching.* Vol. 31, No. 2, May 2005, pp. 111-120.

Chong, S., Wong, I. and Lang, Q.C. (no date). Pre-service Teachers' Beliefs, Attitudes and Expectations: A Review of the Literature. (retrieved on 10 November 2009)

Coffey, B. (2008). *No Teacher Left Behind: An Examination of Beginning Teachers' Preconceptions and Attitudes about Induction.* A Dissertation presented to the Faculty of Rossier School Education, University of California. August 2008. (retrieved on 10 November 2009)

Feiman-Nemser, S. (2001). Helping Novices, Learn to Teach: Lessons from an Exemplary Support Teacher. *Journal of Teacher Education.* Vol. 52, No. 1, pp. 17-30

Feiman-Nemser, S. (2003). What New Teachers Need to Learn. *Educational Leadership.* Vol. 60, No. 8, pp. 25-29

Floden, R.E. and Clark, C.M. (1988). Preparing Teachers for Uncertainty. *Teachers College Record.* (retrieved on 10 November 2009)

Flores, M.A. and Day, C. (2006). Contexts which shape and reshape teachers' identities: A multi-Perspective study. *Teacher and Teacher Education.* Vol. 22, No. 5, pp. 595-606

Friedman, I.A. (2000). Burnout in Teachers: Shattered Dreams of Impeccable Professional Performance. *In Session: Psychotherapy in Practice.* Vol. 56, No. 5, pp. 595-606

Frijda, N.H. (2000). The Psychologists' Point of View. In M. Lewis and J.M. Haviland-Jones (eds), *Handbook of Emotions. (2nd ed.)* London: Guilford Press

Grant, J. (2007). *Egocentricity and Risk Taking in Female Adolescents.* M.Ed. Research Report Johannesburg: University of the Witwatersrand

Hargreaves, A. (1998). The Emotional Practice of Teaching. *Teaching and Teacher Education.* Vol. 14, No. 8, November 1998, pp. 835

Izzard, C.E. (1977). *Human Emotions.* New York: Plenum Press

Kemper, T.D. (1978). *A Social Interactional Theory of Emotions.* New York: John Wiley and Sons

Kyriacou, C. and Kunc, R. (2007). Beginning teachers' expectations of teaching. *Teaching and Teacher Education.* Vol. 23, pp. 1246-1257

LeDoux, J. (1996). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life.* New York: Guilford Press

Morse, J.M., Barrette, M., Mayan, M., Olson, K. and Spiers, J. (2002). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods.* Vol. 1, No. 2, pp. 13-22 (retrieved on 10 November 2009)

Nias, J. (1996). Thinking about Feeling: the emotions in teaching. *Cambridge Journal of Education.* Vol. 26, No. 3, November 1996, pp. 293-306

Ohman, A. (2000). Fear and Anxiety: evolutionary, cognitive and clinical perspectives. In M. Lewis and J.M. Haviland-Jones (eds), *Handbook of Emotions (2nd ed.).* London: Guilford Press

Olson, M.R. and Osborne, J.W. (1991). Learning to Teach: The First Year. *Teaching and Teacher Education.* Vol. 7, No. 4, pp. 331-343

Ospina, S. (2004). Qualitative Research. *Encyclopedia of Leadership.* SAGE Publications. (accessed via www.sagepublications.com on 12 December 2009)

Ria, L., Seve, C., Saury, J. Theureau, J. and Durand, J. (2003). Beginning Teachers' Situated Emotions: a study of first classroom experiences. *Journal of Education for Teaching.* Vol. 29, No. 3, November 2003, pp. 219-233

Sabar, N. (2004). From heaven to reality through crisis: novice teachers as migrants. *Teaching and Teacher Education.* Vol. 20, pp. 145-161

Salzberger-Wittenberg, I., Henry, G. and Osborne, E. (1983). *The Emotional Experience of learning and Teaching.* London: Routledge and Kegan Paul

Smith, C. (no date). Content Analysis and Narrative Analysis. (retrieved via on 16 December 2009)

Strauss, A.L. and Corbin, J.M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory. (2nd. Ed.),* California and London: SAGE Publications Ltd.

Stuart, C.and Thurlow, D. (2000). Making It Their Own: Preservice Teachers' Experiences. Beliefs and Classroom Practices. *Journal of Teacher Education.* Vol. 51, No. 2, pp. 113-121

Sutton, R. and Wheatley, K. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review.* Vol. 15, pp. 327-358

Ulvik, M., Smith, K. and Helleve, I. (2009). Novice in secondary school- the coin has two sides. *Teaching and Teacher Education.* Vol. 25, pp. 835-842

Veenman, K. and Sleegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum Studies.* Vol. 38, No. 1, pp. 85-111

Watt, H.M.G. and Richardson, P.W. (2008). Motivations, perceptions and aspirations concerning

teaching as a career for different types of beginning teachers. *Learning and Instruction.* Vol. 18, pp. 408-428

Weinstein, C.S. (1998). Pre-service Teachers' Expectations about the First Year of Teaching. *Teaching and Teacher Education.* Vol. 4, No. 1, pp. 31-40

Wilson, B., Ireton, E. and Wood, J.A. (1997). Beginning Teacher Fears. *Education.* Vol. 117, No. 3, pp. 396-400

Winograd, K. (2003). The Functions of Teacher Emotions: The Good, the Bad and the Ugly. *Teachers College Record.* Vol. 105, No. 9, December 2003, pp. 1641-1673

Younger, M., Brindley, S., Pedder, D. and Hagger, H. (2004). Starting points: student teachers' reasons for becoming teachers and their preconceptions of what this will mean. *European Journal of Teacher Education.* Vol. 27, No. 3, pp. 245-264.

Zajonc, R.B. (1980). Thinking and Feeling: preferences need no inferences. *American Psychologist.* Vol. 35, No. 2, pp. 151-175.

Zembylas, M. (2005). Beyond teacher cognition and teacher beliefs: the value of ethnography of emotions in teaching. *International Journal of Qualitative Studies in Education.* Vol. 18, No. 4, pp. 465-487.

Appendices

Appendix A First TE interview schedule

Appendix B Second TE interview schedule

Appendix A

First TE interview schedule

1. Has teaching always been an option as a suitable profession for you? If so, why?

2. What were some of your first teaching experience expectations/

3. Did you teach at a private or public primary/high school and which schooling phase did you present lesson to?

4. Did you experience any fears, excitements, concerns? If so, what were they?

Appendix B

Second TE interview schedule

1. What were your second TE expectations?
2. Did you teach at a private or public primary/high school?
3. Which schooling phase did you present lessons to?
4. How many days per week have you taught and on average how many hours per day?
5. Were your classrooms manageable? If not, why?
6. Describe the emotions which you have experienced during your teaching practice?
7. Which factors contributed towards these experiences?
8. Did you consider your second TE to have been challenging? If so, why?
9. Did you consider yourself to have been emotionally and intellectually prepared? If not, why?
10. Do you think that your first year classroom teaching experiences have been beneficial for your learning in becoming a professional teacher? If so, why?
11. How have you experienced the transition from being a pupil to becoming a teacher?
12. Will you continue with teaching? If not, why?

***