

Learning to Become English Teachers: Navigating  
Emotions in Identity Development and Identity  
Improvisation During a Teaching Practicum  
เส้นทางสู่ครูภาษาอังกฤษของนิสิตฝึกสอน:การจัดการอารมณ์  
ที่นำไปสู่การพัฒนา อัตลักษณ์ความเป็นครู  
และอัตลักษณ์เฉพาะการณ

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## Abstract

This study is an exploration of teacher identity development in student teachers during a teaching practicum and the decision to enter the teaching profession after the teaching practicum. Guided by narrative inquiry, I employed classroom observations and life story interviews to collect the data. Two student teachers were purposefully selected to participate in this study. The data were analyzed by the thematic analysis method. The data revealed that the process of teacher identity development mostly relied on the emotions, resulted from socio-cultural factors and the differences of social construction in the school settings. Additionally, it was found the decision to enter to the teaching profession was influenced by the combination of teacher identity development, personal background, and socio-cultural factors in the school settings during the teaching practicum. For this reason, the revising curriculum to be more field-based and the collaborative work between

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teacher educators, mentor teachers, and student teachers during the teaching practicum should be promoted to help the student teachers develop their teacher identity during the teaching practicum.

**Key words:** Teacher identity, identity development, identity improvisation, emotion, student teachers, teaching practicum

## บทคัดย่อ

งานวิจัยครั้งนี้เป็นงานวิจัยเชิงคุณภาพโดยนarrative inquiry (Narrative inquiry) มาใช้ในการศึกษาคำนี้ เพื่อศึกษาการพัฒนาอัตลักษณ์ความเป็นครูของนิสิตฝึกสอนวิชาภาษาอังกฤษระหว่างการฝึกประสบการณ์วิชาชีพครูจำนวน 2 คน และเพื่อศึกษาเกี่ยวกับการตัดสินใจที่จะเข้าสู่เส้นทางครืออาชีพของนิสิตฝึกสอนหลังจากสำเร็จการศึกษา โดยข้อมูลที่ได้จากงานวิจัยในครั้งนี้มาจากการเก็บรวบรวมโดยการสังเกตการณ์การเรียนการสอน การสัมภาษณ์และการวิเคราะห์ผ่านทางวิธีแบบวิเคราะห์ข้อมูลวิเคราะห์ประเด็น (Thematic analysis) พบว่าอัตลักษณ์ความเป็นครูของนิสิตฝึกสอนจะพัฒนาได้มากหรือน้อยนั้นขึ้นอยู่กับ อารมณ์ของนิสิตฝึกสอนในช่วงระหว่างการฝึกประสบการณ์วิชาชีพครูที่เป็นผลมาจากสภาพแวดล้อมและความแตกต่างทางสถานะทางสังคมในโรงเรียนที่นิสิตฝึกสอนได้ไปฝึกประสบการณ์วิชาชีพครู การศึกษาในครั้งนี้ยังพบว่า การตัดสินใจเพื่อที่จะเข้าสู่เส้นทางครืออาชีพของนิสิตฝึกสอนหลังจากสำเร็จการศึกษานั้นขึ้นอยู่กับอัตลักษณ์ความเป็นครูที่พัฒนาแล้วของนิสิตฝึกสอน ปัจจัยพื้นฐานของนิสิตฝึกสอน รวมไปถึงสภาพแวดล้อมในโรงเรียนที่นิสิตฝึกสอนไปฝึกประสบการณ์วิชาชีพครู ดังนั้นการทบทวนหลักสูตรการเรียนการสอนเพื่อเตรียมความพร้อมนิสิตฝึกสอนก่อนเข้าไปสู่การฝึกประสบการณ์วิชาชีพครู และการร่วมมือกันระหว่างอาจารย์ผู้สอน ครูพี่เลี้ยง ตัวนิสิตฝึกสอนเองจะช่วยให้ อัตลักษณ์ความเป็นครูในนิสิตฝึกสอนระหว่างการฝึกประสบการณ์วิชาชีพครูได้พัฒนาไปได้ดีขึ้นอย่างเป็นระบบ

**คำสำคัญ:** อัตลักษณ์ความเป็นครู, การพัฒนาอัตลักษณ์, อัตลักษณ์เฉพาะการณ์, อารมณ์, นิสิตฝึกสอน, การฝึกประสบการณ์วิชาชีพครู

## Prologue

*‘What do you want to be when you grow up?’*

All of you, including me, might have been asked this question many times when we were young. Many of us might not have trouble answering this question, but not me. I always avoid answering this question because I hate when my answer was judged and compared with others. So, I decided to answer “I don’t know” to this question. For this reason, I was frequently mocked as a “nowhere-to-go” girl.

I would end up being the nowhere-to-go girl if the destiny did not fool me around, bestowing my journey to become an English teacher in one school at my hometown after I graduated from the university. Unlike my colleagues, I did not have any teaching experiences from the teaching practicum because I graduated from the major of English language instead of teaching English. Therefore, I entered to the teaching profession without realizing that it is an emotional labor work, requiring a lot of physical and mental effort

to become a teacher. As a result, I was struggled with the realities of the students, classroom, school contexts and my own emotions between being an ordinary person and a teacher at the beginning of my life as a teacher and started wondering that: *Am I the only one suffering from being a teacher?*

As a teacher for three years, I quietly observed everything and every changing around my workplace. I found out that I was not the only one who felt suffering with being a teacher since the student teachers were on the same boat with me. I witnessed that some of the student teachers left their dream of being a teacher after finishing the teaching practicum year. At that time, I was surprised by the fact that they did not enter to the teaching profession because of the experiences that they gained during the teaching practicum year although they initially expressed an interest to become teachers for years. Moreover, I even found that some of them entered to the teaching career because they wanted to procure a place in the higher education instead of having a strong passion to become a teacher. Since then, it has been my determination to understand the phenomenon better. When I examined the literature, I found out the understanding how student teachers developed their teacher identity and how their teacher identity development influenced upon their decision to enter the teaching profession that might answer to my curiosity eventually.

## Background Literature

### Teacher identity and Emotion

Teacher identity is a perception of oneself as a teacher, which is closely related to emotions (Beauchamp & Thomas, 2009; Zembylas, 2003). Emotion is a major influence upon the perception of being a teacher since the emotional changes that the teachers have gained from teaching the students in the classroom or dealing with the socio-cultural factors in the school settings are led toward the process of teacher identity development eventually (Yuan & Lee, 2015; Zembylas, 2005). Emotion also has the ability to trigger the teachers' behavior through its motivational component (Frenzel & Stephens, 2013). Therefore, the process that emotions trigger upon the behaviors of teachers is called the process of identity improvisation.

Unlike the process of teacher identity development, the emotions in the process of identity improvisation are seen as the ways that served "to promote survival because emotional experiences typically motivate behaviors that help to preserve physical and psychological well-being" (Frenzel & Stephens, 2013, p.6). For this reason, the process of identity improvisation could replace the process of teacher identity development whenever that the teachers are triggered by the emotions from teaching, socio-cultural factors or the different social construction in the school setting; for instance, when the teachers feel unsecure with their life as a teacher in the school. As a result, they decide

to do something or construct the new identity to make themselves survive in the school context that they belong (Yuan & Lee, 2016; Zembylas, 2003, 2005).

Machado and Botnarescue (2011) stated that the teacher identity in student teachers can be developed through the professionalism of individuals which can be contributed and influenced by the quality and variety of the population in the school settings as well as the personality of the student teachers during the teaching practicum. However, the teaching practicum year is not as easy as many student teachers have fancied since this program requires them to overcome the challenges and struggles of the identity and emotional conflicts that consisted during the year of teaching practicum (Beauchamp & Thomas, 2009; Yuan & Lee, 2016).

The teaching practicum is always recognized as the first important stage for student teachers to develop their professional identities since this program was institutionalized to help undergraduate students in education, construct and develop their perceptions on being a teacher through the experiences of teaching in the real classroom context and the role that they are assigned in the school settings (Hong, 2010; Yuan & Lee, 2016).

Apart from professional development, student teachers tend to experience wide ranges of emotions through the interactions with their school administrators, mentors, colleagues and students. For this reason, the emotions that

occur during teaching practicum are considered as a crucial factor that directly influences toward their process of teacher identity development (Yuan & Lee, 2016).

On the contrary, student teachers have to deal with their emotional conflict during a teaching practicum since it is seen as the initial or mixed feelings between the feelings of trepidations or nervousness and exhilaration or happiness that occur simultaneously. Moreover, the accomplishment in challenging the emotional conflict may present the risks as well as the opportunities and the increase of self-awareness among student teachers, which is considered as the growing stage of the identity development in student teachers as a person and teacher in the future (Beauchamp & Thomas, 2009; Machado & Botnarescue, 2011).

Beyond emotional conflicts, Hong (2010) and Yuan and Lee (2016) agreed that emotional burnout is also considered as one of the emotional stage that the student teachers can experience during the teaching practicum year. The prior researcher has shown that the student teachers were accessed and went through the stage of emotional burnout through their observation and interaction between themselves and the socio-cultural factors in the school settings; for instance, the school administrators, mentors, colleagues and students, which attributed the stress toward their process of teacher identity development as well as their personality as a teacher.

### **Teacher identity development in teaching practicum**

Teaching practicum is a fundamental component of teacher education since it allows student teachers to try on professional roles and experience what it means to be a teacher in the real context (Trent, 2013; Yuan & Lee, 2016). The practicum year is also seen as a challenging aspect for all student teachers because they have to move themselves through the identity conflict between being a student at the university and being the teacher at the school (Trent, 2013). For this reason, the experiences that the student teachers gained from the practicum is recognized as an analytic lens of identity that the student teacher used to understand and develop their role of being a professional teacher in the future (Beauchamp & Thomas, 2009; Lee, 2013).

The development of teacher identity in student teacher started with their engagement of the practice to become a teacher during a teaching practicum. On the other hand, the student teacher identity is considered as a changeable factor that can be developed and influenced through the engaging of cognitive learning and interacting with different socializing in the school settings and experiencing the number of emotions during the teaching practicum year. Therefore, the experiences that the student teachers have gained through the year of teaching practicum are considered as beneficial factors to prepare and develop their eventual teacher identity (Samuel & Stephens, 2000; Yuan & Lee, 2015).

Sutton and Wheatley (2003) and Yuan and Lee (2015) agreed that the student teachers are not prepared well enough to face the realities of the classroom. During the teaching practicum, they unconsciously face the strong feelings of anxiety and frustration as well as the feelings of fear due to insufficient competence. They are also shocked with the misbehavior of students in the real classroom, which increase the negative emotions on being a teacher as well as the problem of classroom management in student teachers (Cowie, 2011).

Despite the fact that the student teachers are overwhelmed with the indiscipline of students, their teacher identity is still developed through the teaching and the interaction among themselves and students in the classroom. For example, the identity of being a co-learner of students could be constructed and switched from the identity of the controlling teacher when the student teachers have learned to accept the unpredictability in teaching and be open-minded to face the unexpected situations in the classroom (Yuan & Lee, 2015).

On the contrary, the lack of sufficient professional training in the school settings and the unsupportive social interaction between the student teachers and the school administrators, mentors, colleagues can lead to disturbances in the process of their teacher identity development and negative emotional struggles, vulnerability, and powerless from being student teachers:

Teachers' emotions and identity building were found to related to their moral and social

concerns. Moral concerns could be seen in the responsibilities the pre-service teachers took for student learning, as shown in “crying incident” social concerns could be illustrated in the participants’ interactions with students, mentors and fellow teachers, which provided on “emotional channel” through which their identities were enacted and transformed (Yuan & Lee, 2015, p.487).

Student teachers might have the positive emotions like excitement and joyfulness the first time they teach the students in the classroom by themselves. Meanwhile, the negative emotions like anxiety, worrying and frustration might be expressed since they need to prepare and deal with their lesson plans and solve the classroom based problems that occur every day (Sutton & Wheatley, 2003).

However, the belief that a teacher is a role model without any imperfections for students unconsciously decreases the identity of being a caring and supportive teacher and contributes to the negative emotions like anger and sadness to the student teachers (Yuan & Lee, 2016). As a result, Hong (2010) and Yuan and Lee (2015) stated that the student teachers need the space and opportunities to explore and understand their own emotions before entering the teaching profession after they completed the teaching practicum program in order to decrease the risk numbers of attrition in the future.

On the contrary, the imaginative and unrealistic image of being a teacher, which conflicting with the realities of the classroom

and school settings that the student teachers have brought before entering to the teaching practicum are seen as the factors that limit and challenge the process of their teacher identity development. In other words, the teacher educators, mentors and student teachers should work collaboratively to strengthen the student teachers’ abilities on coping with the realities and possible challenges of the real school settings; for instances, what it takes to teach in the real classroom or how to positively negotiate with the other community members like the school administrators, mentors, teacher colleagues and student teacher colleagues in order to develop a strong and positive professional identity for them in the future (Yuan & Lee, 2015).

Despite the fact that the strong emotions and development of teacher identity in student teachers are mostly influenced by the experiences and interactions that they gained from the students in a real classroom, it cannot be denied that negative emotions like anxiety and frustration as well as the lack of trust and support from their school administrators, mentors and colleagues are also recognized as the important factors to shape and reshape their teacher identity. The misconceptions of being the student teacher and mistreatment as a student or assistant instead of someone who is learning to teach as well as an unequal power relationship between the student teachers and their mentors are also noticed as the causes that provide the wide ranges of negative emotions

and direct influences on their process of teacher identity development (Yuan & Lee, 2016).

As a result, their strong sense of powerlessness and disappointment of being at the bottom of the school hierarchy that the student teachers receive from their mentors and colleagues are caused and limited to the process of teacher identity in student teachers (Yuan & Lee, 2016; Zembylas, 2005). However, student teachers are required to accept the challenges between their own emotional struggles and identity conflict battlement in order to survive the teaching practicum program and become the professional teacher after completing the program (Beauchamp & Thomas, 2009; Yuan & Lee, 2015, 2016).

For this reason, the student teachers tend to struggle in the process of teacher identity development since they have to combat in their emotional battlement in order to survive their life as a student teacher in the same time. Consequently, the results of this battlement could possibly lead to their future decision either leaving or continuing to the teaching profession after they finish the teaching practicum program (Hong, 2010, 2012; Yuan & Lee, 2015, 2016).

### **Stepping into the teaching profession**

Although student teachers may finish the teaching practicum year without any struggles, emotional experiences that the student teachers gained during the days of teaching practicum are not left behind. Emotion follows the student teachers as an important factor on making the decision to enter the teaching profession.

Surprisingly, many of them decided to leave the teaching profession due to the negative emotional experiences like the disappointment that they experienced during the teaching practicum (Hong, 2010). As a result, emotion is regarded as a continually important factor that makes teachers leave the job earlier than expected and also a cause of the teacher attrition phenomenon in the field of education nowadays (Hong, 2012).

### **Research Questions**

Due to the combination between my personal curiosity and the gap of the literature, this study attempts to answer to the following questions:

1. How do student teacher identities develop during the teaching practicum?
2. How does teacher identity development during a teaching practicum influences the student teacher's decision of entering the teaching profession?

### **Methods**

In this study, I was guided by narrative inquiry, which is one type of qualitative research methodology, which attempts to capture stories of student teachers in the process of teacher identity development through the emotional perspective during the teaching practicum.

### **Data collection**

Two-fifth-year undergraduate student teachers, majoring teaching English language from a university in the eastern part of Thailand,

were selected as the participants of this study. Annalise and Pucca (pseudonyms created by the participants) agreed to participate in this study after sending out an invitation to the student teachers. Both of them taught at the primary school level. Annalise taught at a private school while Pucca taught at a public school.

After being granted site permission and individual consent, each participant was observed teaching fourteen hours over the period of four months, focusing on the classroom interaction and teaching performances during their teaching in the classrooms. After each site visit, I wrote descriptive and reflective contents in each observation event immediately before observing the participants again (Merriam, 2009).

In addition to the classroom observation, the participants were interviewed four times in a coffee shop in which they were flexible, comfortable and free of disturbances from their school settings. To conduct the life story interview, a semi-structured and open-minded approach were combined for interviewing the participants about their life experiences. The interview frameworks focused on the participants' socio-cultural backgrounds, emotional interferences during the teaching practicum year and future decision to enter the teaching profession. Each interview took approximately one hour.

Moreover, participants were asked to show artifacts like the inspiring photos or the photos that can represent their current emotions the best. I used the artifacts to advance our discussion to navigate their emotions during the

teaching practicum and to explore about their future decision after the teaching year finished.

### **Data analysis**

To analyze the data, I employed the thematic analysis method (Clarke & Braun, 2017; Riesman, 2008.) After I finish writing the audit trails, I started coding the data. To code the data, I started by reviewing and looking for the particular patterns across the data in the audit trails of each participant. After that, I pulled out the interesting quotes from the audit trails of two participants. Next, I started coding by categorizing the similar quotes that I have found through the audit trails from each participant into categories before putting the common categories into themes. Then I constructed a storyline to form a narrative by writing a mini-story under the themes that I have found in each participant. Finally, I united those mini-stories into one story by trying to portray the process of teacher identity development in each participant, and how their teacher identity influences upon their future decision on entering the teaching profession.

### **Trustworthiness**

Merriam (2009) stated that every researcher aims to contribute the believable and trustworthy knowledge to the field that they study because reliable reports will make the readers feel trustworthy enough to make a decision and believe the outcome. To gain the trustworthiness of the study, I used the triangulation technique through multiple data



collection methods. I also used transparent voice by writing the assumption, trying to be aware of my voice (Tracy, 2010). Last, I used the member check technique by consulting with the participants whether my tentative interpretations reflected with their original intent.

### **Ethical considerations**

Doing qualitative research is a messy process since it required researchers to deal with the life of the others. Unavoidably, ethical dilemma often rose during the research process. As a result, this study was conducted carefully to minimize inevitable ethical dilemmas. To collect the data, I started by informing the participants of their privacy rights that their authentic names, site where the data was collected and others proper name that related to them were confidential and would not be presented in the final report (Seidman, 2006). To minimize the risks about the participants' sensitivities, the participants had the right to refuse answering questions. Additionally, the participants were informed that my role in this study, as a researcher, was to be "a good listener and a facilitator of the interview" (Prabjandee, 2014, p.102).

### **Findings**

Little Miss Serendipity: The Story of Annalise's Wanderlust

Annalise is a female fifth-year student teacher majoring in English who comes from a farming family in Thailand. Surprisingly, the decision to become a teacher was not originally from her personal interest; rather, she chose

to become a teacher because she wanted to follow her family's will. Although she did not intentionally want to work as a teacher, she decided to become a dedicated and kind teacher who gives all her best to the students as she proved when she was a student teacher. When I started collecting the data, she was attending the teaching practicum session at a small private elementary school in Chonburi, Thailand.

*"Originally, I did not want to become a teacher."*

Annalise confessed to me at the first time we met that she did not want to become a teacher; rather, she was forced by her family. As far as Annalise can remember, she does not have a chance to do anything for her own sake unless it was approved by her family. Although Annalise understands that her family always wanted the best for her, she felt disappointed on herself that she could not do anything about the decision for her own future. For this reason, she entered to the field of teaching without any passions of being a teacher.

*"As a teacher, I feel happy to see how my students' learning achievement develop, from time to time, right before my eyes."*

Since Annalise decided to enter to the Faculty of Education as her family's wish, she felt that being a teacher was a boring job until she participated in a teaching practicum. At the beginning of the teaching practicum, Annalise felt tired, isolated, pressure, confused and disappointed about her status of being a student teacher in the school. At that time, she felt that

being a teacher was not what she meant to be because she could not teach the students as she wanted and she did not familiar with the school's atmosphere. However, in the second semester, Annalise decided to ignore the socio-cultural factors in the school like the school administrators or colleagues and focused on her role as a teacher instead. As a result, she continually felt better and happier anytime that she realized that the students' learning achievement have been improved because of her until she finished the teaching practicum.

*"I think that I can see myself as a teacher, vividly."*

Although Annalise did not want to become a teacher originally, she decided to become a teacher after she graduated. Beyond the happiness of the life as a teacher that she gained during a teaching practicum, Annalise also wanted to make her family proud of her. To kill a bird with two stones, she decided to enter to the field of teaching profession by taking the national recruitment examination as soon as she finished the teaching practicum. Fortunately, all of her wishes were granted because she passed the examination. Started without the passions to become a teacher, Annalise was entering the teaching profession with the full happiness of life as a teacher and the hopefulness to make something better to the students as much as she can.

Lost in Transition: The story of Pucca's Wanderlust

Pucca is a female fifth year-student teacher majoring in English who comes from the family of teachers in Thailand. Unlike Annalise, Pucca decided to study in the field of education by herself since she was inspired by her parents, especially, her mother who currently works as an English language teacher. Beyond inspiration from her parents, she also thought that being a teacher, especially a government teacher, is the most sustainable job in her perspective. When I started collecting the data, she was attending her teaching practicum at a small public elementary school.

*"I was born to be a teacher."*

Pucca always told me that she was born to become a teacher. Also, she was lucky enough to know what she really wanted to be when she grew up since she was young. Since she was born and raised in the family of teachers, she unconsciously observed her parents and constructed her personal perspectives of being a teacher by herself. In her perspective as a teacher, she thought that being a teacher was a piece of cake. For this reason, Pucca decided to enter to the field of teaching with a strong passion to become a teacher and a perspective that and everything would be on the bed of roses.

*"Is this a real life? Or is this just fantasy?"*

Since Pucca entered to the field of teaching without realizing the difficulties of being a teacher, she started having a problem with her life as a teacher as soon as she participated

the teaching practicum. At the beginning of the teaching practicum, she was shocked that the realities of being a teacher did not match with her own imagination that she had constructed before entering the teaching practicum. Also, she was shocked with the socio-cultural factors in the school like the diversities of the students in one classroom, the school administrators and her colleagues. Especially with her colleagues, she was suffered because many of them spread the misunderstanding about her that she was a selfish student teachers. Until this point, Pucca started realizing the realities of being a teacher and tried harder to make herself survived in the school during the teaching practicum. At the end of the teaching practicum, Pucca questioned herself whether she was born to be a teacher or not.

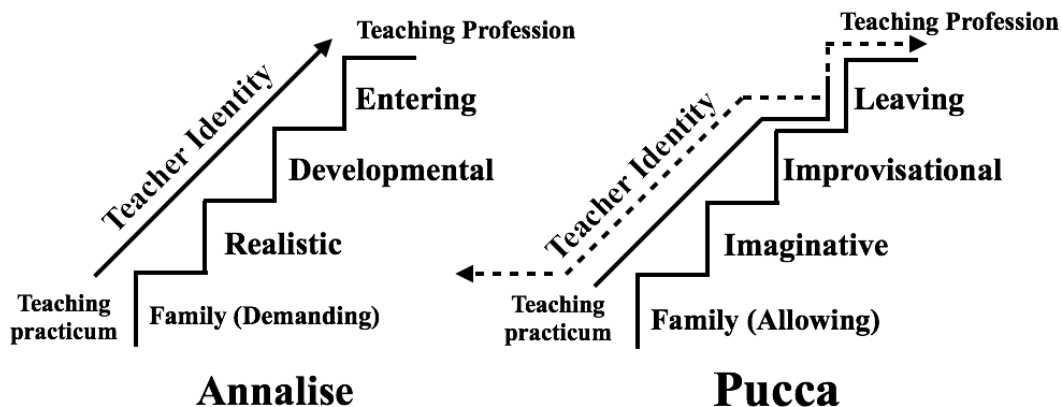
*“I was not sure that being a teacher is the right thing to do.”*

Although Pucca entered to the field of teaching with the strong belief that she was born to be a teacher, she felt unsecure and unsure about her future decision at the end of the teaching practicum. Due to the experiences that she gained during the teaching practicum, Pucca started reconsidering her decision to become a teacher again whether she would continue on the field of teaching or not. However, she decided to take the national recruitment examination after she graduated because she thought that it was a common thing for the student teachers like her to do after graduation. Meanwhile, Pucca also created plan B to transfer herself to work in the

other career professions in case that she could not make it through the examination instead of working as a temporary teacher. Fortunately, Pucca passed the examination, but she had to wait for the call from the Educational Service Area Office around six months to work in the school. During the six months of waiting, Pucca worked as a tutor and some part time jobs that was not related to the teaching. Started with the strong passion to become a teacher, Pucca was lost in transition somehow.

## Discussion

The purposes of this study were to investigate the process of teacher identity development in student teachers during a teaching practicum and to examine how teacher identity development during a teaching practicum influences the decision to enter the teaching profession. For the process of teacher identity development in student teachers during a teaching practicum, the results revealed that the process of teacher identity development in Annalise was related to the realities of being a teacher, the process of teacher identity development and the decision to enter to the teaching profession. On the contrary, Pucca’s process of teacher identity development mostly aligned with her imaginative of being a teacher, the process of identity improvisation and the consideration to leave the teaching profession as shown in Figure 1.



**Figure 1.** The process of teacher identity development in two student teachers

Annalise and Pucca started constructing their teacher identity from the family (Chih, 2016) although Annalise’s was constructed through the demand from her family, rather than the allowance like Pucca’s. Furthermore, the process of teacher identity development in both of them started developing differently. According from the presented figure, the process of teacher identity development in Annalise was continually developed based on reality of the school, classroom and school context, especially from her students. As a result, her teacher identity was eventually developed based from the experiences that she gained during the teaching practicum.

Due to the experiences that Annalise gained, her teacher identity was started developing through the growing stage of her perceptions as the teacher and the interactions between herself and students despite the fact that the process of teacher identity development requires the different socializing interactions in the school settings more than the relationship

with the students (Beauchamp & Thomas, 2009; Kanno & Stuart, 2011; Machado & Botnarescue, 2011; Yuan & Lee, 2015).

Unlike Annalise, Pucca developed her teacher identity based on her own imagination of being a teacher. According to the findings, the imagination of being a teacher that Pucca brought to the teaching practicum is aligned with previous studies (Gallant & Riley, 2014; Lindqvist & Nordänger, 2016; MacDonald, 1999; Schaefer, 2013; Yuan & Lee, 2015, 2016). These studies found that many teachers who start their career with one-sided perspectives of being a teacher, especially positive ones, are noticed as the group of teachers who will easily struggle and suffer from the conflict of their own imagination and the realities of the classroom context. As a result, the teacher identity in these teachers is eventually devastated due to their contradiction with the realities as well as the increasing of disappointment.

Beyond the imagination of being a teacher, the process of teacher identity development in

Pucca was frozen and slowly declined due to the broken relationship with her colleagues. Although her process of teacher identity development was blocked, Pucca unconsciously stepped into the process of identity improvisation and constructed the new identities with the attempts to save her reputation and survive her life as the student teachers from the powerful social construction and socio-cultural factors in the school settings (Frenzel & Stephens, 2013; Yuan & Lee, 2016; Zembylas, 2003, 2005).

According to the impact of socio-cultural factors, Pucca suffered from the disappointment that she could not achieve her goal on being a teacher. As a result, the idea of transferring to work in the other career profession comes up to Pucca's mind in case that she could not pass the national recruitment examination to become a government teacher as she planned before entering to the field of education (Clandinin et al., 2015; Gallant & Riley, 2014; Hong, 2010; Lindqvist & Nordänger, 2016; Schaefer, 2013).

Unlike Pucca, Annalise's decision did not change from the impact by the socio-

cultural factors in the school since she felt happy and satisfied with the feeling of being a teacher according to the growing stage of her teacher identity development during the teaching practicum (Schaefer, Long & Clandinin, 2012). Apart from her personal satisfaction, the important reason that keeps Annalise on the tract of teaching profession is being a family's proudness by passing the national recruitment examination and becoming the government teacher eventually (Chih, 2016).

For the influences of teacher identity development during a teaching practicum to the decision to enter the teaching profession, I presented the emotions of teacher identity development during the teaching practicum with an attempt to portray the emotional circumstances and emotional awareness in the two participants before investigating the influences on their emotions toward the decision to enter the teaching profession. Figure 2 shows the influences of emotions upon the decision to enter the teaching practicum.

## Pucca

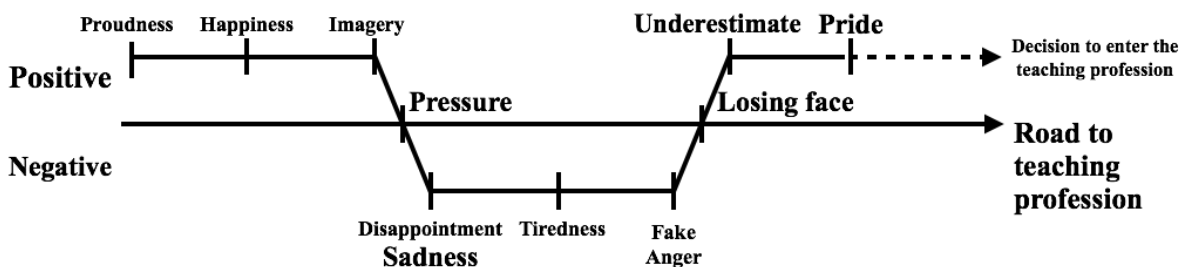


Figure 2. The influences of emotions upon the decision to enter the teaching

As shown in Figure 2, the data revealed that Annalise mostly started her life as the student teachers with the negative emotions like pressure, isolation, displeasure, annoying, confused, disappointment and tiredness since her decision to stay in teaching did not originally come from herself. However, as soon as she could adapt and develop herself to the school, classroom and teaching context, her emotions turn to the positive sides since she felt happy to teach her students and also wanted to be her family's proudness by becoming the government teacher after she graduated. As a result, Annalise decided to continue on the path of teaching profession as soon as she graduated.

Unlike Annalise, Pucca started her journey of being a student teacher positively since she has positive emotions of being a teacher by her parents, upper-classmates and her experiences from helping her mother in the school. Therefore, she has a high expectation and imagination on being a teacher when she started her life as a teacher. On the contrary, as soon as she realized the realities of school, students, classroom and colleague context as well as the realization of the different social construction in the school settings, her positive emotions slowly turned down to the negative emotions like pressure, disappointment, the creation of fake angry and tiredness.

However, the emotions of losing face drove her back from the negative emotions to positive emotions again. Although she was back on the positive's track, her decision to enter

to the teaching profession after she graduated was blurred and unstable since the emotions of underestimation and pride made she thought that she would transfer herself to work in the other career profession in case that she could not pass the National recruitment examination. In other words, the National recruitment examination is also the factor that make Pucca decided to continue or leave the path of teaching profession in the future.

According to the findings, both of positive or negative emotions did not directly influence toward the decision to the teaching profession in student teachers unless the emotions embedded with socio-cultural factors like students, colleagues and social construction in the school context as presented in the previous studies (Cowie, 2011; Gallant & Riley, 2014; Hargreaves, 2000; Hong, 2010, 2012; Schutz et al., 2007; Sutton & Wheatley, 2003; Yuan & Lee, 2015, 2016; Zembylas, 2005). In Annalise's case, Annalise decided to continue to the teaching profession because she feels satisfy with the feeling of being a teacher and she also wants to make her family happy and proud of herself. Based on the findings, the positive emotions like happiness and proudness in Annalise were hidden under the socio-cultural factors called family and students.

Meanwhile in Pucca's case, although Pucca did not make her final decision to enter the teaching profession since she still waited for the result of national recruitment examination, the data revealed that her decision was mostly

stimulated through the disappointment from the socio-cultural factors like students and colleagues as well as the issue of different social construction; rather than her personal and authentic emotions (Cowie, 2011; Hargreaves, 2000; Hong, 2010; MacDonald, 1999; Yuan & Lee, 2016; Zembylas, 2005). After all, the findings in the decision to enter the teaching profession still confirmed that the decisions to enter the teaching profession in the student teachers will be influenced by the emotions if the emotions were stimulated simultaneously through the impact of the socio-cultural factors in the school settings that they participated as well as the factors from their background stories.

## Implications

These findings provide a practical implication for the educational field to value the collaborative work during a teaching practicum between the teacher educators, school mentors and student teachers to encourage the student teachers to develop their teacher identity smoothly without any disturbances from the emotions, socio-cultural factors and social construction in the school during a teaching practicum. Moreover, these collaborative works could raise the number of teachers and prevent the problem of teacher attrition.

## Limitations

The nature of narrative inquiry has its limitation. Therefore, it is difficult to justify

whether the student teachers told the truth while narrating their stories to me or not, truth is considered as the first limitation in this study. To minimize this limitation, I decided to investigate “a truth”, rather than “the truth”. Moreover, the student teachers examined the world through the lens of their life. For this reason, I relied on the participants’ honesty to tell stories of their life. Although I did not know if the stories were true, I respected their privacy and decisions whether or not to tell certain stories.

## Future research

The present study focused only on the emotions that occurred during the teaching practicum, which is one of the aspects in the process of teacher identity development. For this reason, I recommend that fellow researchers conduct longitudinal research to study the multiple aspects of teacher identity beyond emotions as well as to gain the deeper details and to understand the process of teacher identity development in student teachers during the teaching practicum. Moreover, longitudinal research is suggested to help the future researchers to understand and generate new insights into teacher identity work as an ongoing process of becoming a teacher in student teachers during the teaching practicum.

## Epilogue

After the teaching practicum ended for a month, both Annalise and Pucca took the national recruitment examination. After they

took the examination for a month, the results of 2017 national recruitment examination has been leaked. For this reason, I called Annalise and Pucca to check whether they passed the examination or not.

*“My family praised me a lot.  
They told that they are so proud of me like  
I am so proud of myself,”*

On that day, Annalise picked up my call with the happier and brighter tone of her voice because she has some good news to share. Annalise passed the examination with the higher score, which made her could enter to the teaching profession as a government teacher automatically. Finally, a bird could be killed by the two stones.

*“I’m not really fine, but not that bad,”*

After I finished the call with Annalise, I dialed to Pucca. She picked up my call with her usual bright voice, but I still sensed something strange about it. As expected, Pucca passed the national recruitment examination, but she had to wait six more months to be appointed as a government teacher since her score was lower than Annalise. Pucca tried to hide her disappointment that she had to wait a little longer than her friends. However, she also revealed that she would work as a tutor instead of transferring to another career while she was waiting for the call. At least, she could decide which way that she will go after this.

“Good luck, kids. The new chapter of your life has just begun,”

I spoke quietly to myself. “And so has mine.”

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