

Development of Pre-Service Teachers' Teacher Identity: A Time Capsule Case Study

Seher Çetinkaya

Department of Primary Education, Faculty of Education, Ordu University, Ordu, Turkey,
sbayat_cetinkaya@hotmail.com

This time capsule case study aims to examine the development of teacher identity among pre-service teachers who are enrolled in the teacher education program at the Faculty of Education in Turkey, based on their beliefs about what makes a good teacher. At the beginning of the teacher education (BTE), pre-service teachers wrote an essay answering the questions 'What makes a good teacher?' and 'Do I believe that I will be a good teacher?' and put their essays in a time capsule. At the end of the teacher education (ETE), pre-service teachers read their essays and wrote a second essay answering the same questions. The findings show that teacher education and especially school practice have an impact on pre-service teachers' self-beliefs about being a good teacher. However, although the effects of teacher education are seen in the development of teacher identity, stable beliefs come to the fore and sociocultural influences play a role in beliefs that remain stable in teacher identity beliefs. In addition, it is seen that emotions such as love for the profession and love for children come to the fore in pre-service teachers' beliefs about being a good teacher. The findings provide evidence that emotions should not be ignored in teachers' professional development.

Keywords: Teacher identity development, ideal self, actual self, good teacher, professional development, teacher education

INTRODUCTION

Teaching is a highly complex profession that requires the integration of professional knowledge with the salient components of teaching: content, context, and students (Stenberg & Maaranen, 2022). Teachers are expected to master many things in their field, such as the entire teaching process, pedagogy, professionalism, attitude or personality, and their social role in society (Murwaningsih, 2024). In addition to this multifaceted and complex structure of the teaching profession, the search for innovation in education because of the demands of the 21st century (Güçlü Yılmaz, 2021) makes it difficult to answer the question of what makes a good teacher. Although it is difficult to find an answer, it is very important in terms of their professional development for pre-service teachers to think about the questions, 'What makes a good teacher?' and 'Do I believe that I will be a good teacher?' because the way teacher candidates approach professional development depends on their beliefs about what makes a good teacher (Maaren et al., 2016) and who they are as teachers (Stenberg & Maaranen, 2020). Current research (Lawrence & Nagashima, 2020; Maaranen & Stenberg, 2020; Stenberg & Maaranen, 2020; Stenberg & Maaranen, 2021; Stenberg & Maaranen, 2022) shows that teacher identity development is an integral part of teacher education.

In Finnish teacher education, Stenberg and his colleagues attach great importance to the study of teacher identity and in their research (Maaranen & Stenberg, 2020; Stenberg et. al., 2014; Stenberg & Maaranen, 2020; Stenberg & Maaranen, 2021; Stenberg & Maaranen, 2022), they stated that they found the expanded didactic triangle useful in explaining the situation. Maaranen & Stenberg (2020) state that teacher education is not limited to professional knowledge and professional practice skills and emphasize that teacher educators should know who their students are and what beliefs they have.

Citation: Çetinkaya, S.. (2024). Development of pre-service teachers' teacher identity: A time capsule case study. *Anatolian Journal of Education*, 9(2), 139-158. <https://doi.org/10.29333/aje.2024.9212a>

In line with this idea, this research is based on the comparative analysis of prospective teachers' beliefs between the beginning and the end of teacher education, because students who enter teacher training already have existing beliefs about their teacher identity, depending on the social environment. Teacher identity beliefs are influenced by the social context surrounding teachers (Hong et al., 2017; Stenberg & Maaranen, 2021). In fact, there are studies proving that pre-service teachers' beliefs are very strong and that teacher training has a weak effect on changing these beliefs (Thomm et al., 2021; Friesen & Cuning, 2020). For this reason, it is useful to first consider the teaching profession in Turkey in its sociocultural context.

It can be said that the esteem for the teaching profession in Turkey has historical roots. Loved and respected by the people of Turkey, the founding leader of the country, Mustafa Kemal Atatürk, believed that this newly established country would develop through education and attached great importance to the teaching profession. His motto, "Teachers! The Next Generation Will Be Your Masterpiece" is written in capital letters in many educational institutions. In the year when the country was founded (1923), the education level of the nation, which had just come out of the war, was very low. Atatürk established National Schools for the people to learn to read and write. In the country, every 24 November, the date when Atatürk accepted the title of "Head Teacher of the National Schools", is celebrated as Teachers' Day.

In the years when the country was founded, most of the people lived in rural areas and were engaged in farming. Especially during the first 40-50 years following the founding of the nation, teachers who were appointed to schools in rural areas were regarded as 'sources of information' and were highly respected by the people. It can be said that in the 21st century, the opportunity to access information quickly from many sources has destroyed the perception of teachers as information sources over time. However, the teaching profession is preferred in the country because of its job security, moderate salary and working conditions. In addition, it can be said that in society, teachers are generally attributed with high moral values such as reliability, honesty, and altruism.

The reflection of the meaning attributed to the teacher in the social context briefly summarized above on the teacher identity beliefs of pre-service teachers at the BTE and the role of the teacher education program in the change of beliefs have been a matter of curiosity. Therefore, this study aims to examine the development of teacher identity based on pre-service teachers' beliefs about what makes a good teacher at the BTE and the ETE. In the study, pre-service teachers are enabled to engage in anticipatory reflection at the BTE and both retrospective and anticipatory reflection at the ETE. In this way, it is thought that the study will contribute to examining not only the effect of the teacher education program, but also the impact of the sociocultural context on the development of pre-service teachers' teacher identity and their self-beliefs about being a good teacher. The study is based on two main questions:

1. What teacher identity positions do pre-service teachers' beliefs about what makes a good teacher reflect at the BTE and the ETE?
2. What are pre-service teachers' self-beliefs about being a good teacher at the BTE and the ETE?

Literature Review

Teacher Identity

Teacher identity is regarded as the essence of the teaching profession (Stenberg, 2011). Professional identity for teachers depends not only on their own experiences inside and outside school, but also on their own beliefs and values about what it means to be a teacher and what kind of teacher they aspire to be (Sachs, 2005). The concept of identity goes beyond merely focusing on a teacher's knowledge and skills (Avraamidou, 2014). It also contributes to pre-service teachers' learning their place in society as a teacher (Sachs, 2005).

Teacher identity is dynamic and multifaceted (Stenberg & Maaranen, 2021). The development of teacher identity for pre-service teachers is influenced by the images of teachers presented in the popular media, films, etc. (Sachs, 2005), the experiences they gain from the courses they attend in teacher education programs (Lee & Jo, 2016; Meijer & Oosterheert, 2018), their beliefs about their place in learning communities through their school practices conducted with university-school partnerships, the beliefs they form about their own teaching experiences in their school practices (Chong, 2011; Lutovac, & Assunção Flores, 2021; Meijer et al., 2011), and the reactions of other people (Hong et al., 2017). Teacher educators should be aware of the importance of supporting pre-service teachers' identity development (Stenberg et al., 2014; Lee & Jo, 2016). In this context, examining the development of pre-service teachers' teacher identity can contribute to the examination of the teacher education program in terms of teacher identity development. In their study, Stenberg and Maaranen (2021) utilize the extended didactic triangle to explain teacher identity (see also: Stenberg, 2011; Stenberg et al., 2014; Stenberg & Maaranen, 2020).

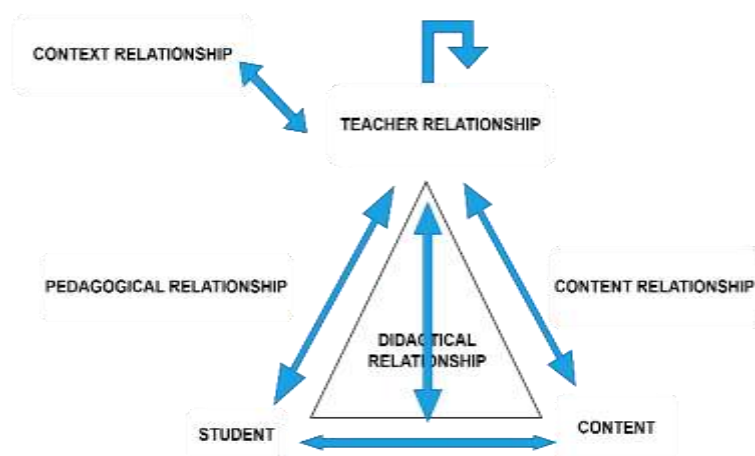


Figure 1
Relationships in the extended didactic triangle (Stenberg & Maaranen, 2021; see also: Stenberg et al., 2014; Stenberg & Maaranen, 2020)

In their study, Stenberg and Maaranen (2021) utilize the extended didactic triangle to explain teacher identity (see also: Stenberg, 2011; Stenberg et al., 2014; Stenberg & Maaranen, 2020). There are three main elements in teacher identity positions. These main elements are: the teacher, the student and the content. The interrelationships between these main constituents are explained by self-positions in teacher identity (Stenberg & Maaranen, 2020). The pedagogical relationship involves communication and interaction between the student and teacher (Stenberg et al., 2014; Stenberg & Maaranen, 2020). The content relationship refers to the curriculum topics as well as all other content included in teaching in a broader sense than the topics in the curriculum (Stenberg et al., 2014). The didactical relationship at the core of teaching work (Stenberg & Maaranen, 2020) is concerned with how teachers organize their instruction (Stenberg & Maaranen, 2021). Teachers' questions about their own teaching involve their relationship with themselves (Maaranen & Stenberg, 2020; Stenberg et al., 2014; Stenberg & Maaranen, 2021; Stenberg & Maaranen, 2020). There is also a relationship between teachers and broader key issues related to values regarding the profession and questions about the ultimate aim of teaching. Finally, teaching is always context-dependent, and teachers are part of the wider environment, namely the school and the surrounding community (Maaranen & Stenberg, 2020; Stenberg et al., 2014; Stenberg & Maaranen, 2021; Stenberg & Maaranen, 2020).

Self-Belief in Being a Good Teacher

Examining how pre-service teachers envision their future profession can provide opportunities to define their professional development (Ruohotie-Lyhty & Pitkänen-Huhta, 2022). In the study, pre-service teachers were asked whether they believed they would be good teachers. Thus, their self-beliefs about being a good teacher were discussed separately from their beliefs about the ideal self. A teacher's actual self, i.e., the self that currently exists, may be different from the 'ought' self, i.e., the notion of a teacher self-imposed by society (Beauchamp & Thomas, 2010). The ideal self is full of emotions, wishes, hopes, the desire to reach certain personal standards, fear of failure, and perceptions of one's ability to achieve one's ideals (Moè et al., 2010). For pre-service teachers, the actual self is mostly related to their self-efficacy beliefs, especially because of their confrontation with their own teaching practices. Based on this idea, in this study, pre-service teachers' beliefs about what makes a good teacher were associated with the teacher identity positions (the ideal self), while their self-beliefs about being a good teacher were associated with the actual self.

METHOD

Research Design

In this study, in the first year of their teacher education, pre-service teachers were asked to write a composition explaining their feelings and thoughts about what makes a good teacher and their beliefs about being a good teacher. The pre-service teachers sealed their compositions in an envelope and put them in a (symbolic) time capsule, to be returned to them after four years. In the fourth grade, just before graduation, the pre-service teachers' compositions were given back to them to read. The pre-service teachers read their first compositions and confronted their own past. They wrote their second essay, which included the changing/constant aspects of their ideas about what makes a good teacher, as well as their beliefs about being a good teacher when they started working. The process of the study is presented in Figure 2.

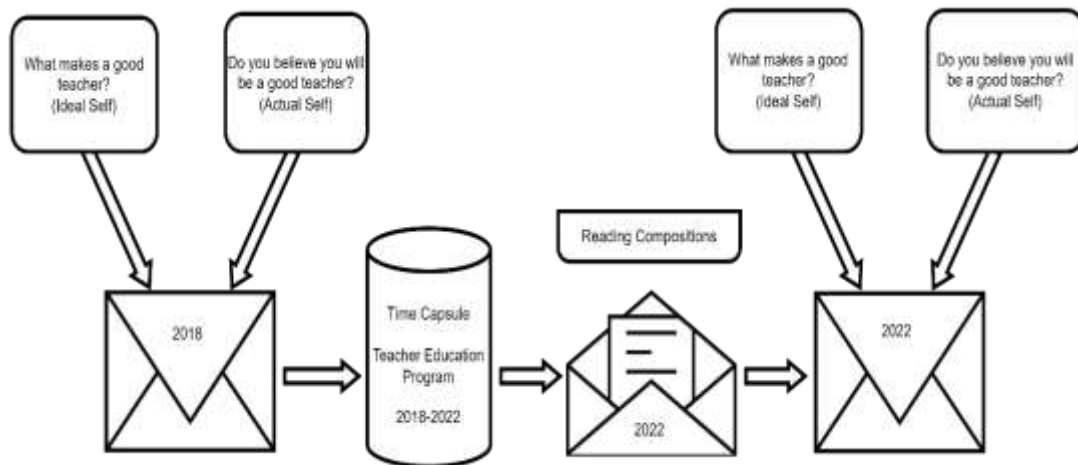


Figure 2
Study process

As can be seen in Figure 2, the study process involves describing the present, envisioning the future, and four years later, confronting the past, describing the present again, and envisioning the new future. Since the passing of time constitutes an important backdrop, the method of the study is based on a time capsule case study (Koh, 2021).

Sample and Data Collection

Convenience sampling and criterion sampling, which are purposive sampling techniques, were used to determine the study group. Participants consisted of 31 pre-service teachers who enrolled in the primary education department of Ordu University in Turkey in 2018 and studied at the same university until 2022. In determining the participants, the criteria of voluntary participation and having studied at the same university for four years were set. In this way, while the first data were collected from 31 pre-service teachers, 6 pre-service teachers who dropped out of university education or transferred to other universities were not included among the participants. The final participants consisted of 25 pre-service teachers. Fourteen of the participants were female and 11 were male.

After the study process was explained to the participants, when they were told that the compositions, they wrote would be placed in a time capsule, and that they would read them again by opening the envelopes four years later, they were very excited and participated in the study with great enthusiasm. The participants' first compositions were collected in October 2018. The compositions were neither opened nor read by the researcher. One reason for this was so that the researcher did not develop any bias about teacher identities in the courses (The researcher conducted the Teaching Principles and Methods courses for a semester and also supervised a group of 10 participants in their Teaching Practicum course). The second reason was to make the pre-service teachers feel the excitement of taking a composition out of their own time capsule by allowing them to open the sealed envelope themselves. Four years later, at the end of May 2022, when the researcher met them with the time capsule in her hand, they were very excited again. The words, "Yes! The time has come" were echoed. They were very emotional when they read their compositions. Most of the participants stated that they were happy to be included in this study and added a note of thanks to their second compositions.

It can be said that in addition to serving the purpose of this study, the collection of the data also served for the pre-service teachers' self-evaluation regarding their teacher identity development and their professional development during their teacher education, by allowing them to consider the questions, 'What makes a good teacher?', 'Do I believe that I will be a good teacher?', etc.

Data Analysis

First of all, the data of the study were analyzed using theory-driven qualitative content analysis. Each belief expressed by the participants about what makes a good teacher was coded using the relationships in the extended didactic triangle. In their studies, Stenberg et al. (2014) and Stenberg and Maaranen (2020) explained teacher identity in 4 positions with subcategories. In this study, the data were analyzed based on the schema presented in Figure 2, based on the above-mentioned studies.

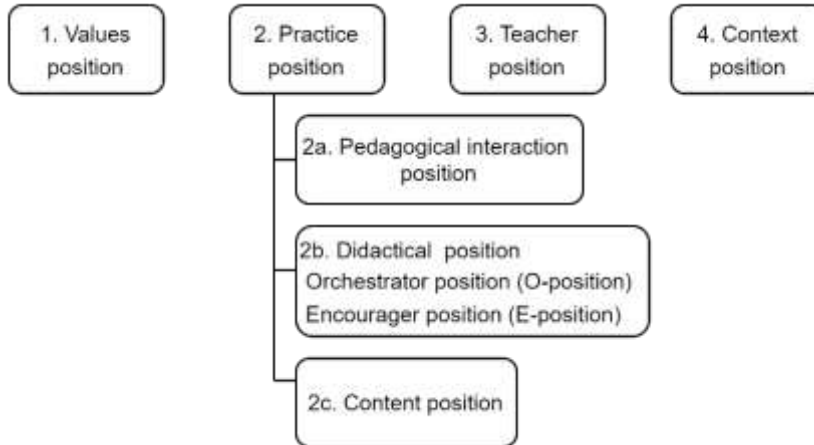


Figure 3

Teacher identity positions of pre-service teachers regarding their beliefs about what makes a good teacher

For the analysis of the data on pre-service teachers' self-beliefs about being a good teacher, data-driven content analysis was used, and as a result of the analysis, two categories were identified, namely motivation to become a teacher and self-efficacy.

In both data analyses, the data were read repeatedly during the coding and processing of the codes into subcategories and categories. Another expert working in the field of teacher education was consulted on the coding and the consistency of the codes with the categories and subcategories. Differences of opinion were discussed, and the final version of the data analysis was agreed upon together.

FINDINGS

The first research question was: 'What teacher identity positions do pre-service teachers' beliefs about what makes a good teacher reflect at the BTE and the ETE?' The statements in the first and last compositions and the corresponding number of participants are presented in the figures for each position (see Figure 2.). However, it should be noted that if the participants' thoughts in the second compositions were the same as in the first compositions, they generally did not express these again. For this reason, whether there was a change in each category is explained according to the participants' stating whether their beliefs had changed or not, and with verbatim quotations made by them, especially when there was a change in their beliefs.

Values Position

This position includes the moral values and personality traits that a good teacher should have in his/her communication with his/her students during teaching and also in his/her daily life as a human being.

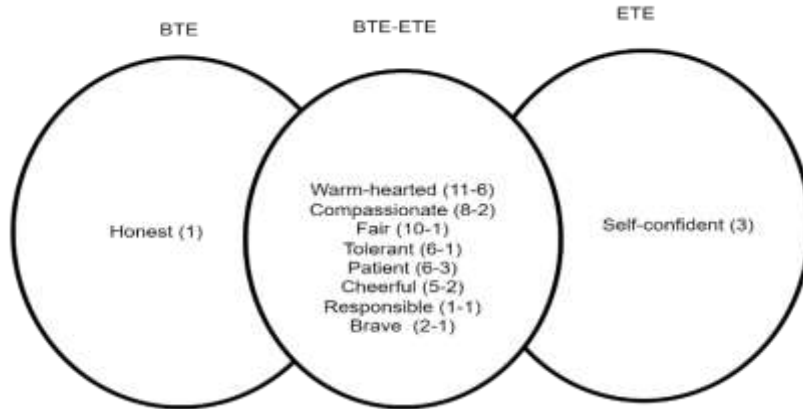


Figure 4
Beliefs regarding the values position

The participants stated in their second compositions that their beliefs about the personality traits that a good teacher should have were similar to those in their first compositions. In this regard, with the statement that *“My ideas about a good teacher are the same as in my first composition”*, P11 stated that her belief on this issue had not changed. P2 stated in her second letter, *“In my first letter, I wrote, ‘A teacher needs to be patient,’ but I realized that it is more important for a teacher to be warm-hearted than to be patient”*, revealing that her opinion on this issue had changed somewhat. Moreover, the participants clearly emphasized in the first and last compositions that a good teacher should have a warm-hearted personality.

Practice Position

This category includes beliefs related to teachers’ work in practice and includes three subcategories.

Pedagogical Interaction Position

This subcategory includes participants’ beliefs about the interaction between students and teachers in a good teacher.

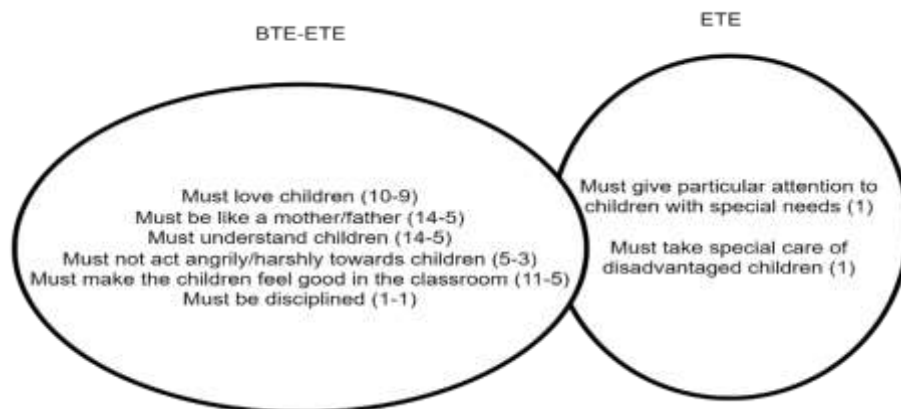


Figure 5
Beliefs regarding the pedagogical interaction position

In both the first and last compositions, the participants stressed the importance of teachers' approach to children and their communication with children. In their second compositions, they emphasized that their ideas on this subject had not changed. It was determined that there was a clear consensus in both the first and last compositions that teachers' affection for children is the most important element of being a good teacher. P21's statement in this regard is as follows: "*In my first letter, when I said that a teacher should be warm-hearted, I wrote this without feeling it myself. However, when I met the students at the practicum school and our eyes met, I understood this better. They are so beautiful! What more precious thing can be given to them than love?*" In addition, the participants emphasized in their first and last compositions that a communication based on love and tolerance should be provided in teacher-student interaction.

In their second compositions, in addition to teachers' approach to children, participants drew attention to the fact that teachers should take special care of children with special needs and disadvantaged children in their classrooms.

Didactical Position

This category includes beliefs related to didactical matters involving students' studying and learning processes and is divided into two subcategories: orchestrating and encouraging.

O-position

Beliefs in this subcategory are linked to issues about how teaching should be organized in order to support student learning.

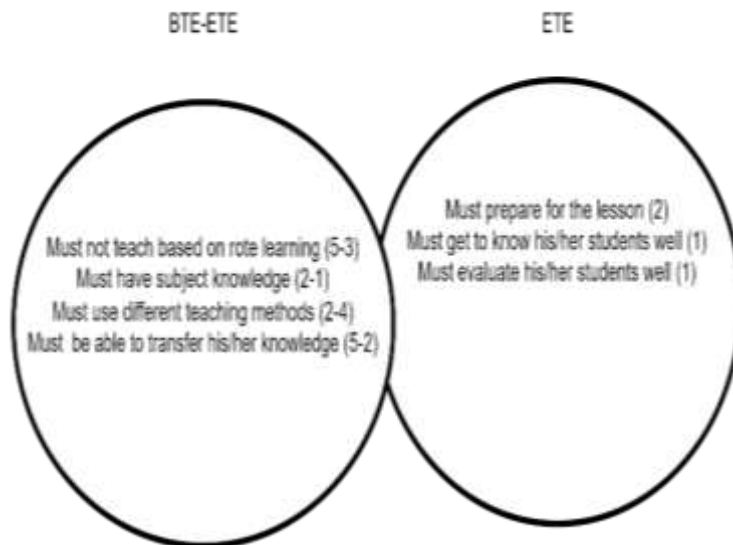


Figure 6
Beliefs regarding the O-position

In the participants' first and last compositions, there are different statements as well as similar statements regarding their beliefs about how a good teacher will organize the teaching environment. Unlike their first compositions, in their second compositions, they stated that teachers should prepare for the lesson, and that teachers should get to know their students well and be able to evaluate them well.

E-position

This subcategory contains beliefs about a teacher’s actions in promoting pupils’ studying and learning processes.

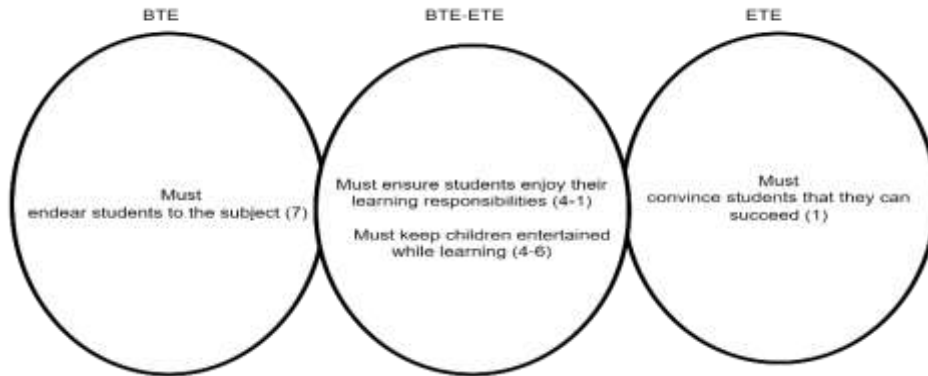


Figure 7
Beliefs regarding the E-position

It was determined that in the participants’ first and last compositions, there were similar statements regarding the beliefs about a good teacher’s encouragement of students’ learning. Participants stressed that students should have fun in the learning environment and enjoy learning. They also emphasized that a good teacher should encourage children to learn. “*He/she should give big hopes to little hearts*” (P25).

Content Position

Beliefs in this category are related to the subjects taught in schools and all the content that should be taught to students within the scope of the curriculum.

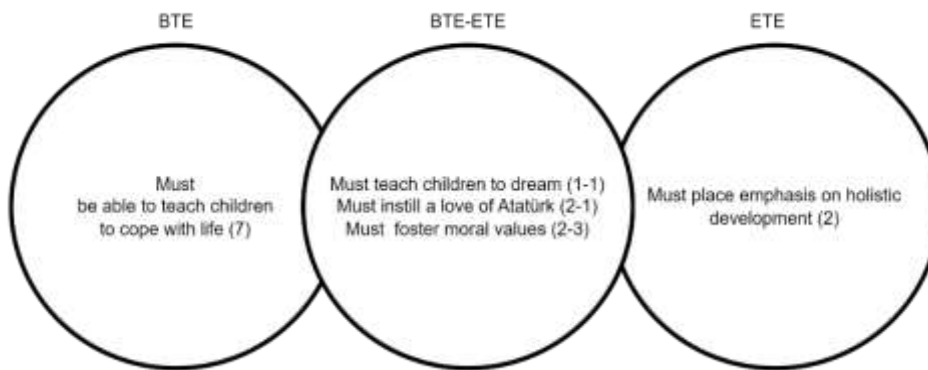


Figure 8
Beliefs regarding the content position

It can be said that the participants’ beliefs related to this category are similar in their first and last compositions. In their first compositions, they stated that a good teacher should be able to teach children to cope with life, while it was stated that a good teacher should give importance to children’s

all-round development in their second compositions. Their views on the need to teach children national and moral values were similar in their first and last compositions.

Teacher Position

This position is concerned with the professional roles of teachers and the issues that a teacher should pay attention to in order to be successful.

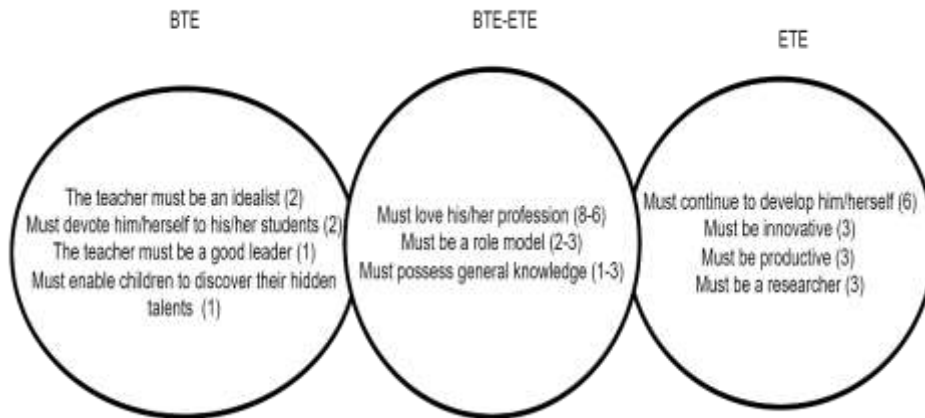


Figure 9
Beliefs regarding the teacher position

Participants stated that their ideas in their first compositions were correct but that there were memorized and general patterns. They stressed that they had internalized the view that teachers should be role models by extracting it from memorized speech. For example, P15 brought her thoughts on this issue to life by stating that “*The teacher should not forget that he/she has to set an example with his/her every behavior. I used to smoke in freshman year, but I quit smoking in order to be a good role model for my students in the future*”.

In their second compositions, they expressed the professional roles of teachers as being productive, being innovative, continuing to learn and develop themselves, being a researcher, and possessing general knowledge. The following statement made by P6 is noteworthy: “*I wrote in my first letter that I expected to have learned what the qualities of a good teacher are when I came to graduate. But now I have realized that a good teacher is one who keeps seeking the answer to that question*”.

Context Position

This category concerns the sociocultural context and general beliefs about the teaching profession formed by the teachers' work community/environment.

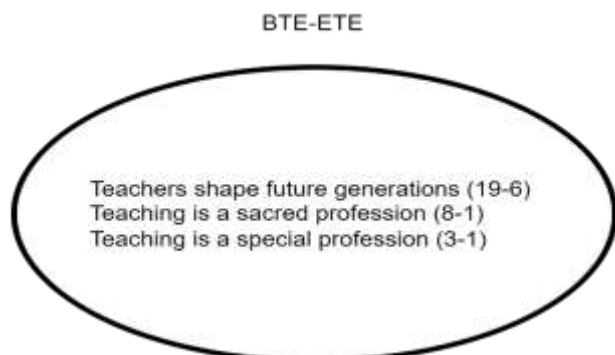


Figure 10
Beliefs regarding the context position

Participants stated that their ideas about the teaching profession did not vary in their first and last compositions. Participants stressed that primary teachers are the basis for raising future generations, and that the teaching profession is a special and sacred profession. P20 expressed his opinion on this subject with the following statement: “As I stated in my first letter, the teaching profession is a special profession that should be given its due”.

The second research question concerns pre-service teachers’ self-beliefs about being a good teacher. Two main categories were identified.

Motivation to Become a Teacher

This category is about participants’ aspirations to become teachers.

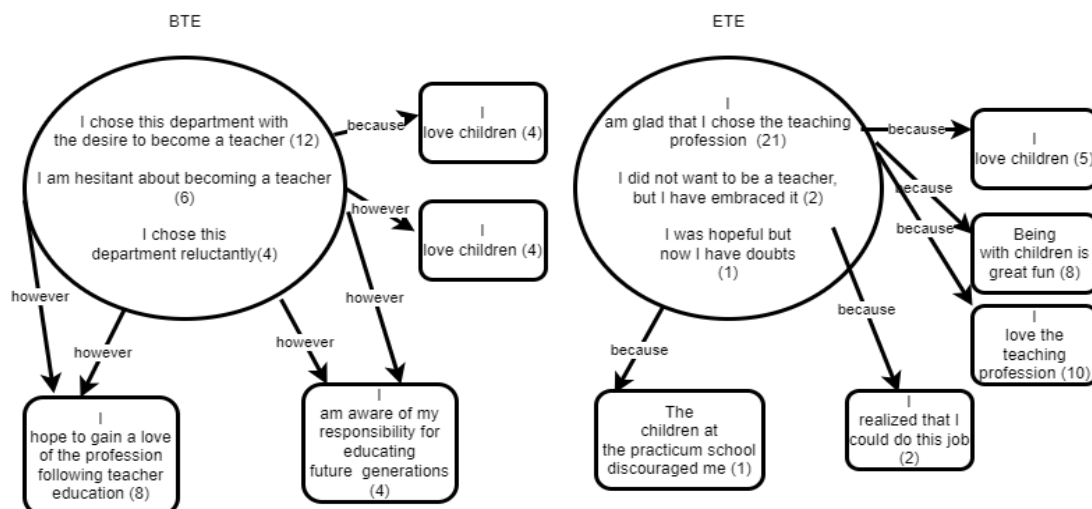


Figure 11
Beliefs regarding motivation to become a teacher

Most of the participants stated in their first compositions that they were willing to study for the teaching profession and eventually to become a teacher. “It was a job I had dreamed of since I was a child” (P1). However, some participants were hesitant about becoming a teacher, while some of the

participants stated that they had not come to this faculty with a great desire to be a teacher, and that they had to choose this department based on their scores in the university entrance exam. Hesitant and reluctant participants promised hope with their statements: “*Actually, I love children*” (P9), “*I am aware of my responsibility*” (P24), and “*I hope I will love this profession when I graduate*” (P6).

In their second compositions, participants stated that they were excited about starting the profession: “*I’m looking forward to meeting my students*” (P21), “*I loved the teaching profession when I came to this department, but now I love it even more*” (P25), and that they loved being with children and this profession as a result of the training they had received and especially the teaching practicum: “*I did not choose this department very willingly in order to become a teacher, but I am glad that I came to this department. I fell in love with this profession when I went to school for the teaching practicum*” (P24). Their experiences in the practicum school and the interaction they established with children were at the forefront in their love of the teaching profession and adopting the profession. “*Although I was only at the practicum school for one day a week, I felt that I belonged to this profession when I went to the school*” (P11).

Two participants stated that they had come to this department unwillingly, but that they embraced the profession over time. “*I came to this department reluctantly, but at the practicum school I realized that I could do this job and I so embraced it*” (P10).

One participant, however, stated that although she wanted to be a teacher in the first year, her enthusiasm collapsed. “*In fact, I was excited about becoming a teacher, but in the practicum school, I was discouraged by the students’ disregard for me. Maybe it will be different if I have my own class, my own students.*” (P12).

Self-Efficacy Beliefs

This category is related to participants’ self-efficacy beliefs about being a good teacher.

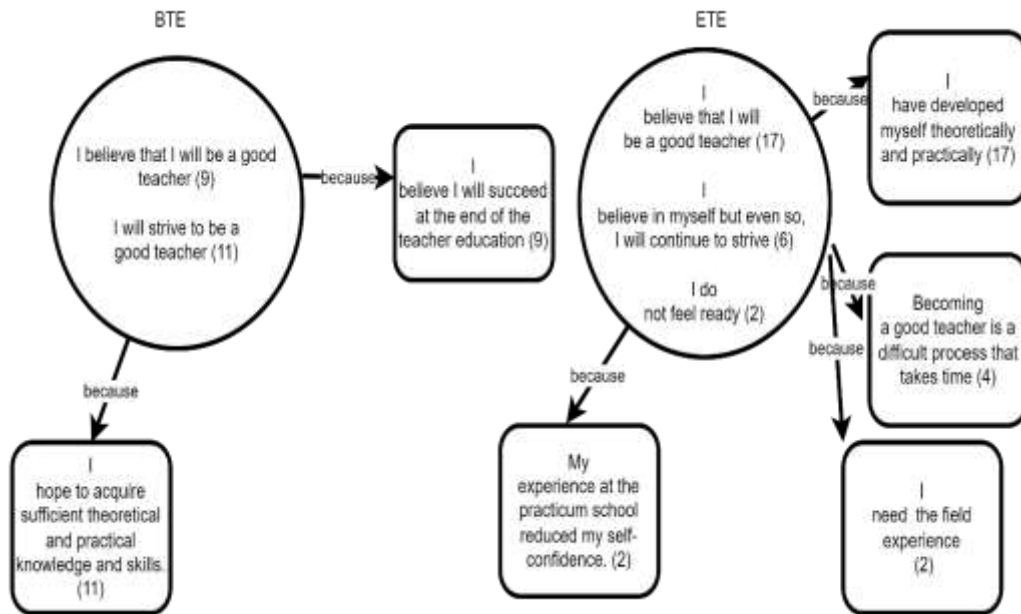


Figure 12
Self-Efficacy beliefs about being a good teacher

Some of the participants stated in their first compositions that they believed they would be good teachers even though they had not yet received any training for the teaching profession. Some participants stated that they would strive to be a good teacher.

Some of the participants stated in their second compositions that in general, they felt equipped with professional knowledge and skills because of the education-instruction process in the faculty. Based on the statements of the participants, it can be said that their experiences in the practicum school had an impact on their beliefs in their professional development. *“The theoretical courses we took at the faculty were important for my professional development, but the biggest share in this development was related to the experiences I had at the practicum school”* (P5).

Some participants stated that they were confident about becoming a good teacher, but that becoming a good teacher is a process that takes time and that they would continue to improve themselves in this regard. Only two participants stated that their self-confidence was undermined in the teaching practicum, but that they expected to overcome this in time with field experience.

DISCUSSION

This study was based on examining whether beliefs about what makes a good teacher and self-beliefs about being a good teacher, which emerged from pre-service teachers' previous experiences as students, changed after the pre-service teachers were exposed to the courses they took and the practical experiences they gained during their teacher education. In terms of supporting the development of teacher identity in teacher education, it is important to recognize the effect of teacher education on these beliefs.

In the study, first, teacher identities were investigated based on pre-service teachers' beliefs about what makes a good teacher. The pre-service teachers' beliefs about the personality traits and moral values that a good teacher should have were stable at the BTE and the ETE. The results revealed that moral values such as honesty and fairness, and having a warmhearted, patient, and cheerful personality were clearly emphasized in the teacher identity. These results are consistent with studies in the literature (Chong et al., 2011; Beauchamp & Thomas, 2010; Furlong, 2013; Maaranen et al., 2016; Maaranen & Stenberg, 2020; Stenberg & Maaranen, 2020; Thomm et al., 2021). As Stenberg and Maaranen (2020) stated, it is valuable for the benefit of children that pre-service teachers state the ideal teacher to be one who possesses moral values and gives importance to creating a positive atmosphere in his/her interaction with the child. However, the fact that pre-service teachers have such high ideals may prevent them from seeing the complex nature of teachers' work (Maaranen & Stenberg, 2020; Stenberg & Maaranen, 2020). Therefore, besides idealistic views, teacher education should encourage a more realistic view of teaching (Maaranen & Stenberg, 2020; Stenberg & Maaranen, 2020).

The pre-service teachers' beliefs about the work of a good teacher in practice were discussed by synthesizing the changing and stable beliefs. The beliefs that remained stable in the practice position regarding the ideal teacher identity include beliefs that a good teacher should establish communication based on love and tolerance in teacher-student interaction, and use student-centered teaching methods to enable students to actively participate in the lesson. Considering the beliefs that remained stable in the practice position, the results of studies examining pre-service teachers' teacher identity (Stenberg et al., 2014; Stenberg & Maaranen, 2020) and studies examining beliefs about being a good teacher (Beauchamp & Thomas, 2010; Furlong, 2013; Maaranen et al., 2016) are compatible with the obtained results. In this case, it can be said that these beliefs are the beliefs that pre-service teachers generally adopt in the teaching process. Considering how important it is for effective teaching that teachers adopt a classroom management approach based on positive relationships in teacher-student communication (Korpershoek et al., 2016; Pianta, 2016; Hofkens & Pianta, 2022), use student-centered teaching methods, pay attention to students' individual differences, and encourage student

learning (Darling-Hammond et al., 2020, Orlich et al., 2012), it is pleasing that the pre-service teachers have these beliefs.

In the content position, there was no change in the pre-service teachers' beliefs at the BTE and the ETE. In this position, the beliefs that a good teacher should give importance to the holistic development of the child and to instilling national and moral values in children were at the forefront. The reason why the pre-service teachers did not change their beliefs in the content position and made general judgments about the content rather than the subjects to be taught in schools may be that the pre-service teachers attended the practicum school only in fourth grades and on one day a week. In this short time allocated for the practicum school, the pre-service teachers may have had difficulty in mastering the functioning of the curriculum. Furthermore, this short period of time may have made it difficult for them to develop a belief about the elements that should be at the forefront of the content.

One change, albeit small, in the pedagogical interaction position is the statement that a good teacher should give particular attention to children with special needs and disadvantaged children. The change in the pre-service teachers' beliefs in the didactical position at the end of their teacher education was that they emphasized in the O-position that a good teacher should get to know and evaluate their students well and prepare for the lesson. These findings can be considered as a development in terms of teacher identity at the ETE. However, it is thought-provoking that in the practice dimension, the expected change in teacher identity, which is an indicator of a teacher's professional development and will be a determinant of student achievement, did not occur at the ETE. This is similar to the results of the study by Stenberg and Maaranen (2020), in which they examined pre-service teachers' teacher identity positions at the beginning and advanced level of teacher education. In their study, they found that although the advanced pre-service teachers' awareness of the complexity of teaching work increased, the general differences in teacher identities during teacher education were insignificant. As Stenberg and Maaranen (2020) pointed out, this finding is somewhat surprising, since pre-service teachers will have gained extensive experience during their teacher education, including practicum periods in schools, by the end of the teacher training period. This result gives rise to the idea that teacher educators should place more emphasis on practice in the development of pre-service teachers' teacher identity.

The most striking change in the development of the pre-service teachers' teacher identity was in the teacher position. The belief that a good teacher should love his/her profession, be a role model and possess general knowledge was stable at the BTE and the ETE. While there was no belief in good teachers being a researcher, continuing to learn and develop themselves, being productive or being innovative at the BTE, the fact that these beliefs had developed by the ETE was an important change. The pre-service teachers' beliefs about the teacher who continues to develop him/herself are in line with the research results of Furlong (2013) and Maaranen et al. (2016). In the regulation of education programs in Turkey, the constructivist approach is adopted. Therefore, this change is likely to have been caused by the emphasis in teacher education on the teacher as a researcher and the teacher who continues to improve him/herself.

In the context position, the beliefs of the pre-service teachers remained stable. Some of the participants' statements regarding their beliefs about what makes a good teacher are mostly explained by the sociocultural context. In the study by Chong et al. (2011), pre-service teachers' beliefs about the value of teaching remained the same after 4 years. Based on this point of view, it can be said that societies' perspective on the teaching profession, the value they give to the teacher and the responsibilities they impose on the teacher are effective in the development of teacher identity. Contrary to what was expected in the study, it is thought-provoking that pre-service teachers did not develop a belief about the teacher as a member of the school by the end of their teacher education. Studies that will deal with issues such as the teacher-teacher relationship, teacher-school administrator relationship, teacher-parent relationship, school-community relationship, etc., should be included in

school practices. Pre-service teachers should be encouraged to think about these issues during their teacher education (Stenberg et al., 2014).

In the study, secondly, pre-service teachers' self-beliefs about being a good teacher at the BTE and the ETE were examined. At the BTE, some of the pre-service teachers were eager to become teachers, while others were reluctant or hesitant. However, it was determined that at the end of their teacher training, most of the reluctant and hesitant pre-service teachers were excited about becoming teachers. Studies in the literature (Azman, 2013; Lee et al., 2019; Yüce et al. 2013) reveal that the reasons for choosing the teaching profession are (1) altruistic reasons (based on self-sacrifice): the wish to be of service to people, the desire to be useful to society, etc., (2) intrinsic reasons: love of the profession, affection for children, affection for people, etc., and (3) extrinsic reasons: the guarantee of a job, long vacations, social security, conditions of appointment, etc. It was determined that rather than extrinsic reasons, the pre-service teachers' motivation to become a teacher was due to intrinsic reasons such as affection for children and love of the profession, and altruistic reasons such as responsibility towards society.

It was determined that the pre-service teachers' self-efficacy beliefs about being a good teacher were also high. It was found that positive experiences in the practicum school were at the forefront of their self-efficacy beliefs about being a good teacher. Negative experiences in the practicum school were effective in the self-efficacy beliefs of both pre-service teachers who stated that their self-confidence was undermined. This result is not surprising, because studies show that pre-service teachers' positive/negative experiences in their school practices, or in other words, their field experiences, have an influence on their self-efficacy beliefs (Coppe et al., 2022; Klassen & Durksen, 2014; König et al., 2022; Pytash & Hylton, 2022;) and their motivation to become a teacher (Cheng et al., 2015; Kaldi & Xafakos, 2017; Yuan & Zhang, 2017). The theoretical knowledge that pre-service teachers acquire at university comes to life in their school practicum. Teacher education at university presents an abstract reality to pre-service teachers, whereas teacher education in the school practicum offers them a concrete reality. For this reason, teacher educators should take care to adopt approaches that support pre-service teachers' self-efficacy beliefs and motivation to become a teacher in their school practices.

When the pre-service teachers' beliefs about what makes a good teacher and their beliefs about being a good teacher are synthesized, the feeling of love is at the forefront. Emotions are an issue that is often ignored or given secondary importance for success in both academic life and working life. Yet behind great achievements, emotions related to achieving that success are just as important as having the knowledge, skills, and experience necessary for that success. When the professional development of teachers is considered, the 'teacher' is ignored as a person who has feelings for his/her own teaching and students' learning (Eren, 2014). However, in the literature, there are studies showing that teachers' emotions (e.g., sense of failure) predict their instructional behaviors (Lutovac & Assunção Flores, 2021), that emotions are perceived as a source of motivation to continue the teaching profession (O'Connor, 2008), that emotions affect the adoption of personal responsibility for various challenging aspects of the profession (Çetin & Eren, 2022), and that teachers' emotional styles play important mediating roles in the relations between their emotions about teaching (i.e., enjoyment and anger) and their professional plans related to teaching (i.e., planned effort and professional development aspirations) (Eren, 2014). In this study, it is valuable that the pre-service teachers' love of the profession and affection for children were at the forefront at the BTE and the ETE. This result obtained in the study conveys a message to the organizers of teacher education programs, teacher educators and education policymakers, which states that emotions are important in the development of teacher identity and motivation to become a teacher. This result constitutes a discourse against the technical rationalist emphasis placed on teacher standards. While standards attempt to define and prescribe the professional role that teachers play (O'Connor, 2008), the role of emotions is also important in teacher identity development and motivation to become a teacher.

CONCLUSION AND SUGGESTION

Overall, the clear influences of teacher education on the development of pre-service teachers' teacher identity are seen in the teacher position. Experiences in school practices were also found to be influential in the development of pre-service teachers' teacher identity. Sociocultural influences are thought to be important on beliefs that remain stable in teacher identity. In addition, the role of emotions in teacher identity development and motivation to become a teacher is also important.

In teacher education, importance should be given to the development of a realistic teacher identity as well as idealistic views. Raising the awareness in teacher candidates that theoretical content is an integral part of their professional development is among the primary duties of education faculties, because this is how prospective teachers understand the multidimensional and complex nature of the teaching profession (Bayrak Özmutlu, 2022). Thus, teacher candidates can develop more realistic professional identity beliefs.

Teacher educators should undertake to be constructive in this process by considering the effects of school practices on the development of teacher identity in pre-service teachers. In fact, many countries that focus on field experience in teacher education have transferred most of their teacher training to postgraduate level, which includes an intensive internship or practicum alongside in-depth pedagogical training. In Turkey, on the other hand, there is no teacher training program that will cater for field experience in teacher education apart from the university-school partnership. In previous studies on the teaching practicum course in Turkey (Batmaz & Ergen, 2020; Bay et al., 2020), it was determined that certain problems are experienced, such as the high number of pre-service teachers for which teacher educators in faculties and schools are responsible, inadequate cooperation between faculties and schools, and pre-service teachers' inability to receive sufficient feedback about their microteaching. It is not enough merely for teacher educators to be conscious about developing teacher identity in teacher education. Comprehensive reforms that will holistically address the problems of higher education in Turkey (financial issues, teaching load of faculty members, etc.) are also necessary (Deniz, 2022) for the development of teacher identity in teacher education.

In this study, although pre-service teachers were asked unstructured questions and interviewed before writing their compositions, the data are based only on the compositions written by pre-service teachers. This is one of the limitations of this study. Future studies could involve interviews with a smaller group over a period of four years.

REFERENCES

- Avraamidou, L. (2014). Studying science teacher identity: Current insights and future research directions. *Studies in Science Education*, 50(2), 145–179. <https://doi.org/10.1080/03057267.2014.937171>
- Azman, N. (2013). Choosing teaching as a career: Perspectives of male and female Malaysian student teachers in training. *European Journal of Teacher Education*, 36(1), 113-130. <https://doi.org/10.1080/02619768.2012.678483>
- Batmaz, O., & Ergen, Y. (2020). Primary school teachers' and faculty members' views about teaching practice course. *Ankara University Journal of Faculty of Educational Sciences*, 53(2), 549-576. <https://doi.org/10.30964/auebfd.541079>

- Bay, D. N., Şeker, P. T., & Alisinanoğlu, F. (2020). Pre-Service teachers' opinions about teaching practice course. *Anadolu University Journal of Education Faculty*, 4(1), 1-20. <https://doi.org/10.34056/aujef.625497>
- Bayrak-Özmutlu, E. (2022). The relationship between theory and practice: an examination based on preservice teachers' beliefs. *Journal of Qualitative Research in Education*, 30, 223-249. <https://doi.org/10.14689/enad.30.10>
- Beauchamp, C., & Thomas, L. (2010). Reflecting on an ideal: Student teachers envision a future identity. *Reflective Practice*, 11(5), 631-643. <https://doi.org/10.1080/14623943.2010.516975>
- Çetin, G., & Eren, A. (2022). Pre-service teachers' achievement goal orientations, teacher identity, and sense of personal responsibility: The moderated mediating effects of emotions about teaching. *Educational Research for Policy and Practice*, 21(2), 245-283. <https://doi.org/10.1007/s10671-021-09303-y>
- Cheng, M. M., Tang, S. Y., & Cheng, A. Y. (2015). Interpreting ambivalence regarding motivation for teaching among student-teachers. *The Asia-Pacific Education Researcher*, 24, 147-156. <https://doi.org/10.1007/s40299-013-0167-9>
- Chong, S. (2011). Development of teachers' professional identities: From pre-service to their first year as novice teachers. *KEDI Journal of Educational Policy*, 8(2), 219-233.
- Chong, S., Low, E. L., & Goh, K. C. (2011). Emerging professional teacher identity of pre-service teachers. *Australian Journal of Teacher Education*, 36(8), 50-64. Retrieved
- Coppe, T., Devos, C. & Colognesi, S. (2022). How failure experience combined with high teacher self-aspect importance puts self-efficacy at risk among student teachers. *European Journal of Psychology of Education*, 38(1), 25-42 (2023). <https://doi.org/10.1007/s10212-021-00588-4>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>
- Deniz, Ü. (2022). Main problems of higher education and quests for reform in Turkey. *Anatolian Journal of Education*, 7(2), 173-192. <https://doi.org/10.29333/aje.2022.7214a>
- Eren, A. (2014). Relational analysis of prospective teachers' emotions about teaching, emotional styles, and professional plans about teaching. *The Australian Educational Researcher*, 41, 381-409. <https://doi.org/10.1007/s13384-013-0141-9>
- Friesen, D. C., & Cuning, D. (2020). Making explicit pre-service teachers' implicit beliefs about inclusive education. *International Journal of Inclusive Education*, 24(14), 1494-1508.
- Furlong, C. (2013) The teacher I wish to be: exploring the influence of life histories on student teacher idealised identities, *European Journal of Teacher Education*, 36(1), 68-83. <https://doi.org/10.1080/02619768.2012.678486>
- Güçlü Yılmaz, F. (2021). Innovative practices in Turkish education system according to teacher perceptions. *Anatolian Journal of Education*, 6(1), 175-190. <https://doi.org/10.29333/aje.2021.6115a>
- Hofkens, T. L., & Pianta, R. C. (2022). Teacher-student relationships, engagement in school, and student outcomes. In A. L. Reschly & S. L. Christenson (Eds.), *Handbook of research on student engagement* (pp. 431-449). Springer. https://doi.org/10.1007/978-3-031-07853-8_20

- Hong, J., Greene, B., & Lowery, J. (2017). Multiple dimensions of teacher identity development from pre-service to early years of teaching: A longitudinal study. *Journal of Education for Teaching*, 43, 84–98. <https://doi.org/10.1080/02607476.2017.1251111>
- Kaldi, S., & Xafakos, E. (2017). Student teachers' school teaching practice: The relation amongst perceived self-competence, motivation, and sources of support. *Teaching and Teacher Education*, 67, 246–258. <https://doi.org/10.1016/j.tate.2017.05.019>
- Klassen, R. M., & Durksen, T. L. (2014). Weekly self-efficacy and work stress during the teaching practicum: a mixed methods study. *Learning and Instruction*, 33, 158–169. <https://doi.org/10.1016/j.learninstruc.2014.05.003>
- Koh, A. (2021). Working out the salvation of privilege in elite schools: a time capsule study of minority students in Asia. *British Journal of Educational Studies*, 69(6), 773–791. <https://doi.org/10.1080/00071005.2020.1843595>
- König, J., Gerhard, K., & Jäger-Biela, D. J. (2022). Practical learning opportunities and changes in teachers' self-efficacy beliefs: Does the development of bachelor student teachers' competence differ before and during COVID-19?. *Zeitschrift für Bildungs for Schung*, 12(2), 217–234. <https://doi.org/10.1007/s35834-022-00357-3>
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioural, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643–680. <https://doi.org/10.3102/0034654315626799>
- Lawrence, L., & Nagashima, Y. (2020). The intersectionality of gender, sexuality, race, and native-speakerhood: Investigating ELT teacher identity through duoethnography. *Journal of Language, Identity & Education*, 19(1), 42–55. <https://doi.org/10.1080/15348458.2019.1672173>
- Lee, J.A., Kang, M.O. & Park, B.J. (2019). Factors influencing choosing teaching as a career: South Korean pre-service teachers. *Asia Pacific Education Review*, 20(1), 467–488 (2019). <https://doi.org/10.1007/s12564-019-09579-z>
- Lee, O., & Jo, K. (2016). Pre-service classroom teachers' identity development in learning to teach physical education. *The Asia-Pacific Education Researcher*, 25, 627–635. <https://doi.org/10.1007/s40299-016-0290-5>
- Lutovac, S., & Assunção Flores, M. (2021). 'Those who fail should not be teachers': Pre-service Teachers' Understandings of Failure and Teacher Identity Development. *Journal of Education for Teaching*, 47(3), 379–394. <https://doi.org/10.1080/02607476.2021.1891833>
- Maaranen, K., & Stenberg, K. (2020). Making beliefs explicit—student teachers' identity development through personal practical theories. *Journal of Education for Teaching*, 46(3), 336–350. <https://doi.org/10.1080/02607476.2020.1749994>
- Maaranen, K., Pitkaniemi, H., Stenberg, K., & Karlsson, L. (2016). An idealistic view of teaching: teacher students' personal practical theories. *Journal of Education for Teaching*, 42(1), 80–92. <https://doi.org/10.1080/02607476.2015.1135278>
- Meijer, P. C., & Oosterheert, I. E. (2018). Student teachers' identity development in relation to "teaching for creativity". In Schutz, P., Hong, J., Cross Francis, D. (Eds.) *Research on teacher identity*. Springer, Cham. https://doi.org/10.1007/978-3-319-93836-3_11

- Meijer, P. C., De Graaf, G., & Meirink, J. (2011). Key experiences in student teachers' development. *Teachers and Teaching: Theory and Practice*, 17(1), 115-129. <https://doi.org/10.1080/13540602.2011.538502>
- Moè, A., Pazzaglia, F., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education*, 26(5), 1145-1153. <https://doi.org/10.1016/j.tate.2010.02.010>
- Murwaningsih, T. (2024). The influence of teacher professional attitude, welfare, continuous self-development, and job satisfaction on high school teachers' performance. *International Journal of Instruction*, 17(1), 229-252. <https://doi.org/10.29333/iji.2024.17113a>
- O'Connor, K. E. (2008). You choose to care: Teachers, emotions, and professional identity. *Teaching and Teacher Education*, 24(1), 117-126. <https://doi.org/10.1016/j.tate.2006.11.008>
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S. & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. (9th ed.). Wadsworth, Cengage Learning.
- Pianta, R. C. (2016). Teacher-student interactions: Measurement, impacts, improvement, and policy. *Policy Insights from The Behavioural and Brain Sciences*, 3(1), 98-105. <https://doi.org/10.1177/2372732215622457>
- Pytash, K. E., & Hylton, R. (2022). Pre-service teachers' self-efficacy during a field experience at a Juvenile Detention Facility. *Action in Teacher Education*, 44(1), 37-52. <https://doi.org/10.1080/01626620.2021.1936290>
- Ruohotie-Lyhty, M., & Pitkänen-Huhta, A. (2022). Status versus nature of work: pre-service language teachers envisioning their future profession. *European Journal of Teacher Education*, 45(2), 193-212. <https://doi.org/10.1080/02619768.2020.1788535>
- Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo, & M. Compf (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Oxford: Routledge.
- Stenberg, K. (2011). Working with identities: Promoting student teachers' professional development. Juva University of Helsinki, Faculty of Behavioural Sciences, Department of Teacher Education. Retrieved 28 April 2021 from <http://urn.fi/URN:ISBN:978-952-10-5782-3>
- Stenberg, K., & Maaranen, K. (2020). The differences between beginning and advanced student teachers' teacher identities based on their practical theories. *Education Inquiry*, 11(3), 196-210. <https://doi.org/10.1080/20004508.2020.1716541>
- Stenberg, K., & Maaranen, K. (2021). A novice teachers teacher identity construction during the first year of teaching: A case study from a dialogical self-perspective. *Learning, Culture and Social Interaction*, 28, 100479. <https://doi.org/10.1016/j.lcsi.2020.100479>
- Stenberg, K., & Maaranen, K. (2022). Promoting practical wisdom in teacher education: a qualitative descriptive study. *European Journal of Teacher Education*, 45(5), 617-633. <https://doi.org/10.1080/02619768.2020.1860012>
- Stenberg, K., Karlsson, L., Pitkaniemi, H., & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, 37(2), 204-219. <https://doi.org/10.1080/02619768.2014.882309>
- Thomm, E., Gold, B., Betsch, T., & Bauer, J. (2021). When preservice teachers' prior beliefs contradict evidence from educational research. *British Journal of Educational Psychology*, 91(3), 1055-1072. <https://doi.org/10.1111/bjep.12407>

Yuan, R., & Zhang, L. J. (2017). Exploring student teachers' motivation change in initial teacher education: A Chinese perspective. *Teaching and Teacher Education*, *61*, 142-152. <https://doi.org/10.1016/j.tate.2016.10.010>

Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: A perspective of pre-service teachers from a Turkish context. *Asia Pacific Education Review*, *14*(3), 295-306. <https://doi.org/10.1007/s12564-013-9258-9>