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Holme, Richard; Robb, Anna; Berry, William

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Becoming a teacher educator – the motivational factors

Richard Holme* and Anna Robb and William Berry

University of Dundee

*Corresponding author. School of Education, Social Work and Community Education, University of Dundee, Dundee DD1 4HN, UK. Email: r.j.holme@dundee.ac.uk

Notes on contributors

Richard Holme is Lecturer in Education at the University of Dundee. His current research interests are Professional Learning and Continuing Professional Development and primary education and STEM subjects.

Anna Robb is Lecturer in Education at the University of Dundee. Her current research interests are art education and children's voice.

William Berry is Lecturer in Education at the University of Dundee. His current research interests are outdoor education, physical education and interagency working.

Becoming a teacher educator – the motivational factors

This study explores the factors that influenced the transition made by three participants from primary class teacher (or first-order practitioner) to Teacher Education (TE) lecturer (or second-order practitioner) in a Scottish Teacher Education Institution (TEI). The self-study case study methodology explored the factors that encouraged, and potentially inhibited, this career change. Data collection utilised auto-ethnographic narrative and findings were reviewed using a thematic analysis. Results are considered using a theoretical framework provided by Deci and Ryan's Self-Determination Theory (SDT). The study identified three common, key themes leading to the participants career change: *exploration and reinvention*, *key figures* and *lifelong learners*. The findings suggest the participants were largely intrinsically motivated to make the career change. The results provide an insight for teachers considering this move and administrators within teacher education. The personal development implications for the participants are also considered.

Keywords

Teacher Educators; Reflective Practice; Motivation; Early Career Lecturer; Scotland

Introduction

A career in primary teaching is often viewed as an attractive career option however data relating to teacher attrition has suggested that 30-50% of teachers leave the profession within the first 3 to 5 years (Cooper and Alvarado 2006). Although most of these teachers will change career completely some may make the move to become a teacher educator within a HEI. Recent experience, gathered via conversations with staff directly involved with Higher Education Institution (HEI) recruitment, has suggested that recruitment to teacher educator posts can sometimes be problematic and that experienced teachers are reluctant to make the move to become teacher educators although the reasons are not immediately obvious.

There have been a number of studies considering the process and challenges associated with becoming an early career lecturer (Murray and Male 2005; Zeichner 2005; Swennen et al. 2009; van Velzin et al. 2010; Boyd and Harris 2010; McKeon and Harrison 2010; Williams and Ritter 2010) and related research over the last decade has covered various issues ranging from international comparisons of teacher education (Maandag, et al. 2007), doctoral students progression to become teacher educators (Kosnik et al. 2011) and experiences of school-based

teacher educators (White, Dickerson and Weston 2015). The current paper covers, in part, some of the issues addressed by this literature. Zeichner (2005) considers the personal experience of this transition and explains some of the challenges faced and Sinkinson (1997) briefly discusses the reasons for making the change from primary teacher to higher education and identifies issues relating to career progression and leadership. Despite these examples, research into teacher education has been described as a relatively ‘young sub-field of education research’ (Menter et al. 2010, 135) and more specifically there is a lack of literature focussing on *why* teachers may make the transition from school teacher to university lecturer. This case study also contributes to the international discussion considering the development of teacher education in terms of efficacy and professional development. Specifically it explores the influencing factors that led to three people making the transition from primary class teacher to becoming a TE lecturer in a Scottish TEI. In doing so this paper raises issues relating to wider national and international teacher education policy and implications for career progression or pathways between school teaching and TE.

Although there are many similar issues and challenges within the international teacher education landscape these national systems can differ considerably. Within the UK the situation has been described as divergent (Oancea and Orchard 2012) with England in particular adopting a range of routes and approaches to TE (Beuchamp et al. 2013). In contrast, current teacher education policy within Scotland has been heavily influenced by the report *Teaching Scotland's Future* (Donaldson 2011). This report reinforced the importance of professional development for teachers. Alongside this the Standards for Registration in Scotland (GTCS 2012) were updated and crucially the standard for Career-Long Professional Learning included the element ‘Enquiry and Research’. This reflects a wider move within education toward teachers as researchers and it has been suggested this is an important part of international teacher education systems (Caena 2014). International evidence also highlights tensions in TE professional development ranging from state control (Afdal 2013), teachers as ‘craft’ practitioners or research active professionals (Beauchamp et al. 2013; Caena 2014) and partnerships between teachers and TE providers (Bales and Mueller 2008; Lunenberg et al. 2000). A key theme arising from the literature is how international education systems operate to ensure a continuum model of professional development for teaching to include TE. This small scale study begins to explore some of these tensions from the perspective of three educators located in this landscape.

The self-study method utilised in this project has previously been employed in teacher education research to make sense of the initial experiences of teacher educators (Dinkelman et

al. 2006). The self-study method employed also benefitted the participants, via engagement in a form of praxis, by facilitating the process of this significant career change and developing their understanding of TE. In this respect the project was a form of action-research and was appropriate as the project itself mirrored an action-reflection cycle (McNiff and Whitehead 2011) and itself acted as a developmental opportunity for the participants where the participants revisited critical incidents (Trip 1993) in their professional and personal lives. Data was collected using auto-ethnographic, narrative summaries which focused on the three participants' journeys from being a first-order practitioner, or school teacher, to second-order practitioner, or teacher educator (Murray 2002). The analysis is then informed by insights from Self-Determination Theory (SDT, Ryan and Deci 2000b) which provides understanding of motivation and specifically the inherent tendency to develop as an individual with subsequent analysis focussing on common influencing factors and identifies key themes shared by the participants.

One of the earliest formal theories of motivation (applied in an employment context) considering job satisfaction was based on the work of Herzberg, dating back to 1957 (Sachau 2007). The result of this work is that he identified a set of 'satisfiers' or incidents which were termed 'motivator factors'; these included terms such as achievement, recognition, responsibility and advancement (Herzberg 1968; Sachau 2007) whereas 'dissatisfiers' or 'hygiene factors', were linked to company policy, supervision, salary, interpersonal relations and working conditions (Herzberg 1968). Ultimately the events linked to these factors were created through an individual's relationship with their environment or the context within which they worked, and they tended to produce only short-term changes in attitude. Over the last 30 years more complex or sophisticated theories have been developed such as Self-Determination Theory (Ryan and Deci 2000a) which explains how choices or decisions may be self-motivated or self-determined.

Work by Ryan and Deci (2000b) proposed that motivation, which can be extrinsic or intrinsic, is linked to the individual's psychological needs for 'competence, autonomy and relatedness' (Ryan and Deci 2000b, 57). Within the theory of Self Determination Theory (SDT) exists the sub-theory of Cognitive Evaluation Theory (CET) which aims to specify factors explaining variation within intrinsic motivation (Deci and Ryan 1985) and how external factors (such as tangible reward) influence motivation. CET focusses on the requirement for competence and autonomy and contends that social-contextual factors influence feelings of competence and therefore enhance intrinsic motivation (Ryan and Deci 2000a). It is this element of social-contextual factors that will be utilised within the current study. Assuming

positive social-contextual events are influential it is likely that negative social-contextual factors could inhibit intrinsic motivation, specifically when the environment (such as from family or parent – or in the current study the employer) fails to address the needs for competence and autonomy (Garcia et al. 2012). The relevance of SDT to the current study is based on the assumption that the decision to move from being a primary school teacher to university lecturer is likely to be influenced by, amongst other factors, perceived feelings of competence and autonomy and may be driven by intrinsic, rather than extrinsic motivations (such as salary).

Applying motivational theory to work or career contexts, terms such as ‘push’ factors and ‘pull’ factors are often utilised (Muller, Alliaata and Benninghoff 2009; Thornton, Bricheno and Reid 2002; Thornton 2010). Factors which ‘pull’ someone towards a decision are seen to be positive, with the person concerned making self-initiated, pro-active, changes in order to progress and stay motivated. A person who is ‘pushed’ into making a change is reacting to a situation; these ‘push’ factors have a tendency to be linked with negative situations within a workplace. The current study aimed, in the first instance, to understand if the participants had been ‘pushed’ to make a career move or ‘pulled’ toward becoming a second-phase educator. Having investigated and established if the participants in this study were ‘pushed’ or ‘pulled’ into making the career change a more specific analysis of common themes, relating to motivation theory, are considered. The main focus of this study will be an analysis of factors influencing the transition from teacher to teacher educator.

Research methodology

The primary aim of the project was to examine the motivating factors that influenced the decision for the three researchers to make the move from primary teaching into higher education. Allowing for each researcher’s different ontological and epistemological positions, it was agreed that the appropriate approach would be qualitative. This approach would allow the researchers to explore, in depth, the reasons, thoughts and feelings of each participant (Cohen, Manion and Morrison 2011; Sarantakos 2005). As a result the researchers developed a research methodology which was inductive and flexible, with multiple iterative stages informed by the previous stage. This was loosely based on Nominal Group Technique described by Morrison (1993), which itself is a variation of the Delphi technique (Cohen, Manion and Morrison 2011, 357).

Participant details

Teacher educators in UK Teacher Education Institutions (TEIs) are nearly always recruited as qualified school teachers, rather than as lecturers already in post (Harrison and McKeon 2008) and this was the case for the participants in the current study. The case study focussed on three staff from one university all of whom had been recruited around the same time. At the time of data collection all participants (subsequently referred to as P1, P2 and P3), had five years or more teaching experience, predominantly in primary school, and less than two years' experience in the higher education setting and they worked across a variety of undergraduate and post-graduate teacher education programmes.

Prior to becoming TE lecturers Participant 1 (P1) and Participant 2 (P2) gained their teaching qualifications at Scottish universities and worked in Scottish primary schools. Participant 3 (P3) qualified to teach in England and gained experience within English primary schools. Each participant previously worked in alternative professional fields (human resources, outdoor education and manufacturing management) before qualifying as a primary school teacher.

Methods

For the purpose of this study an auto-ethnographic self-study approach was adopted (Cohen, Manion and Morrison 2011) based on Nominal Group Technique (Morrison 1993). At the first stage (Figure 1) each participant wrote a personal account of their journey from being a primary teacher to becoming a university teacher educator. This was a piece of free-writing with no limitations set; the participant could include anything they felt was relevant. Therefore 'narrative, discourse-based data' was collected via auto-biographical recounts (Cohen, Manion and Morrison 2011, 587). Due to the potentially sensitive nature of some of the data and also to facilitate deeper reflection and production of richer data the three participants also acted as the researchers. As qualitative research will involve personal opinion and emotion, being aware of any potential subjectivity is essential in order for the research to be considered as reliable and as valid as possible (Cohen, Manion and Morrison 2011; Sarantakos 2005). To ensure that this was achieved, reflection played a key role throughout the research design, guiding each step of the project (Moon 1999). The video recording and reviewing of discussions aided this process and encouraged each researcher to think about issues with the methodology and the data. The highly personal element to the topic meant a potential limitation was the accuracy, or honesty, of the participants and therefore the reliability of the data. However the lack of a specific 'leader' in the group reduced limitations relating to a power imbalance (Cohen, Manion and Morrison 2011, 357). The multi-staged approach to the analysis and review of the

discourse were planned so as to mitigate potential for selective self-editing (Cohen, Manion and Morrison 2011, 584) especially at in the later stages.

Data analysis of content followed an inductive process conducted in stages (Figure 1) in order to identify common themes. The first stage of analysis involved swapping the initial recounts and each participant independently examined the recounts of the other two participants, attempting to identify and synthesise key themes, and recording these thoughts using written notes, in the form of a mind map for each individual (producing multiple mind maps for each participant). The second research stage consisted of a reflexive group discussion between the three participants (which was video recorded) and the examination of individual mind maps led to the creation of a single, summarised mind map for each participant. The third stage consisted of the participants viewing back the initial recording and discussing key points (or themes), as they arose, facilitating deeper analysis. In the fourth and final stage each participant wrote an individual, reflective summary statement of the findings collated throughout the process. This final stage of the research process utilised a form of discourse analysis (Flick 2007) where the findings of the final summaries were analysed by each researcher separately whilst triangulating with earlier data to allow for the different researcher perspectives and assist with respondent validation (Gibbs 2007). These results were then brought together by all three researchers, analysed for presentation in this paper with discussion illustrated with example quotes from the written (initial and final) reflections.

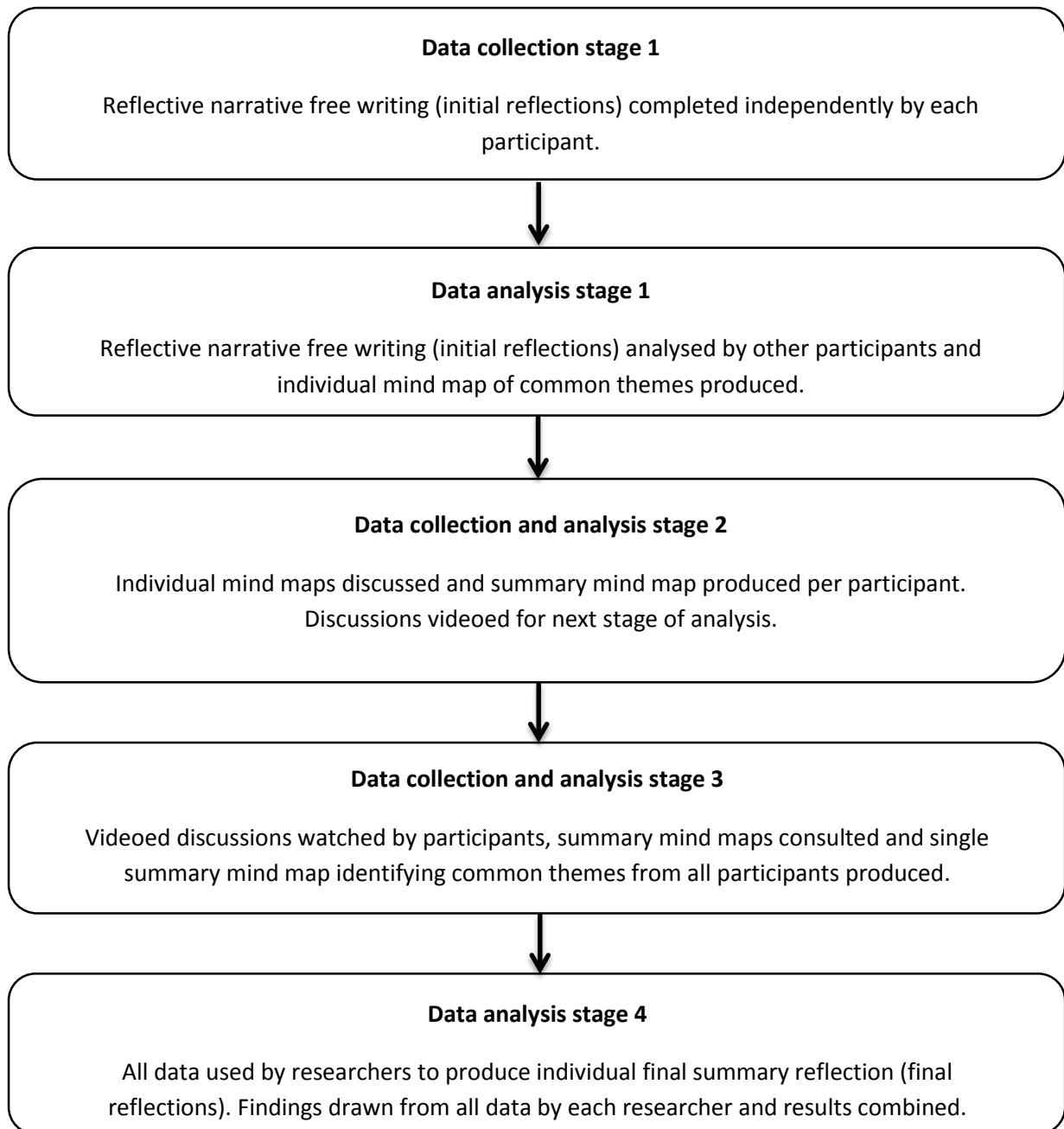


Figure 1. Research process.

Findings

The primary aim of the project was to identify key factors that influenced the decision of the participants to change profession. At the outset of the project the ‘push’ or ‘pull’ of specific factors was considered. There was evidence that the participants were unhappy with some elements in their role as first-order practitioner. These included issues relating to bureaucracy, for example: ‘*the school I was teaching in was put under a great deal of scrutiny as a result of an OFSTED inspection (P3 initial reflection)*’, and concerns about the ‘*ever increasing pressure on results, paperwork and time (P1 initial reflection)*’. However, from the data collected there was less reference to a desire to avoid negative factors. Instead, more positive motivational factors which ‘pulled’ the participants toward a career as a second-phase educator featured.

Within the data each participant identified different factors, although the researchers agreed that certain common themes existed and three key terms were established: *lifelong learners*, *exploration and reinvention*, and *key figures*. The summary findings drawn from the data are presented with a discussion, under the headings of the three key themes.

Theme 1 – Exploration and reinvention

The first common theme identified was the participants’ desire to explore opportunities and in the process reinvent themselves professionally and personally. This has also been identified in studies where those who have already changed professions acknowledge the importance of ‘finding themselves’ (Clemans et al. 2010, 219). However in the current study this was a driver for change, rather than a result of change with one participant stating: ‘*The same desire that had led me to go to university, become an instructor and finally a teacher was still saying to me ‘I want more’ (P2 initial reflection)*’. However, this apparent desire for career development did not lead to a desire for conventional career evolution, such as following the managerial route. In some cases this had been considered an option, at some point, but then rejected by the participants. There was also evidence that the participants seemed to value a less-structured, less-hierarchical workplace with one suggesting: ‘*...the autonomy that our current job affords us allows us to avoid some of the stresses that can occur in a more regimented school environment (P3 final reflection)*’. One participant explained: ‘*Ultimately I did not want to manage a staffroom, be responsible for a school building and everything that happened inside it (P1 initial reflection)*’ and it could be argued this reflected a desire to avoid the responsibilities associated with typical managerially progression which was supported by the statement: ‘*our current job... allows us to avoid some of the stresses that can occur in a*

more regimented school environment (P3 initial reflection)'. However the same participant later added that: *'...linked to this was our desire to experience new things which may not always be possible in school. (P3 final reflection)*'. This extract seems to identify two key elements: the ultimate rejection of the typical career progression route and the inclination toward exploring something new, and with it a desire to challenge themselves. There also appeared to be the suggestion that the role of primary teacher was not presenting sufficient challenge such as: *'there were skills I had that were not being developed or challenged (P1 initial reflection)*'.

This theme also appeared to include some inconsistencies between participants specifically relating to feelings of confidence. Research into teachers moving from first to second-order practitioner has reported the potential for negative feelings stemming from deskilling (Murray and Male, 2005) but this did not seem to be a major issue for participant 3 who reported that: *'The idea of lecturing, and effectively teaching teachers did not fill me with much apprehension... (P3 initial reflection)*'. In contrast there was some evidence of apprehension as explained by participant 2: *'It was an exciting opportunity and that interested me, but I also felt scared... The thought of leaving a job where I was confident was daunting (P2 initial reflection)*'. Therefore although all three participants clearly relished the opportunity afforded by the career change, the way in which they approached this and emotions encountered, differed somewhat.

Theme 2 - Key figures

The next common theme identified during the research was the presence of key figures who influenced the participants' transition to becoming a teacher educator. These key figures included friends, colleagues and also family members. However, the circumstances surrounding the relationship and guidance provided differed with each individual. In some cases this involved direct encouragement, support or advice such where participant 3 identified that: *'Another influence of the career path that I had chosen is down to my wife... Her advice and support helped guide me into where I wanted to go with my career'* and *'As I was coming to the end of my [Masters'] studies my supervisor suggested that I should consider trying to get some work published (Both P3 initial reflection)*'. Other evidence for this encouragement from key figures covered a long period of time such as: *'...my dad was a lecturer ...He often talked about the positive relationships he was able to build with students over the year and how he felt he was helping them make a difference in their lives. (P2 initial reflection)*'.

In other cases, where direct advice or guidance had not been provided, the figures took the form of inspiring role models, even though some were from a much earlier point in their

lives. These figures included lecturers that participants had encountered as students or family and friends and notably the specific characteristics of these key figures differed widely and were particular and personal to each participant. For example one participant was clearly influenced by their own experiences as a HE student stating: *'My time at university was a great experience ... one or two of the academic staff made a great impression on me. These individuals were passionate about their subject and demonstrated knowledgeable authority and deserved my respect. (P3 initial reflection)'* and also *'To complete my Master's degree I undertook a research project and my university supervisor provided a great deal of help and encouragement... this left a very positive impression (P3 initial reflection)'*.

The final key figure identified was not actually a person but the institution of the university itself. This element has clear overlaps with the idea of reinvention and exploration (theme 1) and was identified during the stage 2 discussion (see figure 1) of the project. All three participants had a very positive view of the principle of university education and regarded obtaining a position there as aspirational as highlighted by the comment: *'Going to university and indeed working at a university were deemed as things that you aspire to; the value of a university education was important in the culture of the family (P1 final reflection)'*. The importance of the university as a figure also linked closely to other key people in the participant's lives such as: *'Our family figures e.g. parents were/are involved in teaching and teaching in higher education. (P2 final reflection)'*.

The data also revealed that, at times, the relationship with a key figure was not always positive. For example when reflecting on their time as a first-order practitioner: *'Often it felt that any time a group of teachers got together the focus would be on negative aspects of the job...not coming together enthusiastically and positively sharing new ideas for engaging learners. (P1 initial reflection)'* and *'I also found it frustrating that in school very few of my colleagues were interested in wider education policy or evidenced based practice.... For example, when I began the Master's degree some colleagues were perplexed and a senior teacher even told me they thought it was a bad idea (P3 initial reflection)'*. These examples appear to demonstrate a frustration with the school-based teaching profession but also highlight a desire to be different or challenge the negative ideas and so acted to inspire the participants into making a positive change in terms of their own careers. This was summarised, in a more general statement, by participant 1 who identified that: *'all three [participants] demonstrated a desire to turn negative life events into positive life experiences' (P1 final reflection)'*.

Theme 3 – Lifelong learners

The final common theme identified from the data was the participants' positive and proactive view of learning and a good example of this was multiple references to continuing professional development (CPD). The participants referenced their involvement in CPD as both a recipient but also as a facilitator: *'As well as my role as a class teacher I also organised and led school cluster CPD sessions... (P2 initial reflection)'* and there was evidence that this had been relevant in previous careers: *'I was working as a production manager at this point and one of the things I enjoyed most was delivering staff training and CPD sessions. (P3 initial reflection).'* Alongside this desire to engage with CPD was a more innate desire to learn and share learning as illustrated by participant 1: *'Being a lecturer allows me to combine my enjoyment of teaching with my enjoyment of learning. (P1 initial reflection)'*. Obviously this may not be a unique characteristic of the participants in the current study but this should not detract from the relevance of this factor.

The cyclical nature of teacher as learner was also referenced in the data suggesting the participants had a sound understanding of the interlinked relationship between learning and teaching. The desire, and ability to take on the role of an expert, at a relatively early stage in their careers, was also reported: *'I decided to get in touch with previous lecturing staff at [the] University to see if I could deliver a guest lecture on the work I had been carrying out... [which allowed me] to pass on knowledge to students and inspire them... in their own practice. (P2 initial reflection)'*. The importance of linking teaching and learning was also identified: *'Another element of teaching that I particularly enjoyed was supporting colleagues and ITE students on placement in the school. (P3 initial reflection)'*.

There was also an awareness amongst the participants that they had the potential to learn more themselves as participant 3 reflected: *'Early in my teaching career I decided to undertake a Master's degree in education, part-time, whilst still teaching. This was because I was keen to bolster my academic and pedagogical knowledge (P3 initial reflection)'*.

As discussed earlier (theme 2) the participants had some experience of higher education and therefore had a good awareness of what the role of teacher educator may entail. They were conscious they would need to undertake research and learn new skills in this area. Some teachers making this transition can find this process difficult (Murray and Male 2005), specifically due to the requirement to undertake research, and only ever become 'semi-academics' (Murray 2002, 77). However the participants demonstrated differing levels of confidence in relation to learning in this area with participant 3 stating: *'Nor did the idea of carrying our research fill me with dread; this was something I was actively looking forward to*

doing (P3 initial reflection) whereas participant 2 seemed more cautious stating: *'In particular I was scared of failing and not being good enough at the job especially due to my previous experiences with academia (P2 initial reflection)'*.

Conclusions and discussion

The data gathered over the course of the research project helped to create an overall picture of the balance of intrinsic and extrinsic motivators that influenced each individual in the decision to move to a career in HE. In very simplistic terms, of 'push' or 'pull' factors (Muller, Alliaata and Benninghoff 2009; Thornton, Bricheno and Reid 2002; Thornton 2010) it seems that there was a greater positive influence exerted 'pulling' the participants toward a career as a second-phase educator. The three key themes (*Exploration and reinvention; Key figures; Lifelong learners*) also involved evidence of the participants considering the *potential* positive aspects offered by a career as a second-order practitioner.

Evidence from psychological studies (e.g. Deci 1971) has found that the addition of extrinsic rewards can lead to a reduced level of intrinsic motivation in the future. Research such as this led to the development of theories such as SDT and a greater understanding of the prevailing role intrinsic motivation can have on any individual (Ryan and Deci 2000a). Self Determination Theory (Deci and Ryan 1985) proposes that personal intrinsic motivation, differing dependent on individual personality, is heavily influenced by three basic needs, namely: competence, relatedness and autonomy (Deci and Ryan 2002). SDT (Ryan and Deci 2000b) also asserts that presence of internalised extrinsic motivators have been linked to greater well-being (Ryan, Kuhl and Deci 1997). In the findings from the current study this may have been specifically relevant within the theme of lifelong learners. The participants had undergone a range of formalised professional development (such as Masters' study) but appeared to value this as it was inherently satisfying and not because it may lead to a formal qualification or potential career progression (and enhanced conditions such as salary).

The findings of the current study also suggest that despite some reservations, and differing levels of confidence, each participant felt a sufficient degree of competence to pursue a career as a teacher educator within higher education and so made the decision to apply for a position. This broadly positive attitude was clearly displayed within the theme of exploration and reinvention. Ryan and Deci (2002) explain that the attitude can encourage positive action, rather than imposed reaction. The findings show, especially within the themes of reinvention and exploration and lifelong learners, that the participants had a high degree of personal autonomy, although not necessarily being independent of other individuals (Deci and

Vansteenkiste 2004). Likewise, within the theme of key figures, the notion of the university presenting the opportunity for greater professional autonomy, attracted the participants towards following this career avenue. The notions of ‘competence, autonomy and relatedness’ (Ryan and Deci 2000b, 57) are also evident within the theme of exploration and reinvention. The theme relating to lifelong learners reflected that each individual had an internalised sense of competence and, to a varying degree, confidence. This was further fuelled by a sense of autonomy, or even potential empowerment, that each individual felt they required and which was influenced by the environment within which they worked; the sense of relatedness, or connection to the work environment, was weighted in favour of the university at the time that the decision to make a move was made. It is important to note that the perception of relatedness is one which could easily change, for each participant.

The idea of relatedness aligns closely, within the current study, to the theme key figures. In a classroom this could manifest itself as a pupil feeling a connection to their teacher, peers and the school itself and result in greater internalised motivation (Ryan and Deci 2000b, 64). In the current study this element of validation was provided by family members, friends and colleagues and on a simplistic level may have been represented as positive feedback or approval for engaging in higher education. As these key figures were present, albeit at different points, throughout each participant’s life it appears that this need had been successfully internalised. The participants also felt a strong sense of relatedness to the university (and indeed the concept of university) itself. What is not clear is if, and how, participants without this informed view of working as teacher educators would be able to internalise similar motivational factors.

It has been suggested that teacher educators usually undergo a mid-career transition (Murray and Male 2005) however it is interesting to note that the three participants in this study were still fairly early in their teaching careers. The issue of relatedness and the participants’ prior knowledge or experience of teacher education and higher education in general also has an implication for Cognitive Evaluation Theory (CET, Deci and Ryan 1985), a sub-theory of SDT which specifies that extrinsic considerations can contribute toward feelings of competence and therefore enhance intrinsic motivation. In the current study some of the participants felt a degree of apprehension and doubted their own competence to fulfil the role and therefore their ability to move to employment in HEI and TE. However, they had confidence in their personal competence, or possibly were informed enough about the role itself to still make this move. This finding also links to the theme key figures where particular parental or family influences may have increased the intrinsic motivation to make the move. Parental influences were

identified elsewhere as key factors in career selection although interpretation of this depends on perceptions of the individual involved (Garcia et al. 2012). Furthermore the same theme identified the university as a key figure and familiarity with this setting as being important to the participants, which links back to CET (Ryan and Deci 2000a, 70) and the importance of contextual support. For this contextual support to be present the participants would need the appropriate experiential conditions, which appear to be the case in this study.

In conclusion it appears that first-order practitioners, such as those in this study, anticipate, possibly due to social-contextual experience, the positive benefits of a career change into TE. There is a large body of research available (across professional disciplines) which focuses on the motivation of individuals who are already in a job. The current study investigated (albeit retrospectively) the participants motivation to make a career change. Therefore the alternative locus meant the participants were predicting or anticipating the potential benefits of moving, and this was based on their perceptions of what the role of a lecturer in TE would be like. However, an additional finding of this study was that the three participants did have some indirect experience of working within HEIs and TE (in a professional capacity or from family or friends). This was clearly visible in the analysis of the key figures theme. Thus, it could be argued, the participants had an informed view of the role and this facilitated their ability to relate to it. This important element of foresight or awareness of future possibilities is something that has not been investigated in great depth in relation to motivational theory and specifically SDT.

Implications

As this research forms a small-scale case study, the findings and conclusions drawn from the research are specific to a particular context and as such their generalisability could be questioned. However this is not unusual for qualitative studies within small target populations (Sarantakos 2005). Despite the limitations the results from this study may be of interest to those considering the change from first-order to second-order practitioner and also for policy-makers, managers and administrators involved in teacher education.

The main implication from this study is the relevance to each participant's professional development. The results suggest that the identification and classification of the needs that influence intrinsic motivation is complex demonstrated by (to differing degrees) the needs of competence, autonomy and relatedness for each participant. The development in understanding reflection and reflexive practice was particularly valuable as this forms an important part of being a teacher educator. Although the participants were familiar with the theory of reflective

practice the iterative process (Figure 1) and methodology allowed the participants to return to, and re-evaluate, the common themes ensuring more rigorous analysis than would have been achieved by a single stage method (such as interview or questionnaire) with one participant commenting: *'The continuous reflection and flexible methodology has allowed us to ensure we have captured all valuable information possible (P2 final reflection)'*. Engagement with practitioner research, combined with rigorous personal reflection, using this approach appears to have facilitated this as participant 3 identified: *'Reflecting back on this project I feel the greatest personal benefit is that I have managed to learn more about myself and also my colleagues. (P3 final reflection)'*. From a motivational theory perspective, this collegiality reflects the importance of both personal and interpersonal relatedness. The participants' understanding and skill as researchers has also developed and should in turn impact on the TE students they will support in future. The self-determining, motivational needs of autonomy and perceived competence which influenced the participants to become second-order practitioners are reflected in this concluding remark: *'Working as a lecturer in Education in HE has made me begin to question ... what actually makes an effective teacher and what we mean by 'professional' in the education sense. (P1 final reflection)'*.

Although this study has focused on the point of transition from teacher to teacher educator it is worth noting that the three participants are still in role (3 to 4 years after initial recruitment) at the same institution. They have all successfully progressed beyond the mandatory probation period with permanent contracts and are currently developing as Early Career Academics with each participant working across a range of programmes from undergraduate to Masters' level. Each participant has been developing their skills in research with two currently undertaking doctoral work and one working at Masters' level.

The pathway to becoming an Early Career Academic for these three participants did not follow the conventional international route of undergraduate, postgraduate then doctoral studies, to become a lecturer in TE. The experience of the participants is that they have undergone a journey that was personally, and intrinsically, motivated supported with prior knowledge of the systems and opportunities available (mirroring the findings of other research e.g. Clemans et al., 2010). For countries like Scotland where teacher education is *intended* (Donaldson, 2011) to be part of a wider professional development continuum (Caena, 2014), the experiences of the three participants would suggest that, although they had the tools to make the move, this is not a common experience and so greater awareness of the range of professional development opportunities available to teachers is required. The results would also suggest that further research into the impact of a continuum approach to teacher professional development,

to include recruitment of teacher educators and teacher motivation, is necessary in order to inform debate and future policy development at a national and international level.

A final consideration is that the importance of teacher education students ‘becoming’ teachers over simply ‘being’ teachers has been recognised internationally within teacher education research (Munthe et al., 2011). Through execution of the current study the authors believe this ‘becoming’ is not only important for first-order practitioners but is also relevant for second-order practitioners (i.e. those ‘becoming’ teacher educators) and that crucially this process begins *before* taking up a post in TE. Therefore the process and motivation to ‘become’ a teacher educator should not be overlooked by policy makers and educational administrators in future.

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