

# **Faces of Change: Exploring Post-Primary Students' Motivations and Perceptions of Teaching as a Choice of Career from Diverse Racial, Ethnic or Cultural Backgrounds**

By

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(EdD)

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## Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Education (EdD) is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed:  (Yvonne Naughton)

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Date: 08.09.20

## Dedication

I dedicate this work to my parents, Maureen and Eamonn,  
who taught me to always try my best in everything,  
to believe in myself,  
and that I could be anything I wanted to be.  
You have given me roots and wings.  
Thank you for everything,  
always.

## Roots and Wings

*If I had two wishes, I know what they would be  
I'd wish for roots to cling to, and wings to set me free;  
Roots of inner values, like rings within a tree,  
And wings of independence to seek my destiny.*

*Roots to hold forever to keep me safe and strong,  
To let me know you love me, when I've done something wrong;  
To show me by example, and help me learn to choose,  
To take those actions every day to win instead of lose.*

*Just be there when I needed you, to tell me it's all right,  
To face my fear of falling when I test my wings in flight;  
Don't make my life too easy, it's better if I try,  
And fail and get back up myself, so I can learn to fly.*

*If I had two wishes, and two were all I had,  
And they could just be granted, by my Mom and Dad;  
I wouldn't ask for money or any store-bought things.  
The greatest gifts I'd ask for are simply roots and wings.*

*Denis Waitley*

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## Abbreviations

APT:	Access to Post-Primary Teaching
B.Ed:	Bachelor of Education
BOM:	Board of Management
CA:	Correlation Analysis
CAQDAS:	Computer-Assisted Qualitative Data Analysis Software
CAO:	Central Application Office
CPS:	Common Points Scale
CS:	Case Study
CSO:	Central Statistics Office
DCU:	Dublin City University
DEAR:	Disability Access Route to Education
DEIS:	Delivering Equality of Opportunity in Schools
DES:	Department of Education and Skills
DITE:	Diversity in Initial Teacher Education
EC:	European Commission
ESAI:	Educational Studies Association of Ireland
FC:	Foundation Course
FETAC:	Further Education and Training Awards Council
FIT-Choice:	Factors Influencing Teaching Choice
GERM:	Global Education Reform Movement
GMIT:	Galway-Mayo Institute of Technology
HE:	Higher Education
HEA:	Higher Education Authority
HEAR:	Higher Education Access Route
HEI:	Higher Education Institute
IMI:	Irish Medium Immersion
IRC:	Irish Research Council
ISL:	Irish Sign Language
ITE:	Initial Teacher Education
LC:	Leaving Certificate Examination
LIT:	Limerick Institute of Technology
MIC:	Mary Immaculate College
MIE:	Marino Institute of Education
MMR:	Mixed Methods Research
MTchg:	Master of Teaching
MU:	Maynooth University
NCAD:	National College of Art & Design
NCCA:	National Council for Curriculum Assessment
NCES:	National Center for Education Statistics
NI:	Northern Ireland
NUI:	National University of Ireland
NVivo:	NVivo is a computer software package utilised in qualitative data analysis
OECD:	Organisation for Economic Co-operation and Development
PAC:	Postgraduate Application Centre
PATH:	Programme for Access to Higher Education
PDE:	Professional Diploma in Education

PISA:	Programme for International Student Assessment
PLC:	Post Leaving Certificate
PLS:	Plain Language Statement
PME:	Professional Master of Education
PPT:	Personal Practical Theories
QUAN:	Quantitative Approach
QUAL:	Qualitative Approach
SEC:	State Examination Commission
SEN:	Special Educational Needs
SES:	Socio-Economic Status
SOC:	Standard Occupational Classification
SPSS:	Statistical Package for Social Sciences
SWAP:	Scottish Wider Access Programme
S1:	School One
S2:	School Two
S3:	School Three
S4:	School Four
TA:	Thematic Analysis
TC:	Teaching Council
TE:	Teacher Education
TEAS:	Teacher Education Application Services
TCD:	Trinity College Dublin
TIMSS:	Trends in International Mathematics and Science Study
TY:	Transition Year Programme
UK:	United Kingdom
UL:	University of Limerick
UNESCO:	United Nations Education, Scientific and Cultural Organisation
US:	United States
VEC:	Vocational Education Committees

## Abstract

### **Faces of Change: Exploring Post-Primary Students' Motivations and Perceptions of Teaching as a Choice of Career from Diverse Racial, Ethnic or Cultural Backgrounds**

**Yvonne Naughton**

Classrooms in Ireland are characterised by racial and ethnic diversity, yet teachers are drawn from the dominant ethnic majority (Smyth et al., 2009). Empirical research has mainly focused on the factors that have influenced the career choices of student teachers and teachers. However, as emphasised by Watt et al. (2012), it is equally important to consider why students choose not to teach. This research study explores 5<sup>th</sup> year post-primary students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. An explanatory sequential mixed-methods research (MMR) approach was employed in this study (quan→QUAL).

The Factors Influencing Teaching Choice (FIT-Choice) scale (Watt & Richardson, 2007) was adapted in the design of the Motivational Assessment Instrument. This study involved a questionnaire survey and focus-group interviews within four post-primary schools in one geographical area in South Dublin County. Questionnaire surveys (N=155) were utilised to identify students' socio-demographic backgrounds and their motivations and perceptions concerning teaching as a choice of career. Later, focus group interviews (N=23) further explored the hybridised identity of post-primary students and their perceptions of becoming a teacher.

This doctoral research study involved post-primary students from ethnically or culturally diverse backgrounds, where 61% of participants indicated an ethnicity other than White Irish. Participants were born in eighteen different countries and a total of thirty-nine distinct nationalities were recorded in the study, including twenty-two dual Irish nationalities. This MMR study revealed that 63% of students reported their disinterest in becoming a teacher and 53% would not consider a career in teaching. This thesis study suggests that students from minority-ethnic backgrounds are *less* motivated than students from White Irish backgrounds to choose teaching as a career for the following five primary reasons: (1) the influence of family members; (2) encouragement from others to consider alternative careers; (3) teacher salary and the 'hard work' associated with teaching; (4) the level of Irish requirement for primary ITE and (5) the notable 'diversity gap' (Boland & Keane, 2012) within the teaching profession.

*Children need role models –  
they need to see themselves in the faces of their teachers.*

(Riley, 1998, p. 19)

## Chapter One: Introduction

### *Faces of Change: Initial Teacher Education in Times of Change*

#### **Introduction**

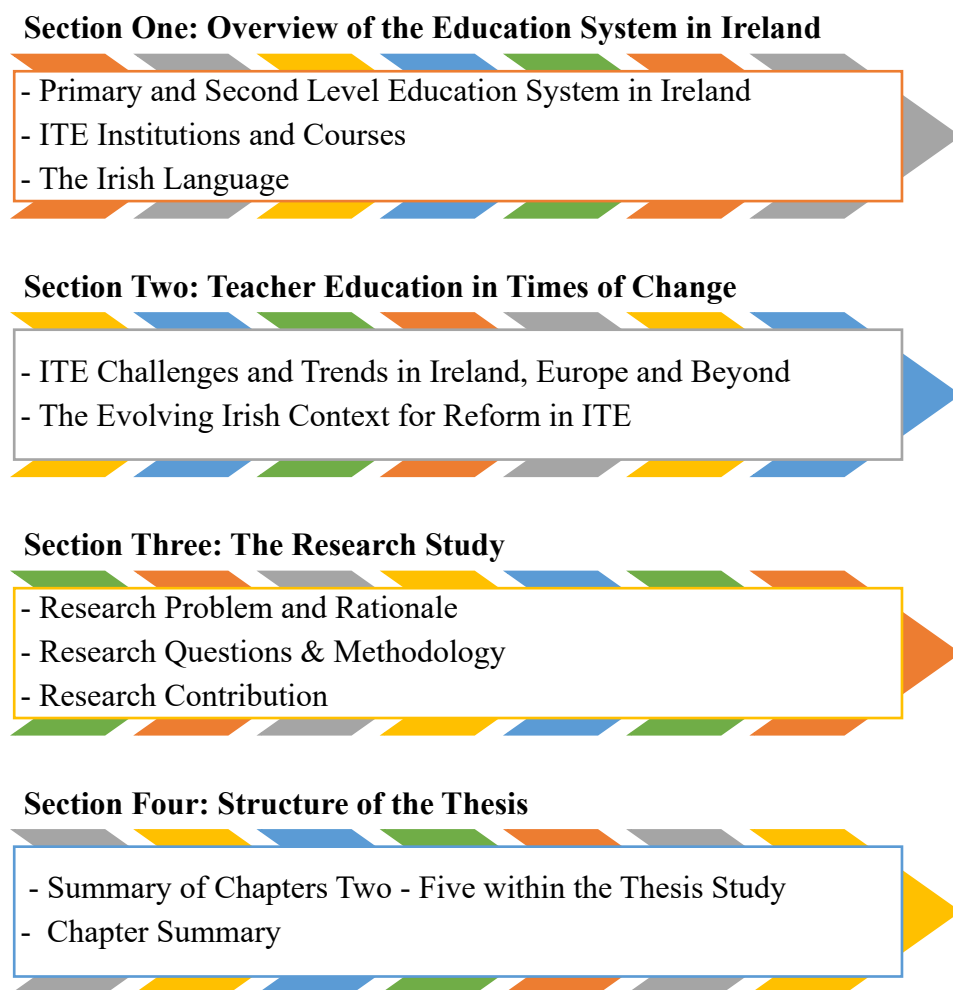
‘Diversifying the teaching population is of international concern’ (Keane & Heinz, 2016, p. 507; Schleicher, 2014) and considerably desirable from both Irish research studies and policy documents (Heinz, 2008, 2011; Keane & Heinz, 2016; Teaching Council, 2008; Conway et al., 2009). The Census in 2016 revealed that dual Irish nationality has increased by 87.4% since April 2011, with large increases in the number of Irish nationals with an ethnicity other than White Irish. However, Ireland’s teaching population has remained homogeneous, admitting students from primarily white, female and majority-group social class and ethnic backgrounds into initial teacher education (ITE) (Keane & Heinz, 2015; 2016; Keane, Heinz & Eaton, 2018; Heinz & Keane, 2018).

This doctoral research study aims to reflect upon teacher education (TE) in times of ‘change, choice and challenge’ (ESAI, 2019) through an exploration of post-primary students’ motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This work aims to explore possible associations between students’ socio-demographic backgrounds, ethnicity, religious affiliation, gender, nationality and prior educational experiences, and their motivations towards and perceptions of becoming a teacher. Findings have suggested why people choose teaching, however an equally important question is **why others do not** (Gore, Homes, Smith & Fray., 2015; Watt et al., 2012). This research study utilises the term ‘others’ to refer to post-primary students that choose alternative careers to teaching. This study aims to explore reasons for the underrepresentation of students from minority-ethnic backgrounds in the teaching profession. It is timely to re-imagine faces of change in ITE, where an ethnically or culturally diverse student population is reflected in the faces of their teachers.

This chapter is divided into four main sections, which are as follows: (1) *overview of the education system in Ireland*; (2) *teacher education in times of change*; (3) *the research problem and rationale*; and (4) *structure of the thesis* (Figure 1). The first section presents a background of the primary and second level education system in Ireland, ITE institutions and courses available in relation to this study. This chapter also explores the Irish language and its



implications for primary level ITE. Next, section two considers TE in ‘times of change’ (Beauchamp et al., 2016) and discusses recent policy reforms in Ireland. Furthermore, this work highlights ITE challenges and trends experienced in Europe and beyond in an effort to further contextualise the research problem. Section three outlines the research problem and rationale, and delineates the scope and limitations of the research study. Finally, the fourth section maps the structure the thesis study as a whole.



*Figure 1.* Overview of four main sections within the Introduction Chapter.

## **Section One: Overview of the Education System in Ireland**

Firstly, it is necessary to consider the overview of the education system in Ireland in an effort to contextualise the educational journey of the post-primary students involved in the research study. This journey encompasses one's engagement with primary level education, the Irish language, post-primary education and the Leaving Certificate (LC) examination, and access and entry routes to ITE. This section presents an overview of the Irish education system, at primary and secondary level, in an effort to set the backdrop for this research study in relation to an individual's choice of teaching as a career. Section one outlines primary level education concerning *National Schools*, *Educate Together Schools* and *Gaeilscoileanna* with a focus on school denomination and size. Next, this work highlights the various state-funded second level school types and the recently reformed Junior and Senior Cycles. The Central Application Office (CAO) application processes to Higher Education (HE) is defined with a new Common Points Scale (CPS) for the LC examination. Later, this study delineates the institutions and providers of concurrent and consecutive courses to ITE in Ireland, following the recent reconceptualisation of TE. Finally, this section explores the Irish language and its implications for primary level ITE.

### **Primary and Second Level Education System in Ireland**

Education has been regarded as a key element of Ireland's national identity, where a great sense of pride endures in the high quality of the education system and the high calibre of its teachers (OECD, 1991; Coolahan, 2003, Hislop 2011). The population of Ireland in 2016 was 4,761,865, highlighting an increase of 173,613 over a five year period (CSO, 2016). According to the Census 2016 results, 11.6 percent of the population identify as non-Irish. The Irish Education system consists of early childhood education, primary level, second level and third level education (Figure 2). Firstly, this research study will focus on primary and second level education in Ireland. According to the Department of Education and Skills (DES, 2019), there are 3, 240 first-level schools (primary and special schools) and 722 second level schools (secondary, vocational and community and comprehensive schools) in Ireland attending a total full-time pupil population of 930, 671, excluding Post Leaving Certificate (PLC) students (567,772 primary and 362, 899 second level students) (DES, 2019). There are 37,341 primary level teachers and 28, 474 secondary level teachers (excluding PLC) in full-time employment in Ireland (DES, 2019). The overall pupil-teacher ratio was 15.2 at primary level and 12.7 at

second level in the academic year 2018/2019. The next section outlines the primary level education system in Ireland.

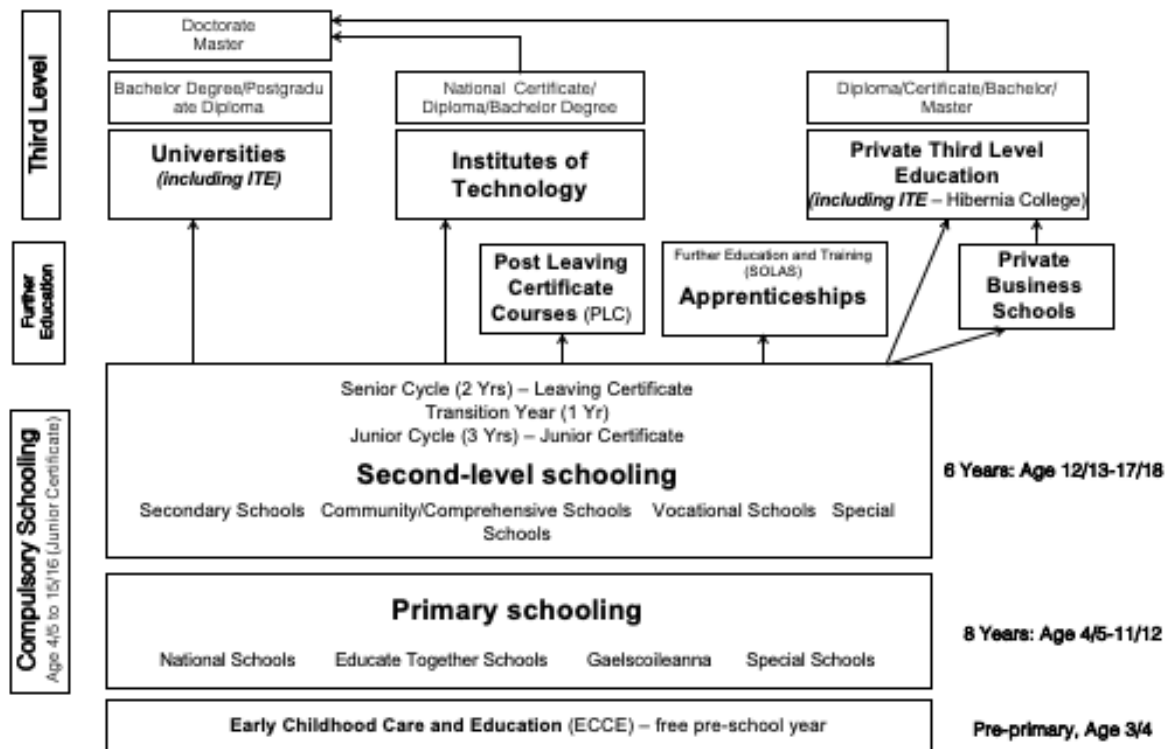


Figure 2. Overview of Irish education system (Heinz, Keane & Foley, 2017).

### Primary Level

Primary level education usually begins at the age of five or six for a period of eight years. There are three different types of primary schools in Ireland; *National Schools*, *Educate Together Schools* and *Gaelscoileanna*. Denominational ‘National Schools’ exist in Ireland where a school is under one patronage of a single religious community. The ‘National School’ system, which was established in 1831 by the State, is typically controlled by a Board of Management (BOM) under diocesan patronage which can often include a local clergyman. There is evidence of a consistently strong denominational tradition regarding schooling in Ireland, particularly at primary level where 96% of schools are under the patronage of a religious denominations; 89.6% Catholic Church and 5.5% Church of Ireland (Coolahan, Hussey & Kilfeather, 2012, p. 29). However, more recently Coolahan et al. (2012) have recommended divesting school patronages at primary level on a phased basis, upon request

from the community, and suggested the ‘handing over’ of schools to other bodies such as ‘Educate Together’.

Multi-denominational ‘Educate Together’ schools began through the Dalkey School Project in 1978, a national school founded by parents who wished to have their children educated in a multi-denominational setting, highlighting the new possibilities of the Irish education system. ‘Educate Together’ schools teach the Learn Together Ethical Education Curriculum in place of religious instruction programmes in denominational schooling. The first ‘Educate Together’ second level schools opened in 2014. ‘Educate Together’ schools are state-funded schools that strive for equality of access to children “irrespective of their social, cultural or religious background”. There is a focus on equality-based, co-educational, child-centred and democratic education for primary and second level students providing choice where there has previously been no choice (Educate Together, 2017). ‘Educate Together’ schools currently consist of 92 primary level schools and 19 second-level schools nationwide (Educate Together, 2020) and have been regarded as the ‘fastest growing school patrons in the state’ (O’Brien, 2018).

More recently, Irish-medium *Gaeilscoileanna* are a growing movement of schools run by various school patrons. Some Irish-medium schools are denominational, inter-denominational and multi-denominational (Gaeloideachas, 2020). The largest patron of *Gaeilscoileanna*, An Foras Pátrúnacaha, is a voluntary organisation rather than a diocesan patronage. The number of primary school pupils taught through Irish is now at a record level, rising from 6.4% in 2000 to 8.1% in 2018/2019, where almost one in twelve primary level students are receiving their education through Irish (McCárthaigh, 2019). A total of 45,278 students across 247 primary schools were taught through the medium of Irish in 2018/2019, with the majority of schools (147) located outside of traditional Gaeltacht areas (DES, 2019). There is a growing provision for the development of new Irish-medium schools. Minister McHugh (DES, 2019a) has also announced plans for the development of the first, comprehensive Irish-medium education policy with the aim of doubling the number of students attending *Gaeilscoileanna*. Subsequently, the second level education system in Ireland will be discussed in detail.

## Second Level

Second level education in Ireland generally begins at the age of twelve and can last for six years. Second level education is provided by state-funded voluntary secondary, vocational and community or comprehensive schools, serving 57%, 26% and 17% of second-level students respectively (Darmody & Smyth, 2013). Secondary schools form the majority of Irish second level schools, with a total of 378 schools in 2018/2019 (DES, 2019). Secondary schools are state funded by the DES and are typically run by boards of governors, religious bodies or by private organisations. Secondary schools traditionally encompass a more academic approach, preparing students for LC State Examination and catering for almost 55% of second level students (DES, 2019). Vocational and community/comprehensive schools provide a wider range of subjects such as technical subjects and continuing education and training services (Heinz, Keane & Foley, 2017). Vocational second level schools are state owned and funded, administered by the Vocational Education Committees (VECs) and cater for 28.5% of the total second level student population (DES, 2019b). Community/comprehensive schools are administered by the BOM representatives and state funded by the DES, and account for 16.6% of the second level student population (DES, 2019b).

There are two cycles in second-level education, the recently reformed Junior Cycle, and the Senior Cycle which includes the LC examination. All three second level school types participate in a common programme, where the first three years progress to the Junior Certificate (JC) examinations. Following the completion of the Junior Cycle, many schools offer students a Transition Year (TY) Programme which presents the opportunity to develop a range of practical skills and conduct work experience in a student's preferred areas of study. The Senior Cycle lasts a total of two years in duration and concludes with the LC State Examination. The State Examination Commission (SEC) is 'responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish state: the Junior Certificate and the Leaving Certificate' (SEC, 2020). The NCCA (2003, p. 23) has criticised the emphasis placed on 'doing the leaving' and the CAO points race for third level places has increased stress among students sitting exams (McGrath, 2019). Irish second-level schools have been characterised as those which emphasise knowledge transmission, book learning and study towards high stakes final examinations (Gilleece, Sheil, Perkins & Proctor., 2009; OECD, 1991).

The CAO processes applications for entry to undergraduate courses in Irish Higher Education Institutions (HEIs) including universities, colleges, Institutes of Technology and

some alternative institutes of HE. Ultimately, decisions on admissions to undergraduate courses are made by the HEIs who then instruct the CAO to make offers to successful candidates. On 3<sup>rd</sup> September 2015, the 2014-2016 Minister for Education and Skills, Jan O’Sullivan, launched a new CAO points scale to be used for entry to HE from 2017. The new grading system was part of a ‘package of ambitious reforms designed to better support students transitioning from second level to higher education’ (DES, 2015). The new Common Points Scale (CPS) was introduced in 2017 and is used by the CAO to determine entry into HEIs (Table 1).

**Table 1. The new Common Points Scale (CPS) introduced by Minister O’Sullivan used for entry to Higher Education from 2017 (DES, 2015).**

<b>Higher Level Grade</b>	<b>Points</b>	<b>Ordinary Level Grade</b>	<b>Points</b>
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	<b>O1</b>	56
H6	46	<b>O2</b>	46
H7	37	<b>O3</b>	37
H8	0	<b>O4</b>	28
		<b>O5</b>	20
		<b>O6</b>	12
		<b>O7</b>	0
		<b>O8</b>	0

The ‘new progressive points system’ (DES, 2015) was established in an effort to encourage the take-up of Higher Level subjects through the introduction of points for the new H7 grade, with continued Bonus Points for Higher Level Maths. The new scale maintained the alignment between points awarded for Higher Level and Ordinary Level grades. However, the difference in the points awarded for each grade varies with the aim of minimising the allocation of places in HE by random selection, and subsequently reducing the pressure on students at

exam time (DES, 2015). It is vital to situate this research study in the context of the education system in Ireland in an attempt to further understand the journey of the post-primary students involved in the study, and their subsequent motivations and perceptions concerning teaching as a choice of career. Following the recent reconceptualisation of ITE, the institutions and course providers will be outlined in the subsequent part of this chapter in order to locate this study within the access and entry routes to ITE.

## **ITE Institutions and Courses in Ireland**

Firstly, it is necessary to imagine ‘how things are’ (Davis & Sumara, 2006) in order to re-imagine how things could be in ITE. There are currently seven publicly funded Irish universities that provide ITE programmes, with a further three non-state-funded providers including Hibernia College, the largest single programme in ITE, which prepares over 700 teachers each year, and two Montessori colleges. Primary ITE in Ireland was entirely denominational up to the early 2000s when Hibernia, a blended TE college was established (Lynch, Grummell & Devine, 2012). Recent review of the structure of ITE provision in Ireland resulted in the consolidation of nineteen providers of ITE provision to six large university-based centres (DES, 2012), impacting how and where Irish teachers are educated for decades to come (Smith, 2012). In Ireland, ITE programmes for primary and post-primary teachers are facilitated through a range of concurrent (undergraduate) and consecutive (postgraduate) programmes in the following HEIs (Table 2).

There are also a number of further education programmes available, which are not within the scope of this study. It is important to note that all HEIs must adhere to the *Initial Teacher Education: Criteria and Guidelines for Programme Providers* set out by the Teaching Council (TC) in March 2017. The dominant model for primary level ITE is a concurrent Bachelor of Education (B.Ed) programme involving 30 weeks of school placement, the requirement to attend a Gaeltacht for four weeks and specialisms relevant to teaching such as English, Gaeilge, Geography, History, Mathematics, Music, and Religious Studies. Applicants are typically among the top 15% of all academic achievers in the LC examination (Coolahan, 2013; Heinz, 2008, 2013). The B.Ed is a four year full-time course which can be completed in one of the four HEI’s with concurrent programmes. A new B.Ed ISL (Irish Sign Language) has commenced in DCU since September 2019, which allows ISL to be accepted as an alternative to the Irish language requirement for primary ITE (DES, 2019c). The four state funded HEI’s

also offer a two year Professional Master of Education (PME) programme for ITE. Furthermore, the non-state-funded privately owned Hibernia College also offers a PME in Primary Teaching which is a blended learning programme that takes place over two years.

**Table 2. Providers of concurrent and consecutive ITE programmes for primary and post-primary education in Ireland (TC, 2020).**

<b>Programmes</b>	<b>Primary</b>	<b>Post-Primary</b>
<b>Concurrent (Undergraduate)</b>	DCU Institute of Education Marino Institute of Education (MIE) Maynooth University (Frobel) Mary Immaculate College (MIC)	Galway-Mayo Institute of Technology (GMIT) St. Angela’s College MIC (St. Patrick’s College) Dublin City University (DCU)
<b>Consecutive (Post-Graduate)</b>	Hibernia College	Dublin City University (DCU) National College of Art & Design (NCAD) NUI Cork NUI Maynooth Trinity College Dublin (TCD) University of Limerick (UL) Hibernia College CIT Crawford College of Art & Design Limerick Institute of Technology (LIT) (Art & Design)

The concurrent model is also common at post-primary level for teachers pursuing subjects such as physical education, religion, science, music and home economics. However, the dominant model for post-primary TE is the consecutive model where applicants are typically honours’ graduates. This model encompasses a programme of professional pedagogy and teaching and is usually completed following the fulfilment of a primary degree in a discipline related to the individuals’ chosen teaching subjects (O’Doherty & Harford, 2018). The next



subsection will consider the Irish language and students' attitudes to the national language as a compulsory school subject at primary and second level education in Ireland. Furthermore, the policy and practice in relation to Irish exemptions will be discussed and implications of the language for ITE, especially at primary level ITE, will be considered.

## **The Irish Language**

Irish is the official language of Ireland, and therefore it is a requirement for teachers, particularly at primary level, to speak English and Irish with adequate levels of literacy in both (Darmody & Smyth, 2016a). According to the Census 2016, 39.8% of people reported their ability to speak Irish, which represents a slight decrease of 0.7% since the last census in 2011. Furthermore, 66% of 17 and 18 year olds reported the ability to speak Irish (CSO, 2016). Over 200 languages, as well as Cant and ISL are used in Ireland, though the Irish language is linked with Irish culture and identity (NCCA, 2015). All ITE programmes in Ireland now incorporate specific modules which focus on Irish Medium Immersion (IMI) and bilingual pedagogy theory following the recent restructuring of ITE institutions and programmes (Ó'Ceallaigh & Ní Dhonnabháin, 2015). However, O'Sullivan, Bird & Burns (2019) discuss persistent challenges concerning the high standard of Irish required for entry to primary level ITE.

Drawing on the Growing Up in Ireland study (Williams et al., 2009), Smyth and Darmody (2016) investigated post-primary students' attitudes towards the Irish language as a school subject and found that attitudes towards Irish tend to be more negative in comparison to other core subjects. Moreover, students with migrant mothers were less likely to find the subject interesting, where students' attitudes towards Irish as a subject endured throughout primary and post-primary school (Smyth & Darmody, 2016). It is necessary to 'provide students with positive experiences of Irish at primary level' to ensure positive attitudes towards the language in later years (ibid, 2016, p. 15). Although the Irish language is a compulsory subject at primary and second-level, there are a limited number of circumstances where exemptions may be granted.

Darmody and Smyth (2016b) discuss the factors impacting post-primary students' exemptions from studying the Irish language, where students' gender, social class, those born outside Ireland and those with special educational needs (SEN) are considered. The DES (2018) have recently reviewed the policy and practice in relation to exemptions from the study of Irish and found that the majority of Irish exemptions are granted at post-primary level. Furthermore, the number of exemptions granted at both primary (0.98% of the primary school

population) and post-primary level (9.3% of post-primary school population) have significantly increased (DES, 2018). The majority of exemptions are granted to primary/post-primary students on the grounds of a learning disability, while the second most frequently granted exemption is for those who have little or no understanding of English when first enrolled in primary or second level education in Ireland (DES, 2018). The DES (2018, p. 89) highlight the need to ‘rethink’ exemptions from the Irish language with the principles of inclusion and differentiation as a solid basis. Later, the specific Irish language requirements for primary level ITE will be discussed in detail as part of the review of literature. Section one sought to contextualise the educational journey of post-primary students involved in the research study, from primary level to second level education, and present the overview of the education system in Ireland in relation to an individual’s potential to enter ITE institutions and programmes. Next, section two considers the challenges and trends experienced in Europe and beyond concerning ITE through powerful changes in policy and interconnecting global influences.

## **Section Two: Teacher Education in Times of Change**

This section considers the challenges and trends concerning TE policy and reform, and outlines ‘teacher education in times of change’ (Beauchamp et al., 2016) in Europe and beyond. It is necessary to confront the reconceptualisation of ITE and locate the challenges facing potential applicants and entrant to the ‘new teacher education’ (Cochran-Smith, 2005), which encompasses a ‘conflict between diversification and selectivity of the teacher workforce’ (Cochran-Smith, 1997, p. 4). It is vital to consider ‘national cases and themes that transcend geographical borders’ (Hulme, Menter, Murray & O’Doherty., 2016, p. 229) in TE, and the degree of ‘entanglement’ (Sobe, 2013) among nations in the policy making field. Section two maps the changing landscape of educational reform in Ireland to a broader social, economic, cultural and political influences in Europe and beyond (Deegan, 2012).

### **ITE Challenges and Trends in Europe and Beyond**

There is a global unanimity that TE must be enhanced in order to meet the challenges of the twenty-first century (Cochran-Smith et al., 2009; Darling-Hammond, 2010; Futrell, 2008; Korthagen, 2010; Murray, 2008; Niemi, 2002). TE has been regarded as a major concern worldwide (Cochran-Smith, 2012) and is arguably experiencing the most significant reform period ever (Coolahan et al., 2017; Darmody & Smyth, 2016). ITE has ‘moved from representing a national concern towards becoming part of the discourse around Europeanisation’ (Harford, 2010, p. 349). This section aims to further investigate the ‘radical’ reconceptualisation of ITE and identify overarching global influences on policy-making and challenges facing ITE in Europe and beyond (Harford & O’Doherty, 2016).

The drive to ensure that teaching attracts the best and brightest has forged ‘a powerful narrative of teachers and teacher education as not good enough’ (Gore et al., 2016 p. 259). More recently, the OECD (Musset, 2010, p. 9) has expressed the need for alternative TE programmes with the aim of increasing the ‘supply of teachers in areas of need, geographical, or relative to a particular subject’. Furthermore, the OECD (2010) have made calls for a commitment to alternative pathways to ITE that are customised to the needs of individual countries (ibid, 2010). While international comparisons ‘broaden the view of what is possible’ (Darling-Hammond, 2017), the competitive success of each nation’s education system can now be measured by the Programme for International Assessment (PISA) (Furlong, 2013; OECD, 2010). PISA has become the OECD’s platform for policy construction at national, international

and possibly global levels (Grek, 2009), where performance-based testing that lacks contextualisation lies at the heart of the PISA project (Grek, 2010). Teachers are regarded as the key resource in ensuring global competitiveness in one international report after another (Barber & Mourshed, 2007; Mourshed, Chijoke & Barber., 2010; OECD, 2005; OECD, 2014), with primary concerns over teacher selection, education and development as professionals (Barber & Mourshed, 2007).

In 2015, an ‘urgent need to improve ITE’ was recognised by the European Commission (EC). There were demands to adapt to the changing needs of society, and embrace ITE as a starting point in the continuum of TE (Caena, 2014). The EC’s overview of policy issues concerning ITE in Europe reinforced the need for quality teachers and their link to pupil achievement (Hattie, 2003). However, ‘international research provides little evidence of a link between specific entry criteria to performance during and/or after ITE programmes’ (Darmody & Smyth, 2016, p. xiv). While this is partially due to a lack of research in the area to date, Heinz (2013, p. 15) has also concluded that ‘academic selection criteria... could be seen to represent a convenient screening device’ and contested the ‘predictive value of academic achievement for teaching success’.

The comparative report on *Entry to Programmes of ITE* acknowledges the ‘complicated’ nature of ITE in Europe and beyond involving; the selection of teacher candidates, the varying degrees of autonomy given to ITE providers concerning requirements, regulations and priorities, and the heterogeneity in ITE programmes which can restrict professional quality and mobility (Darmody & Smyth, 2016). ITE in Europe and beyond has echoed challenges and trends concerning global influences such as the results of PISA on policy-making, the ‘urgent need to improve ITE’ (EC, 2015) and the drive to attract the ‘best’ students for teaching through highly competitive and selective entry requirements. Next, this section of the work investigates the ‘radical’ reconceptualisation or ‘turning point’ (Rhus, 2005) of ITE in Ireland and identify overarching global influences on policy-making (Harford & O’Doherty, 2016).

## The Evolving Irish Context for Reform in ITE

Teacher education policy reflects dominant values of a particular nation, revealing how those in power desire to shape the education of those who shape the lives of society's future citizens.

(Cochran-Smith, 2016, p. xii).

Ireland is a formidable example of a 'cultural flashpoint' (O'Sullivan, 2005) where Conway (2013) believed that the results of the PISA 2009 brought about major reform in Irish policy concerning TE. A 'perfect storm' (Hislop, 2011, Looney, 2012) ensued in 2010, as 'bad news' from PISA opened avenues for emphasis on standardisation, a narrow focus on literacy and numeracy, and significantly new accountabilities in teaching and TE. This led to what Sahlberg (2007) entitled the Global Education Reform Movement (GERM). Ireland was found to be 'very influenced' by the PISA results (Breakspear, 2012, p. 14), where Irish 15-year-old's poor performance in reading, mathematics and science created national panic, resulting in 'PISA shock' (Conway & Murphy, 2013).

The 2009 PISA results were regarded as 'a wakeup call for Ireland' (Hyland, 2012), with the drop from 5<sup>th</sup> to 17<sup>th</sup> place (OECD, 2009). The treatment of educational research such as PISA (OECD, 2010) resulted in an almost immediate prescription of a national policy (Solbrekke & Sugrue, 2014) on Literacy and Numeracy (DES, 2011) in response to a "perceived crisis" (Conway, 2013, p. 51). The national strategy (DES, 2011) required the use of, and reporting on, the results of standardised tests annually, as well as the specified increased duration of TE at primary level and a greater focus on numeracy and literacy across the continuum of TE (Conway, 2013). However, Ireland has ranked third out of thirty-five countries for literacy, and thirteenth for science and mathematics in recent PISA results (OECD, 2015). PISA has discursively formed the 'baseline' for education in Ireland, and becoming 'the world's number 1 in reading' is the communicated aim for Irish pupils (Donnelly, 2015).

*Learning to Teach* (Conway et al., 2009), a report commissioned by the TC outlined findings and recommendations bridging the continuum of TE. In this report, teachers are regarded as a 'key asset in society' (ibid, p. xiii) as opposed to a 'costly resource' (OECD, 2005). Conway et al. (2009) note the lack of student teachers from minority groups and highlight the need for alternative pathways into TE in an effort to reflect the diversity of the

population. This report to the TC recommended the principles of a ‘quality teacher education’ as a basis for a fresh look at TE. Among the twelve recommendations for ITE was the need to promote inquiry and address Lortie’s (1975) inescapable apprenticeship of observation, examine assessment systems and provide a framework on the continuum of TE. The report also suggests a form of screening applicants for entry to ITE, and highlights the need to discuss the role of academic achievement, interviews and reference checks to ensure a ‘high quality and diverse’ teaching population (Conway et al., 2009).

Heinz, Keane and Foley (2017) carefully discuss the role the TC (2006) has played in promoting the public perception of teacher professionalism and in the creation of a new platform for the TE policy community (Smith, 2012). The TC also led a major review of TE in 2010 (Coolahan, 2007; Conway et al., 2009), leading to further policies and regulations concerning the continuum of TE in 2011 and subsequent ITE criteria and guidelines (TC, 2011, 2017). Despite repeated calls for the extension of B.Ed programme throughout the decade (Burke, 2009; Kellaghan, 2009), it was not until Sahlberg’s report *A Review of the Structure of Initial Teacher Education Provision in Ireland* (Hyland, 2012) that the reform arrived rather suddenly. The B.Ed four year programme was swiftly introduced in September 2012, which Deegan (2012) believed was an opportunity to develop the hidden potential of renewal and change. In September 2012, all concurrent (undergraduate) ITE programmes were extended to four years’ duration, while all consecutive (post-graduate) programmes of ITE must be of two years’ duration since September 2014 (O’Doherty & Harford, 2018). O’Doherty (2015) outlines the effects of the reconceptualisation, which has led to a renewed emphasis on literacy and numeracy, and increased arrangements in ICT, special education, and assessment. The duration and nature of school placement has also been enhanced within the programmes. The reconceptualisation and extension of TE programmes accompanied the salary reduction and introduction of a new salary scale for entrants to the profession (O’Doherty & Harford, 2018).

Ireland was subjected to ambitious programme and structural reforms shaped by global policy trends, arising from constantly shifting societal, economic and political forces (Smith, 2012). Smith (2012) contends the context for Irish education policy-making was dominated by negative local economic conditions. The economic downturn created a ‘unique policy context and a window of opportunity for reform in teacher education’ (ibid, 2012, p. 91). This resulted in significant reductions in teachers’ income, with ‘new entrant salary scales’ including a 10% reduction post-2011 and the abolishment of qualification allowances post-2012. Despite a decline in teacher’s salaries and Ireland’s return to a country marked by emigration, a high social status seems to remain within the Irish teaching profession (Heinz, 2015). Solbrekke

and Sugrue (2014) comment on the TC's strategic creation of 'multiple scripts' and a series of policy documents with the 'reconceptualisation, design, validation and accreditation of B.Ed programmes within one academic year' (O'Doherty, 2016). Next, section three delineates the research problem and rationale for the thesis study concerning students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds.

### **Section Three: The Research Study**

To conduct a piece of research, scholars must necessarily narrow their scope, focus their view, and formulate a question far less complex than the form in which the world presents itself in practice. This holds for any piece of research; there are no exceptions.

(Shulman, 1986, p. 6)

Firstly, this section considers the research problem concerning the ‘diversity gap’ (Boland & Keane, 2012) within the teaching profession and offers the rationale for this doctoral research study. Moreover, this work narrows the scope of the research and presents a carefully formulated research question ‘far less complex than the form in which the world presents itself in practice’ (Shulman, 1986, p. 6). This section then presents a brief introduction to the mixed methods research (MMR) approach of this study. Finally, the third section considers the research contribution of this doctoral thesis study.

#### **Research Problem and Rationale**

Irish society has experienced unprecedented demographic change in the twenty-first century and is faced with coming to terms with cultural diversity (Parker-Jenkins & Masterson, 2013). Ireland’s school populations significantly diversified through immigration during the Celtic Tiger years (Bryan, 2009; Smyth et al., 2009; Devine, 2011). In some schools, there are up to 20 nationalities and linguistic backgrounds (Drudy, 2009). The Census results reveal the shifting nature of cultural diversity in Ireland (Parker-Jenkins & Masterson, 2013), with non-Irish immigrants arriving in Ireland in 2016 from 180 different countries, accounting for 11.6% of the state’s population. It is also reported that 17.3% of all Irish residents were born outside the state, highlighting opportunities to diversify our teaching profession (CSO, 2016). Irish society has become more diverse concerning ‘nationality, language, ethnicity and religious affiliation’ which is clearly reflected in the student composition of the majority of primary and post-primary schools (Smyth et al., 2009, p. 1). Classrooms in Ireland are characterised by racial and ethnic diversity, yet teachers are drawn from the dominant ethnic majority (ibid, 2009).



The ‘diversity gap’ (Boland & Keane, 2012) within the teaching profession is notable due to the predominately white, female, majority-group ethnic or social class backgrounds in all OECD countries. Those from farming backgrounds and/or rural areas have traditionally been over-represented in ITE, including primary and to a lesser degree second-level cohorts. Hyland (2012, p.10) states that “the teaching profession in Ireland, especially at primary school level, is less culturally and ethnically diverse than in other OECD countries”. Darmody and Smyth (2016) highlight a possible ‘trade-off’ between high LC grade requirements and the diversity of applicant profiles in ITE in Ireland, where an increase in entry standards in LC have been regarded as leaving a small 5 percent of current applicants eligible (Murray, 2016). Policy must be attentive to the recruitment of teachers from diverse ethnic groups with available financial support to enable under-represented groups to undertake long-duration, expensive courses in TE (Coolahan., Drudy., Hogan., Hyland., & McGuinness; 2017). This research study explores students’ motivations and perceptions of teaching as a choice of career from minority-ethnic backgrounds in an effort to further understand the lack of diversity in the teaching profession in Ireland. The next section delineates the primary research question for the thesis study and presents a brief introduction to the MMR approach for this work.

## **Research Questions and Methodology**

A MMR approach is employed in this study. The Factors Influencing Teaching Choice (FIT-Choice) scale (Watt & Richardson, 2007) was adapted in the design of the Motivational Assessment Instrument within a questionnaire survey and semi-structured focus-group interview to explore post-primary students’ motivations to teach. This research study is guided by the following primary research question:

- *What are 5<sup>th</sup> year post-primary students’ motivations and perceptions concerning teaching as a choice of career and why are less students from diverse racial, ethnic or cultural backgrounds considering teaching?*

This study sought to investigate the perspectives of post-primary students concerning (a) their choice of teaching as a career at primary or post-primary level and (b) the significance of their racial, ethnic or cultural background in making the decision or not to become a teacher. Gay (2010, p. 143) contends that racial, ethnic, cultural, social and linguistic diversity is a ‘defining feature of our lives’. The terms racial, ethnic or cultural backgrounds will be explored

in further detail in Chapter Two. This research study also explores the ways in which ITE programmes could provide further opportunities for diverse students to access and enter TE. Additionally, this research aims to address the following:

- *How do students' perceptions of teaching influence their decision or not to become a teacher?*
- *How can ITE programmes provide further opportunities for diverse students to enter teacher education?*

The research questions were addressed in two phases: (1) a quantitative phase using a questionnaire survey containing an adaption of the FIT-Choice scale and (2) a qualitative phase involving a semi-structured focus group interview. Both phases were conducted with post-primary students enrolled in 5<sup>th</sup> year in four participating post-primary schools. This work grants dominant status to the qualitative phase of the research study in an effort to reveal 'thick description' (Geertz, 1973) of students' motivations and perceptions concerning teaching as a choice of career. The explanatory design of this study facilitates the need to further explore quantitative results through the collection of rich qualitative data.

The findings of this research study were carefully considered in relation to the literature reviewed concerning access and entry to ITE in Europe and beyond, diversity in ITE and the arguments for diversifying the teaching workforce, and global perspectives on teacher motivation. The quantitative questionnaire survey results were triangulated with qualitative data gathered from focus-group interviews conducted with 5<sup>th</sup> year post-primary students and qualitative open-ended survey responses. Analysis of national and international trends and research concerning teacher motivation and corresponding educational issues related to the topic form an essential background to this single-case research study in the Irish context. The final part of section three considers the unique contribution of this research study and acknowledges the scope and limitations of this work.

### **Research Contribution**

Research on teacher motivation has experienced a marked increase in the last decade in a range of different contexts (Han & Yin, 2016). Furthermore, global perspectives on teacher motivation using the FIT-Choice framework have offered comparisons across various settings and jurisdictions (Watt, Richardson & Smith, 2017). The FIT-Choice scale has been adapted

and employed in a range of countries and contexts including in the Republic of Ireland (Heinz, 2011, 2013; Hennessy & Lynch, 2017), Spain (Gratacós, López-Gómez., Nocito., & Sastre; 2017), Norway (Brandmo & Nesje, 2017), Indonesia (Suryani, 2017), The Netherlands (Fokkens-Brusinsma & Canrinus, 2012), Germany and Austria (König & Rothland, 2012), Croatia (Jugović et al., 2012), Ghana (Salifu, Alagbela & Ofori, 2018), Estonia (Taimalu, Luik & Täht, 2017), Turkey (Kilinç, Watt & Richardson, 2012); Finland (Goller., Ursin., Vähäsantanen., Festner., & Harteis, 2019), Serbia (Marušić-Jablanović & Vračar, 2019) and the US and China (Lin., Shi., Wang., Zhang, & Hui; 2012).

Although research suggests that the choice of teaching as a career occurs early in life during school years (McKenzie, Weldon, Rowley, Murphy & McMillan, 2014), there are few studies which focus upon the motivations and perceptions of teaching as a choice of career from the student perspective. Previous studies on student motivation were conducted in South Africa (Mutshaeni, Denhere & Ravhuhali, 2015; Mosha, 2016); Iraq (Celik, 2019), Hong Kong (Lai, Chan, Ko & So, 2005) and the US (Han, Borgonovi, & Guerriero, 2018). Furthermore, to the best of the author's knowledge, only one study in the US has employed the FIT-Choice scale with high school students in an effort to validate their findings with those of student teachers (Leech, Haug & Bianco, 2019).

Thus, this research endeavours to make a unique contribution to the national debate on the future of Irish education (Galvin, 2009) through the exploration of student motivations and perceptions of teaching as a choice of career, *prior* to entering TE, using an adaption of the FIT-Choice scale (Watt & Richardson, 2007) in the creation the Motivational Assessment Instrument. There is a need for additional career motivation research on *potential* ITE applicants from different socio-demographic backgrounds with a keen focus on social, cultural and "opportunity structures" (Roberts, 1968) that may limit or strengthen an individuals' career choice (Heinz, 2015; Han et al., 2018). Gore et al. (2015) have also acknowledged the need for further research concerning social and cultural influences, as well as ethnicity in the choice of teaching as a career. It is necessary to further understand the factors that influence the choice of teaching as a career in an effort to create a knowledge base for developing TE policies, programmes and recruitment strategies (Flores & Niklasson, 2014; Lai et al., 2005).

Previously, there has been a research focus on pre-service and in-service teacher motivations and perceptions of teaching as a career. This doctoral research thesis study presents the first application of the Motivational Assessment Instrument among second level students in the Irish context, in an effort to explore post-primary students' motivations and perceptions concerning teaching as a choice of career prior to making their decision to become a teacher.

Furthermore, to the best of the author's knowledge, no research has previously explored the ethnic backgrounds of *potential* ITE applicants and entrants in Ireland. This thesis study accepts that it is equally important to investigate why students choose not to teach and endeavours to offer an insight into the diversified profile of *potential* teachers in the Republic of Ireland (Gore., Barron., Holmes., & Smith, 2016; Watt et al., 2012). The next subsection acknowledges the scope of this research study, and briefly examines this work's limitations, which will be considered in greater detail throughout the Methodology and Discussion chapters of this work.

### **Scope and Limitations of the Study**

This work acknowledges that diversity spans social class, ethnicity, gender, sexuality, age and disability (Drudy & Kinsella, 2009). However, this research study is particularly interested in students' racial, ethnic or cultural diversity and their subsequent motivations and perceptions concerning teaching as a choice of career in an effort to answer the primary research question. It is also necessary to be conscious of the researcher's own biases, as a researcher and a primary teacher, and consider the researcher's 'biography' (Lortie, 1975) in relation to the thesis study. Rosnow and Rosenthal (1997) discuss the way in which our world is opened to understanding, and indeed examination through the minds and experiences of individual researchers. Therefore, it is necessary to consider the role and experiences of the researcher in this work, as a primary school teacher in an 'Educate Together' National School. The researcher's journey to TE has been shaped by the support of family members, and an ambition and desire to contribute to a society in which children 'see themselves in the faces of their teachers' (Riley, 1998, p. 19). The investigator's background is characteristic of the over-representation in the teaching profession - female, catholic, white, and from a farming background. However, the researcher has employed the necessary steps to control any bias in the collection and analysis of the data, and will further delineate any limitations of the study throughout the work.

## **Section Four: Structure of the Thesis**

This thesis is organised into five chapters. Firstly, this chapter sets out the rationale of the research topic, problem and questions. It offers an insight into the background of education at primary and second level in Ireland, including an overview of ITE institutions and availability of courses in Ireland. Chapter one describes the evolving Irish context for reform in ITE and presents the challenges and trends in Ireland, Europe and beyond concerning TE. Furthermore, the influence of TE policy reform has been considered in order to create the setting for this research study, which highlights the need for ‘faces of change’ in ITE.

### **Chapter Two: Literature Review**

Chapter Two explores relevant literature and provides a clear outline of the thesis position, context and background concerning the research study. This chapter is divided into three main sections: (1) *access and entry to ITE*, (2) *diversity in ITE* and (3) *motivations and perceptions of teaching*. TE in Ireland, Europe and beyond are explored in the context of access and entry to ITE, teacher supply and demand, and subsequently the selection criteria to ITE. Section one also considers a range of ‘equity of access’ initiatives from an international and national perspective. In the next section, the Diversity in Initial Teacher Education (DITE) national research study highlights the ‘diversity gap’ within the Irish teaching population and the literature review presents an overview of the socio-demographic composition of ITE and the teaching population. Furthermore, arguments for diversifying the teaching workforces are presented with an equity of access perspective. This chapter analyses literature regarding the motivations to teach in a range of national and international contexts and presents a global perspective of teacher motivation using the FIT-Choice scale. Finally, this chapter further outlines the contribution of this research study to the body of research.

### **Chapter Three: Methodology**

This chapter presents a mixed-methods study concerning the future of ITE. The Methodology Chapter is organised into six main sections: (1) *philosophical principles*, (2) *mixed methods research approach*, (3) *research design*, (4) *data collection procedures*, (5) *data analysis* and (6) *ethical considerations*. This work presents the theoretical perspective and philosophical principles underpinning the study, and a mixed methods research (MMR)

approach and cross-sectional case study (CS) design. The research design is clearly delineated and this section shares the stages of implementation throughout the research process. Data collection procedures using a quantitative questionnaire survey and adaption of FIT-Choice scale, as well as qualitative semi-structured focus group interviews are outlined. This chapter highlights quantitative data analysis procedures using Correlation Analysis (CA) and SPSS (Version 25). Furthermore, qualitative data are analysed separately through coding procedures using the computer software programme NVivo (Version 12) and Thematic Analysis (TA) (Braun & Clarke, 2006). Lastly, this chapter outlines the issues for ethical consideration and further discusses the limitations of the research study.

#### **Chapter Four: Data Analysis and Findings**

The fourth chapter in this thesis study offers a detailed data analysis of both the quantitative and qualitative phases of this work. It is divided into two main sections concerning the analysis and findings of each phase of the work: *(1) quantitative findings* and *(2) qualitative findings*. Section one presents the findings from the questionnaire survey involving a purpose random sample of 5<sup>th</sup> year post-primary students. The second section presents the findings from the qualitative phase of the work which provides an in-depth understanding of students' motivations and perceptions concerning teaching as a choice of career from minority-ethnic backgrounds. The qualitative findings were further split into five main themes concerning teaching as a choice of career: *1) access and entry to ITE; 2) influence of family members; 3) prior teaching and learning experiences; 4) teaching as a career* and *5) diversity in teaching*. The main findings from the research study are presented, triangulated by method and later explored in association with the reviewed literature in the next chapter.

#### **Chapter Five: Discussion and Conclusion**

The final chapter presents a summary of the main findings within the MMR study. Triangulating the data from the quantitative and qualitative phases of the work validates and presents the research findings concerning students' motivations and perceptions of teaching as a choice of career. Chapter Five is divided into three main sections, which are as follows: *(1) contribution of the research study; (2) summary and discussion of key findings* and *(3) directions for future research*. The first section presents the contribution of the research study and limitations associated with the work. Next, consideration is given to the main research

findings in relation to the reviewed literature. Finally, this chapter offers directions for future research and presents recommendations concerning ITE institutions, TE programmes, and TE policy-makers. This chapter closes with a thesis study conclusion which summarises the findings, contribution of the study and highlights the opportunities for ‘faces of change’ in TE where children ‘see themselves in the faces of their teachers’ (Riley, 1998, p. 19).

### **Chapter Summary**

This chapter presented an overview of the Irish education system at primary and second level, with an insight into the CAO and LC examinations for progression to HE. Next, the ITE institutions and programmes were introduced with reference to the recent review of the structure to ITE provision in Ireland. Section two explored the challenges and trends in Europe and beyond to further investigate the ‘radical’ reconceptualisation of ITE and identify global influences on policy-making (Harford & O’Doherty, 2016). The evolving Irish context for reform in ITE was explored in this chapter, with a focus on the GERM. The conditions leading to ITE programme and policy reform in Ireland have been outlined with calls for the TC to identify the barriers faced by under-represented groups when applying and entering the teaching profession (McMahon, 2017).

This chapter considered the research problem and rationale for this thesis study in the third section, highlighting the notable ‘diversity gap’ within the teaching profession (Keane & Heinz, 2015). The primary research question was outlined and this work introduced the MMR approach. The contribution of this research study and the scope and limitations of this work have been discussed. Finally, section four summarised chapters two to five in the thesis study. Diversity is our greatest resource (Zeichner & Hoeft, 1996) and TE must open diverse avenues of access, not only for student teachers to support and teach a diverse student population (Leavy, 2005), but also to enable children to ‘see themselves in the faces of their teachers’ (Riley, 1998, p.19).

## Chapter Two: Literature Review

### *Faces of Change: Exploring Students' Motivations and Perceptions concerning Teaching as a Choice of Career from Diverse Racial, Ethnic or Cultural Backgrounds*

A literature review is a written document that presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study. This case establishes a convincing thesis to answer the study's question.

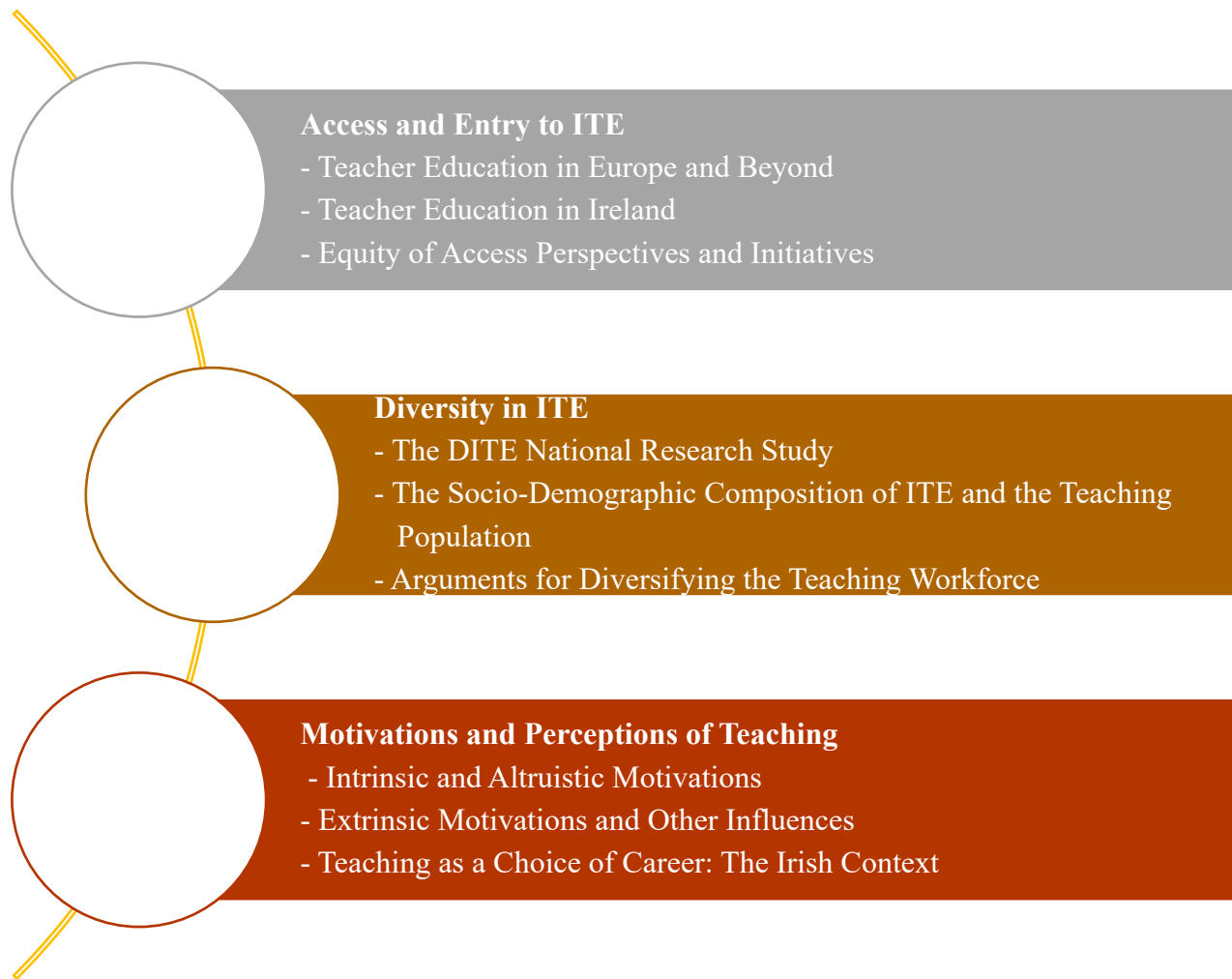
(Machi & McEvoy, 2012, p. 4)

#### **Introduction**

Diversity is merely one challenge facing TE. However, we must strive to answer *why* less students from diverse racial, ethnic or cultural backgrounds enter ITE and the teaching population. This doctoral research study investigates post-primary students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. A literature review has been defined as 'a written argument that promotes a thesis position by building a case from credible evidence based on previous research' (Machi & McEvoy, 2012, p. 3). Thus, this review provides a clear outline of the thesis position, context and background concerning students' access and entry to ITE, the arguments for diversity in ITE, and motivations and perceptions of teaching as a choice of career. The research problem is concerned with the 'diversity gap' (Boland & Keane, 2012) within the teaching profession and the 'mis-match' between the student and teacher populations (Major, 2012). Findings have suggested why people choose teaching, however an equally important question is **why others do not** (Gore et al., 2015; Watt et al., 2012).

This review is divided into three main sections; (1) *access and entry to ITE*, (2) *diversity in ITE* and (3) *motivations and perceptions of teaching*. The following diagram provides an overview of the literature, headings and subheadings, reviewed in detail within the scope of this literature review (Figure 3).





*Figure 3.* An overview of the literature reviewed within the scope of this research study.

Firstly, this chapter provides an insight into the access and entry routes for entrants and *potential* entrants to ITE through a consideration for teacher supply and demand in a range of contexts, and subsequently the selection criteria to ITE in Europe and beyond. Next, this work considers TE in Ireland from an access and entry viewpoint. Section one also outlines international and national equity of access initiatives from a diversity in ITE perspective. This chapter then outlines the Diversity in Initial Teacher Education (DITE) national research study and presents evidence of the ‘diversity gap’ within the teaching population in Ireland. Section two also examines the student-teacher ‘mismatch’ concerning the socio-demographic composition of ITE programmes and the general teaching population internationally. Subsequently, the rationale and theoretical arguments for diversifying the teaching workforce are outlined, and definitions of ‘race’, ‘ethnicity’ and ‘cultural background’ concerning the

research study are offered. Finally, in section three, this review investigates a range of global perspectives on teacher motivation and examines the adaption of the Factors Influencing Teaching Choice (FIT-Choice) scale (Watt & Richardson, 2007) nationally and internationally.

## **Methodology**

This literature review reveals key themes and highlights gaps within the research landscape. The review of national and international literature focusing on access and entry to ITE and subsequently diversity in ITE began with an examination of electronic data bases (Google Scholar, JSTOR, ERIC, Taylor & Francis Online, Elsevier, SAGE, DORAS, DCU Library E-Books) and existing reviews and policies (Conway et al., 2009; Darmody & Smyth, 2016; EC, 2015, 2018; HEA, 2015, 2019; OECD, 2005; Smyth et al., 2009; Musset, 2010). This review also places a sharp focus on literature concerning motivations to teach (Watt & Richardson, 2007). The databases were searched using the following terms in various combinations: *'initial teacher education'* *'diversity in ITE'* *'diverse teacher education'* *'race and ethnicity ITE'* *'teaching as a choice of career'* *'career choice'* *'entry to ITE'* *'access to ITE'* *'ITE selection criteria'* *'equity of access ITE'* *'teacher education policy'* *'attitudes to teaching'* *'student motivation to teach'* *'teacher motivation'* *'student motivations for teacher education'* *'student perceptions of teacher education'* and *'motivations to teach using the FIT-Choice scale'* Research literature was also sought from related conference presentations, the Department of Education and Skills (DES) publications and the Teaching Council (TC) website containing ITE criteria and guidelines for providers (TC, 2011, 2017). The Central Statistics Office (CSO) also provided important background information concerning the socio-economic and demographic background of the population in Ireland. This review also included material in print, including books and chapters sought from DCU Library and published theses. All relevant publications have been studied carefully and the main findings, and research methods or designs, have been examined within the scope of this review.

## **Section One: Access and Entry to ITE**

ITE has been regarded as the ‘first crucial stage in a teacher’s professional journey’ (Caena, 2014). The EC’s overview of policy issues concerning ITE highlights the need for selection criteria to be clearly lined with key programme aims, process and roles (ibid, 2014). Despite a desire for a clear link between selection criteria and ITE programmes, Darmody and Smyth (2016) discuss the many dimensions in which ITE approaches vary across countries, including required qualification, the duration of the ITE programme and admission criteria. This section provides an overview of TE in Ireland, Europe and beyond, and considers access and entry to ITE, teacher supply and demand, and the selection criteria to ITE in the each context. Later, section one outlines recent international and national initiatives to increase participation in ITE from ‘equity of access’ perspective.

### **Teacher Education in Europe and Beyond**

Access and entry to ITE differs considerably across contexts and countries, where decision making and responsibilities can involve the education authority, the ITE institution, or both (EC, 2013). In countries such as Finland, Germany, Canada, Ireland, Korea, Singapore and Taiwan, entry to ITE is highly competitive with many more applicants than places available (Barber & Mourshed, 2007; Conway et al., 2009; OECD, 2005; Heinz, 2008). Furthermore, entry to ITE requires a high level of academic achievement and once qualified, teachers are held in high regard in many countries (Watt, Richardson & Smith, 2017). Limited places on ITE programmes are usually due to institutional or governmental regulations, with subject specific limitations for post-primary ITE students in Italy, Luxembourg, Finland, the UK, Norway and Lithuania (OECD, 2005, p. 33) and limited enrolment capacities of institutions in Ireland.

Darmody and Smyth (2016, p, 31) outline models of TE in Europe (Figure 4), where a mixture of concurrent or consecutive models for primary and post-primary ITE exist. Student performance in upper secondary education is the main prerequisite in about half of all European countries, and the only requirement in Austria and Belgium. However, fourteen European countries consider the bachelor qualification for access to master-level ITE programmes. The Eurydice report (EC, 2013) indicate that in most cases ITE includes a general (i.e., courses in education and/or specific subject mastery) and a professional (i.e., theoretical and practical skills for teaching including school placement) component which may be provided

concurrently or consecutively. The concurrent model is the only possible route to ITE at all levels in Germany, Slovakia, Iceland and Turkey, whereas France and Portugal offer the consecutive model only (Darmody & Smyth, 2016).

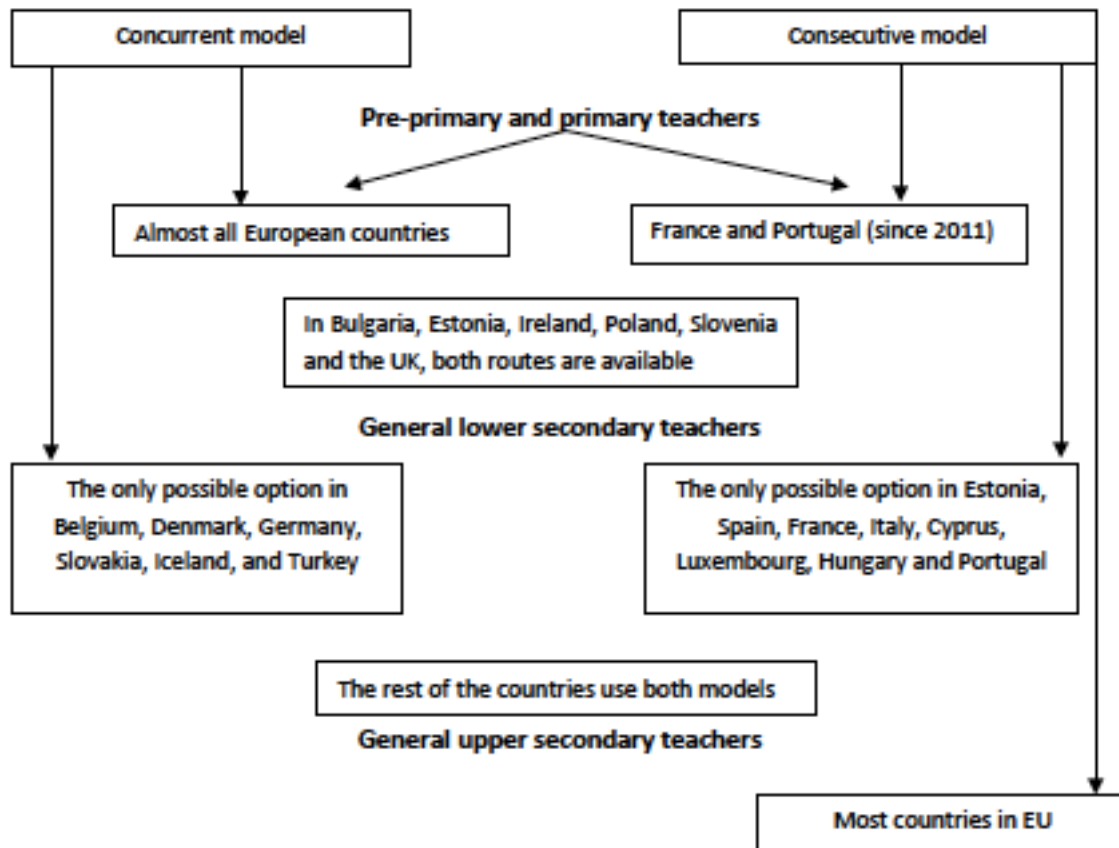


Figure 4. Darmody & Smyth’s (2016, p. 31) models of teacher education in Europe.

In a comparative study by the EC, ITE qualifications in Europe are usually four or five year university degrees, where a master level degree is generally required for secondary teachers (EC, 2013). Furthermore, some countries (Estonia, Finland, Germany, Poland, Portugal and Slovenia) require teachers to be educated at master’s level at primary school level. In Germany, primary ITE takes five years and at least six years for secondary teaches (Sargent., Foot., Houghton., & O’Donnell, 2013; EC, 2013). Beyond Europe, Australia’s ITE students can enter at undergraduate and graduate levels and complete an accredited four-year teaching degree (such as a Bachelor of Education) or an undergraduate degree and then a graduate-entry teaching degree (such as a Master of Teaching). It is necessary to acknowledge models of TE in Europe and beyond in this review in an effort to recognise the similarities, and indeed considerable differences, concerning access and entry to ITE, and their significance in respect to teacher supply and demand across jurisdictions.

## Teacher Supply and Demand

According to the UNESCO Institute for Statistics (2016), 69 million teachers must be recruited to achieve universal primary and secondary education by 2030. The supply of and demand for teachers varies greatly across jurisdictions (Darmody & Smyth, 2016), and is impacted by demographic changes (e.g., the ageing of the teaching profession and the birth rate) and respective national policies (EC, 2013a). Darmody and Smyth (2016) outline the general teacher shortages that exist in some European countries (Austria, the Netherlands and Sweden) while others are characterised by over-supply (Australia, Canada, Finland, Scotland and Spain). Many OECD countries including the UK, Australia, New Zealand, Turkey and the Netherlands have problems attracting and retaining effective teachers (OECD, 2005). Furthermore, the United States (US) is facing rising teacher shortages and high turnover rates (Cooper & Alvarado, 2006).

The percentage of teachers aged over 50 varies across Europe, with an EU average of 28.6% at primary level and 34.8% at post-primary level. There is a notably high proportion of teachers aged over 50 in Germany and Italy. The ageing teacher population has been regarded as a common challenge to teacher supply and demand in Europe (EC, 2018). Although not widespread in Europe, there are some alternative pathways into teaching, such as ‘shorter, employment-based, fast-track programmes’ in eight European countries (Germany, Luxembourg, Latvia, Netherlands, Norway, Poland, Sweden, United Kingdom) (Caena, 2014, p. 8). In Sweden, those with professional experience outside teaching can enter the teaching profession following involvement in a supplementary TE programme, leading to a degree in a subject area, while the Netherlands and English have a tradition of providing alternative routes into the teaching profession (EC, 2013). This in turn has raised some concern regarding the quality of teaching and learning (OECD, 2005). Despite teacher shortages in over half of European education systems, only about one third offer alternative pathways to ITE (EC, 2018).

Darmody and Smyth (2016) contend that supply and demand issues can also be linked to specific sectors such as primary or secondary teaching, or subject areas (Mathematics and Science at upper secondary level in Australia, Finnish and English in Finnish rural schools). Furthermore, New Zealand reports an over-supply of teachers in specific subject areas such as P.E (Physical Education), and a shortage in areas such as Maori-Medium, Mathematics and Science (Goe, 2010). The supply of Mathematics teachers is also a problem in Norway (Mølsted, 2008) and Finland (OECD, 2003), although the Finnish TE system has not had

recruitment problems. The shortage of teachers in specific subject areas is regarded one of as the most common challenges in more than half of European education systems, though the Eurydice report (EC, 2018) signals that the use of incentives to attract students to the teaching profession or to subject specific areas is rare.

However, it is interesting to note that in several countries (Germany, Greece, Spain, Italy, Lithuania, Liechtenstein and Montenegro), a shortage and over-supply of teachers co-exist ‘due to an uneven distribution of teachers across subjects and geographical areas’ (EC, 2018, p. 9). The status of the teaching profession, teaching salary, working conditions and possible advancement in career have also influenced the supply of and demand for teachers (Darmody & Smyth, 2016). Thus, teacher supply and the status of the teaching profession are undeniably linked and a number of countries have noted a drop in the prestige of the profession (EC, 2018, p. 29). The Eurydice report (EC, 2018, p. 18) has since made calls for ‘good contractual and employment conditions’ in an effort to ‘enhance the attractiveness of the profession’. Furthermore, the need to address teacher motivation has been linked to teacher supply and demand issues (Kyriacou & Kunc, 2007), where a further interest in teacher motivation has highlighted possible causes of existing and potential teacher shortages as early teacher attrition, an ageing teaching population, high demand career with less reward, limited career opportunities, less job security and low status of the teaching profession (OECD, 2005; Richardson & Watt, 2005, 2006; Sinclair, 2008; Sinclair, Downson & McInerney, 2006; Watt & Richardson, 2007; Watt et al., 2012). The next section considers the selection criteria to ITE in Europe and beyond with a focus on access and entry.

### **Selection Criteria to ITE**

Countries, such as Finland and Singapore, that are focused on building a strong teaching profession recognise the interdependence among standards, preparation and supports (Darling-Hammond, 2017). These countries provide financial support to students entering ITE and through TE programmes where students earn a salary. This grants such countries the opportunity to be highly selective in choosing candidates for TE (ibid, 2017). This section provides an overview of the selection approaches utilised by countries across Europe and beyond for ITE candidates. Applicant selection procedures and criteria can be organised at individual institutions, centrally, or both. Selection of potential entrants to ITE can occur at different times, with some countries recruiting applicants at entry to ITE (Ireland, Scotland,

Singapore, Finland) and others (England, USA) requiring further additional tests following graduation in order to teach (Barber & Mourshed, 2007; Conway et al., 2009). Furthermore, in countries such as the US, entry requirements can be noticeably lower whereby university qualified individuals must pass a state-run examination in order to become a certified teacher.

Most TE programmes consider students' grade point average as a selection criterion for admission to measure academic ability (Mikitovics & Crehan, 2002), notwithstanding a weak link between grade point averages and future performance (Olstad, 1987). As previously outlined, only one third of European countries have a specific selection method for ITE, while admission to ITE is governed by entrance requirements for post-primary education, usually involving a general examination in a large number of countries (Caena, 2014; Darmody & Smyth, 2016). Specific selection methods are centrally determined in three countries (Italy, Lithuanian, United Kingdom), and exclusively at institutional level in five countries (Denmark, Finland, Portugal, Romania, Slovakia) (Darmody & Smyth, 2016). In Finland, the ITE entrance examination includes both exams and aptitude tests (EC, 2013). While in the Netherlands, primary ITE applicants are tested in the Dutch language and numeracy skills, which is similar to the UK. In countries such as Spain, Luxembourg and Malta, student language examinations are included in the selection procedures for third level education (EC, 2013). Students' access to HEIs is dependent on adequate outcomes of centrally developed tests or exams, and competencies in key skills such as literacy, numeracy and ICT, in ten countries (EC, 2011).

A study on behalf of the TC concerning *Entry to Programmes of Initial Teacher Education* (Darmody & Smyth, 2016) selected eight countries (Australia, Austria, Canada, Finland, the Netherlands, Scotland, Spain and Sweden) for a case-study to illustrate the different approaches taken to ITE candidate selection (Appendix A). While all of these countries account for secondary school qualifications in selecting ITE students, many use other criteria such as interviews and/or specifically designed examinations for admission to teacher education (ibid, 2016). In Europe, an interview is a commonly used formation for assessing course applicants (Stronge & Hindman, 2006), which provides the opportunity to gather information concerning an applicant's language proficiency, attitudes and interpersonal skills (Denner, Salzman & Newsome, 2001). However, the ratings of an individual's interview are found to have limited value for predicting student teaching performance (Caskey, Peterson & Temple, 2001; Denner et al., 2001).

In Australia and Canada, a major part of TE candidates' cost is underwritten by the government (Darling-Hammond, 2017). In Ontario, most TE programmes use a written profile

to screen applicants (TEAS), while the use of a portfolio in the US was regarded as effective in assessing a wide range of skills including motivation, independence, time-management and interest in the field of study (George, Lucas & Tranter, 2005). Furthermore, in Australia, there has been a move to take into account the academic and non-academic qualities when selecting candidates for TE, including an individual's motivation to teach, interpersonal and communication skills, willingness to learn, resilience and self-efficacy, conscientiousness, and organisational and planning skills (AITSL, 2015). However, selection processes in Australia vary greatly depending on the region and institution with notable disparity in entry scores (Watt, Richardson & Smith, 2017). In Switzerland, TE is provided in TE colleges, as well as regular universities and universities of applied Sciences. TE colleges in Switzerland do not generally administer examinations or aptitude tests at entrance, and thus Denzler and Wolter (2008) found that such colleges have lower prestige and ultimately attract applicants from lower socio-economic backgrounds (Darmody & Smyth, 2016).

Despite the belief that 'teacher quality matters' (Caena, 2014, p. 2), there is little information concerning the attributes that might contribute to a 'quality student teacher' (Cameron & Baker, 2004). Donaldson (2011, p. 23) found that a small proportion of Scottish ITE students lacked 'some of the fundamental attributes to become good teachers, including limited interpersonal skills and basic weaknesses in literacy and numeracy'. Furthermore, Sahlberg (2011) cautioned the selection of candidates at entry which produces desired outcomes only in countries where the teaching profession has a high status. Despite a growing pressure to select academically high achieving candidates into TE, there is a need for system-level planning that goes beyond the gates of entry to ITE (Watt, Richardson & Smith, 2017). The Eurydice report (EC, 2018, p. 18) calls upon a selection and recruitment process that takes 'a broader set of attitudes and aptitudes in addition to academic merits' into account and provides 'bridged access to the profession... for those from underrepresented groups'. It is timely to consider access and entry pathways to TE in Ireland, with an insight into teacher supply and demand, and subsequently recruitment and selection criteria including the Irish language minimum requirement for primary level ITE.



## Teacher Education In Ireland

ITE continues to attract high attaining students (O'Donoghue & Harford, 2010, Hyland, 2012) ranking Ireland amongst the most competitive teacher preparation selection systems in Europe, with the highest standard of applicants 'in the world' (Sahlberg, Munn & Furlong, 2012). The character and competences of applicants and entrants to ITE appear as an important factor (Houston, 2008; Zeichner & Conklin, 2008), though recent changes to entry requirements for student teachers reinforce a LC selection process that bears little relationships to the qualities needed to be an effective teacher (OECD, 2014). Heinz, Keane and Foley (2017) present an overview of the primary and post-primary concurrent and consecutive entry pathways to ITE in Ireland (Figure 5).

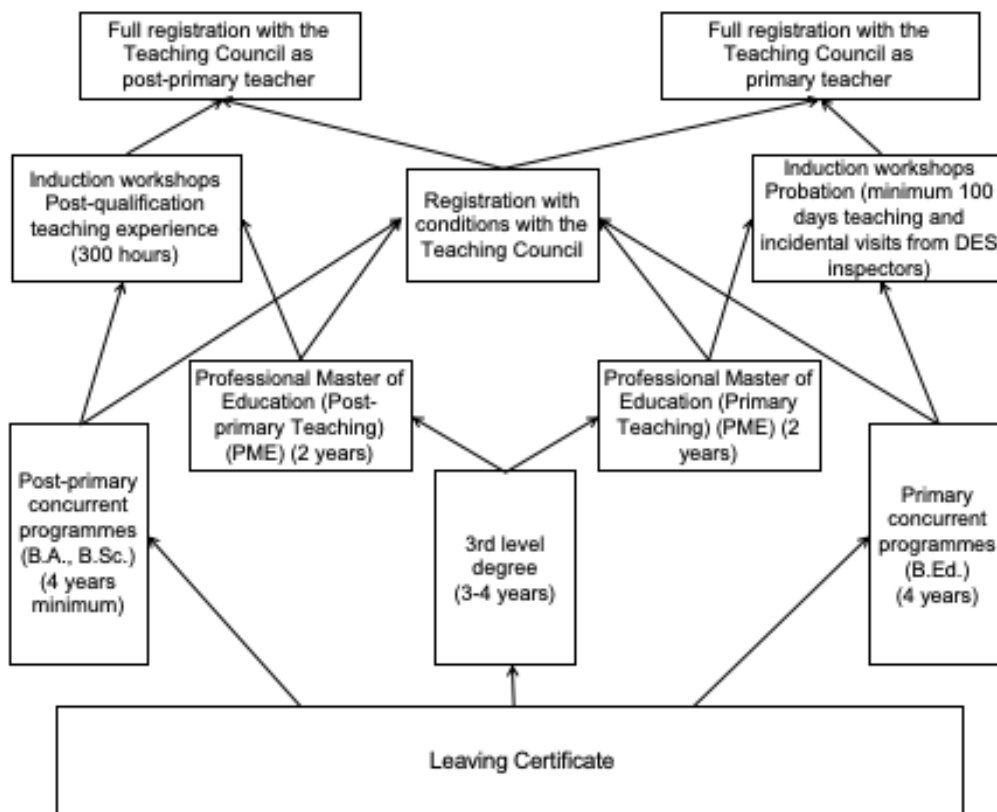


Figure 5. Overview of entry pathways to ITE in Ireland (Heinz, Keane & Foley, 2017)

Teaching in the Republic of Ireland is an all-graduate profession with limited places to over-subscribed programmes (Harford, 2010) by the Higher Education Authority (HEA), in collaboration with the DES. In Ireland, there is a high level of demand for undergraduate and postgraduate places in ITE at both primary and post-primary level, where a significant proportion of students entering primary undergraduate (concurrent) ITE enter with 500 or more LC points (Darmody & Smyth, 2016). Approximately 10 percent of primary ITE places are reserved for Gaeltacht entrants. Entrants to primary ITE are majority female, and to a slightly lesser extent in post-primary ITE. Although there is some indication that post-primary concurrent entrants are more diverse in profile than primary ITE entrants concerning characteristics such as receipt of a HE grant, entry through the Further Education and Training Awards Council (FETAC) route, mature student entry and parental socio-economic group remain unrepresentative of the wider population in terms of nationality and socio-economic background.

An alternative entry route to primary ITE exists for mature students (23+) outside the CAO system, whereby the process combines an interview with minimum academic entry requirements. Furthermore, mature students account for a small proportion of undergraduate primary ITE (10%) and post-primary (13%) entrants (Darmody & Smyth, 2016). There are two routes into post-primary ITE in Ireland: concurrent qualifications in a specific subject area and a consecutive Professional Master in Education (PME) qualification. According to the criteria set by the TC (2011, 2017), students on consecutive (postgraduate) courses required an undergraduate degree to enter post-primary ITE, while those interested in a concurrent (undergraduate) course included a minimum LC level in one or more subject being studied, with exact criteria for entry set by the HEI (Darmody & Smyth, 2016). Similar to primary ITE, there is a very high level of demand for places at both concurrent and consecutive levels to post-primary ITE. This section further contributes to the background of education and structure of ITE in Ireland, which have been previously outlined in Chapter One, through an exploration of the teacher supply and demand, and the entry requirements and selection of entrants.

### **Teacher Supply and Demand**

In Ireland, ‘to be a teacher is a popular choice that carries strong social prestige unlike in most other countries in Europe’ (Sahlberg et al., 2012, p. 5). There is strong competition for entry to ITE programmes in Ireland where ‘undergraduate primary TE programmes attract

recruits from the top 15% of academic achievers in the Leaving Certificate examination' (Hyland, 2012, p. 8). In Ireland, the proportion of teachers older than 50 years of age is below the EU average (27.3% at primary level and 32.8% at post-primary level) (EC, 2011). Unlike other European countries experiencing a teacher shortage at present, Ireland has reported an oversupply of teachers and ITE graduates. Demand for places in state-funded ITE programmes in Ireland has been high, with between just 30% and 40% of applications resulting in offers to candidates through a competitive points system in most cases (Heinz, 2008, 2011).

Primary level teaching has retained its popularity, with high numbers of candidates applying for programmes and an increase of 8% in the number of applicants, as well as a 4% increase for applicants to post-primary ITE in 2018 (Careers Portal, 2018). However, evidence suggests there is a decline in numbers applying for post-primary ITE in recent years, including a shortage in key subject areas leading to a 'crisis' in teacher recruitment and retention (Harford & O'Doherty, 2016; Harford & Fleming, 2018; Hyland, 2018). Heinz (2008) also reports concern for sufficient teachers of the Irish language while there has been a drop in the number of post-primary ITE entrants choosing Irish, despite the mandatory nature of Irish as a language in second level schools across Ireland.

### **Selection Criteria to ITE**

In Ireland, the selection at entry identifies candidates considered 'most likely to succeed in ITE' (Darmody & Smyth, 2016), with entry routes to undergraduate primary and post-primary ITE that are largely centralised on LC grades. Darmody & Smyth (2016) have identified a twofold rationale for the use of selection at entry into ITE: (1) 'to identify candidates considered most likely to succeed in the programme and become good teachers' and (2) to control the numbers admitted to ITE institutions and subsequent number of places available. It has been noted that teaching as a profession requires the possession of certain characteristics (Dilmac, 2009), where a number of studies have identified altruism as a specific motivation that attracts pre-service and in-service participants to teaching (Clarke, 2009; Heinz, 2015; Heinz, Keane & Foley, 2017; Hennessy & Lynch, 2017; Manuel & Hughes, 2006; Richardson & Watt, 2006; Sinclair, 2008, Yong, 1995, 1999). Despite these findings in the national and international context, access to ITE in Ireland continues to be significantly determined by selective entry requirements, based on prior academic qualifications (Moran, 2008). The use of grade point averages has been criticised for creating barriers for under-

represented groups who would otherwise contribute to a diversely representative teaching population (Archibald, Pidgeon, Janvier, Commodore & McCormick 2002; Holden & Kitchen, 2018). Presently, only three ITE providers include interviews in their selection process (Heinz, 2011). Entry to ITE in Ireland for some potential applicants from minority backgrounds may also be prevented by the Irish language requirement (Darmody & Smyth, 2016), financial barriers and the catholic-based tradition of education (Donlevy, Meierkord & Rajana, 2016; Heinz, Davison & Keane, 2018).

### **Irish Language and Minimum Entry Requirements for Primary ITE**

The DES requires all primary teachers to have an Irish language qualification. For entry to primary ITE, applicants must meet the minimum entry requirements for Irish (i.e., minimum H4 level), as well as the required grades in the further two core subjects (Maths and English). From September 2019, students are required to meet higher minimum entry standards to primary ITE, including minimum H4 in the Irish language, O4 or H7 in English, and O4 or H7 in Maths. Such minimum requirements will also be required for the Primary PME from September 2021 onwards. Candidates must pass written, aural and oral parts of the Irish language curriculum throughout their primary-level ITE. Furthermore, up to 10% of ITE places can be made available to Gaeltacht applicants, who must be living in a Gaeltacht area and use Irish as a first language in their normal household, which can result in lower points than otherwise required on entry (Darmody & Smyth, 2016). Contrastingly, entrants to post-primary ITE do not require a qualification in Irish with the exception of those wishing to become an Irish teacher at second level. The shift in criteria holds implications for those from disadvantaged backgrounds and those who attended DEIS (Delivery Equality of Opportunity in Schools) schools, who are regarded as less likely to meet the newly increased criteria (Darmody & Smyth, 2016).

### **Financial Barriers**

All concurrent (undergraduate) ITE programmes have been extended to four years' duration, while all consecutive (post-graduate) programmes of ITE which must be of two years' duration since September 2014 (O'Doherty & Harford, 2018). Furthermore, the duration of school placement has also been increased. The structural reforms in ITE have subsequently

increased the cost for potential applicants and entrants, which Donlevy et al. (2016) argue result in a reduction in the participation rates of lower socio-economic groups, including those from minority-ethnic backgrounds, as reported in the DITE national research study (Keane & Heinz, 2015). The reconceptualisation and extension of TE programmes also accompanied the salary reduction and introduction of a new salary scale for entrants to the profession (O'Doherty & Harford, 2018).

### **Catholic-Based Education**

The Catholic-based tradition of education in Ireland has been recognised as a key barrier for minority background teachers (Donlevy et al., 2016; Hyland, 2012). The Catholic Church has been considered a major cultural force in Irish life (Inglis, 2007), where 90% of primary schools and over 50% of second-level schools in Ireland are Catholic (Coolahan et al., 2012; Lodge & Lynch, 2004). Although Irish education policy endeavours to accommodate non-Catholic students with the exemption from religious education instruction, removing students from such instruction present further challenges concerning religious and/or ethnic separation (Evans, 2008). Moreover, a Catholic Baptismal certificate may be requested upon student enrolment in a Catholic school, while all teachers in a Catholic primary school must achieve a Catholic Certificate in Religious Education and teach the Catholic Religious Education curriculum (Heinz et al., 2018). In 2014, the DITE national research study (Keane & Heinz, 2015) revealed that Roman Catholics are significantly over-represented, with 88.9% of applicants and 90.4% of entrants to ITE identifying as Roman Catholic, compared to 78.3% of the general population (CSO, 2016). Heinz et al. (2018, p. 19) highlight that it is likely the largely denominational Irish primary school system acts as a 'deterrent for many minority or non-religious individuals who may have an interest' in teaching. Finally, the next section considers a range of equity of access perspectives and initiatives in Ireland, Europe and beyond in an effort to widen participation and fair access in ITE.

### **Equity of Access Perspectives and Initiatives**

Cochran-Smith et al. (2016) raise the question; 'What does it take to put equity at the center' of ITE? This section outlines a number of equity of access initiatives concerning ITE globally. In Auckland, New Zealand, the Master of Teaching (MTchg) programme was

developed in response to disappointing results on international tests such as TIMSS and PISA, and subsequently being regarded as a ‘high achievement, low equity’ country (OECD, 2011). The MTchg is a one-year postgraduate programme for elementary teaching. The central goal of the programme is to develop teachers who can improve the life chances of marginalized students through their practice (Cochran-Smith et al., 2016). Through this programme, student teachers work in partner schools with traditionally underserved groups, including Māori and Pasifika learners, and in indigenous community settings with ‘practice for equity’ as the central goal (Cochran-Smith et al., 2016).

Action policies have been established by the Chinese government ‘to ensure that minority students are favourably considered in ITE admission processes’ (Su, Hawkins, Huang & Zhao, 2001, p. 617). In a national study of TE, it has been reported that such policies have made it possible for students from minority backgrounds to enrol in HEI’s despite ‘some social prejudice and public doubts about the quality of minority teacher candidates’ (Su et al., 2001, p. 630). Additionally, the Chinese government provides scholarships and financial aid for increasing participation of minority and poor rural areas in HE.

The UK is committed to increasing and enhancing fair access to HE for underrepresented groups through the *Widening Participation and Fair Access Research Strategy* (HEFCE, 2004) to ‘address imbalances relating to gender, social disadvantage, diversity, ethnicity, maturity and disability’ (Moran, 2008, p. 2). In Northern Ireland (NI), Moran (2008) explored the challenges concerning widening participation and fair access to ITE. It was found that two-thirds of the twenty-five countries who participated in the 2005 OECD study offered more flexible admission criteria through alternative routes and certification programmes, which consequently contributed to more under-represented groups in ITE, despite alternative routes being offered in response to a teacher supply shortage. Moran (2008, p. 67) also cautions that ‘little research has focused on the core issue of the relative performance of teachers trained through different routes’. Furthermore, the *Scottish Wider Access Programme* (SWAP, 2020) aims to increase adult’s access to HE. SWAP provides a full-time, one year access programmes to a range of subject areas, including primary TE leading to a B.Ed and is based on applicants’ circumstances rather than qualifications achieved centrally (Hartshorn, Hextall, Howell, Menter, & Smyth, 2005). The SWAP programme gives priority to women, the socially disadvantaged, single parents, the unemployed, those with disabilities and ethnic minorities (Hartshorn et al., 2005).

TE in Ontario, Canada, is said to be ‘on the cusp of change’ (Kitchen & Petrarca, 2015). In 2013, the Ontario government doubled the amount of time spent in ITE programmes from

two to four semesters. Moreover, a number of universities in Ontario also retain a select number of places on their ITE programmes for qualified applicants who self-identify as racial minorities, members of Aboriginal/First Nation groups and/or those with disabilities (Heinz, 2011). Candidates who bring knowledge of Aboriginal issues and connections with Aboriginal communities and students into their teaching practices are a priority for support in Ontario's teacher education (Darling-Hammond, 2017). Furthermore, Holden & Kitchen (2018) examined the changes in application and acceptance rates of self-identifying underrepresented groups in Ontario's new four-semester TE programmes. Statistics Canada (2016) notes that "19.1% of the total population ... identified themselves as a member of a visible minority group". Interestingly, Holden & Kitchen's (2018) research study report higher proportions between 22% and 26% of visible minorities and racialised persons in York and Ottawa since 2015. Diversifying Canada's teaching population is a priority for Canada's education system and the researchers highlight clear progress through a commitment to diversity (ibid, 2018).

It is important to note that 'equity goes beyond equality'. Providing students with an equitable education is concerned with giving all students the real possibility of achieving an equality of outcomes (Nieto & Bode, 2018, p. 7). Despite the introduction of a variety of government initiatives designed to increase fair access and participation in HEIs and ITE in many European contexts (HEA, 2008), few initiatives have been specifically designed to attract and/or admit under-represented groups to ITE. "Equity is a crucial dimension for reconceptualising teaching and learning in the 21<sup>st</sup> century" (Burke & Whitty, 2018, p. 272) and it is vital to consider equity of access as a national priority in Ireland. Finally, this section reviews recently introduced Irish initiatives with a vision for equity of access in ITE.

### **Irish Initiatives for Equity of Access**

'Equitable admissions offer benefits for both the teaching professional and society in general' (Holden & Kitchen, 2018, p. 185; Brennan & Naidoo, 2008). In Ireland, a number of government initiatives have been introduced in an effort to increase fair access and participation in HE and more specifically ITE. In the publication of the *National Plan for Equity of Access to Higher Education 2015-2019* (HEA, 2015), the then Minister for Education and Skills (2014-2016), Jan O' Sullivan, shared a vision of 'increasing levels of participation in HE among all Irish citizens', particularly those living with social disadvantage, mature students, people with disabilities and Irish Travellers. The *National Plan for Equity of Access*

to *Higher Education 2015-2019* (HEA, 2015, p. 26) aims to specifically ‘increase access by students from target groups to initial teacher education’ through the ‘development of access programmes and routes to teacher training’. Furthermore, the *Higher Education Access Route* (HEAR) and the *Disability Access Route to Education* (DARE) offer students from socio-economically disadvantaged or students with disabilities the opportunity to access undergraduate courses, including primary TE programmes, following the successful completion of an induction course run by individual HE institutions.

Later, in April 2017, Minister Bruton (2016-2018) announced an allocation of €2.4m funding to promote diversity in the teaching profession and the launch of the Programme for Access to Higher Education (PATH). Following the *National Plan for Equity of Access to Higher Education 2015-2019* (HEA, 2015), the DES launched the PATH in association with the HEA (2017). Despite a shared vision of ITE to reflect the diversity and social mix of Ireland’s population, PATH 1 failed to recognise and target those from racial, ethnic or cultural backgrounds as an under-represented group in accessing ITE. Furthermore, the author would argue that ethnic minorities were regarded as an after-thought, a bullet point at the end of a long list of target groups in PATH 2: 1916 Bursary Fund (HEA, 2018). The PATH aimed to target students identified as underrepresented in HE, including entrants with disabilities; members of the Travelling community; entrants from underrepresented socio-economic groups and communities; students entering through a further education award and part-time flexible learners. The first strand of PATH (PATH 1) aimed to increase and support equity of access to ITE and subsequently widen participation. The *Access to Post-Primary Teaching* (APT) project, which is funded under PATH 1 by the HEA, supports the participation of students from lower socio-economic groups in ITE at one of the seven universities in Ireland (Keane, Heinz & Lynch, 2018).

### **The Turn to Teaching Project**

In September 2018, Maynooth University (MU) launched the *Turn to Teaching* Project, funded by the HEA and the university. This initiative consists of a Foundation Course (FC) for aspiring teachers entitled *Think About Teaching*. This project sends a clear message about the need for greater diversity in the teaching profession through the creation of a pathway to degree courses in both primary and secondary education. The course aims to diversify Irish classrooms and invite students from educationally disadvantaged groups, including individuals from DEIS



schools, those from the Travelling community, and those from under-represented groups in HE to consider the teaching profession. The project also includes a *Rising Teachers, Rising Leaders* programme, a two year programme which supports the academic development of twenty senior cycle students with a desire to become teachers, who are enrolled in third/transition year in a DEIS post-primary schools. This course also provides twenty teachers from underrepresented groups in teaching with the opportunity to mentor second-level students as rising teachers in a shared leadership journey. Furthermore, the project contains a third educational intervention, ‘Tar Linn ag Teagasc’, which provides all participants with access to a tailored Irish language experience. The course aims to support students to reach entry level requirements in ITE and guarantee a place in a teaching degree programme of their choice for students who pass the course at a rate of 60% or more.

Participants in the Turn to Teaching FC for ITE described largely negative experiences of learning Irish, where teacher expectations of their language capabilities and their subsequent language proficiency impact on their Irish language learning. However, such descriptions are in stark contrast to their described experiences of learning the language on the FC (O’Sullivan, Bird & Burns, 2019). The researchers stress the need for the quality of Irish language teaching in schools to be improved, particularly in communities experiencing social and economic inequality (ibid, 2019). The findings of the Turn to Teaching FC for ITE indicate that ‘students are more diverse in ethnicity, disability status and academic history’ (O’Sullivan, Burns & Bird, 2019, p. 649), and have greater levels of disadvantage concerning family history of education and occupation than direct entrants to ITE. Despite a lack of ethnic minority direct entry to ITE, 23% of students in the FC self-identified as an ethnic minority (O’Sullivan et al., 2019). This project furthers the need for ‘discussion about attracting, supporting and preparing a diverse student teacher population’ (Keane, Heinz & Lynch, 2018) and highlights the value of specific alternative entry routes to ITE and their potential to further support disadvantaged and underrepresented groups’ access and entry to ITE.

## **Section One: Summary**

This section sought to provide an overview of the pathways to TE in Ireland, Europe and beyond concerning access and entry to ITE, teacher supply and demand, and the selection criteria to primary and post-primary ITE. It is essential to note that entry to ITE forms just one step on a long path to a teaching career, however this work is concerned with *potential* applicants and entrants motivations and perceptions of becoming a teacher. Most TE

programmes consider students' grade point average as a selection criterion for admission, while only one third of European countries have a specific selection method for ITE. However, entry to ITE by competitive points has been regarded as 'a screening device' to simplify the selection process (Wolford, 2004), recruiting first the students whom it is easiest (Watson, 2006), and thus failing to recognise the many important aspects of teacher quality that are not captured by tests of academic ability (OECD, 2005).

Perhaps discrimination in terms of qualifications will, in the near future, seem as unnatural as discrimination by sex, class, ethnicity, sexuality, disability and age do now – all of which were once considered acceptable.

(Wolford, 2004, p. 8)

TE has been regarded as a choice that remains unequally distributed (Ball, 2003; Reay, 2001). In Ireland, research suggests that the minimum H4 grade requirement in higher level Irish language serves as a barrier when recruiting new entrants from diverse backgrounds (Hyland, 2012; McDaid & Walsh, 2016; McMahan, 2017). Moreover, financial barriers and the catholic based tradition of education have been discussed in relation to the potential entry of minority students to ITE (Donlevy, Meierkord & Rajana, 2016; Heinz, Davison & Keane, 2018). Heinz and Keane (2018) stress the need to identify and address barriers for individuals from underrepresented groups at all stages of the pathway, including at the pre-entry point where individuals consider, or disregard, teaching as a choice of career. Ireland is shaping a path on a long road to diversity in ITE through recent initiatives, such as the *Turn to Teaching* project (MU, 2018), however there is a need for a more inclusive selection process in an effort to achieve a teaching workforce that reflects the diverse learners in our society (Moran, 2008). Holden and Kitchen (2018) stress that ITE programmes do not need to choose *between* a diverse population and a qualified one, and programmes should strive for *both* characteristics, as 'two interrelated conditions' (DeLuca, 2015, p. 270). The next section delineates the socio-demographic composition of ITE and the teaching population, and considers the findings from the national Diversity in Initial Teacher Education (DITE) research project.

## **Section Two: Diversity in Initial Teacher Education**

In all my years of formal education, I never had a teacher who looked like me or who shared my cultural heritage outside of the Black women educators in my own family.

(Haddix, 2017).

Diversifying the teaching profession continues to be on the policy agenda of several countries (Darmody & Smyth, 2016). This section considers the socio-demographic composition of ITE and the teaching population in Ireland, Europe and beyond in respect of gender, socio-economic background, ethnicity, age and disability. Furthermore, section two explores a selection of issues concerning diversity in ITE and outlines the rationale and theoretical arguments for diversifying the teacher workforce (Goldhaber, Theobald & Tien, 2015). Later, a subsection of this work offers definitions for race, ethnicity and cultural background in relation to the research study. Firstly, this section outlines the findings concerning the ‘diversity gap’ in ITE in Ireland from the national Diversity in Initial Teacher Education (DITE) study.

### **The DITE National Research Study**

Ireland’s first national research project, Diversity in Initial Teacher Education (DITE) (Keane & Heinz, 2015), continues to explore and compare the socio-demographic backgrounds, career motivations and educational experiences of undergraduate and postgraduate applicants and entrants to primary and post-primary ITE annually. The DITE project, funded by a starter grant from the Irish Research Council (IRC), is a longitudinal mixed-methods study aimed to gather and analyse background data from all applicants and entrants to ITE programmes in Ireland in an effort to explore their diversity profiles. Through the Postgraduate Applications Centre (PAC) system, data has been collected from applicants to the 2013 Professional Diploma in Education (PDE) and the 2014/2015/2016 Professional Master of Education (PME) in post-primary ITE programmes. This project involves the use of an anonymous online cross-sectional questionnaire and a sub-sample of in-depth interviews from both successful and un-successful applicants (Keane & Heinz, 2015). The questionnaire consists of 79 questions including those related to socio-demographic background and attitudinal items, as well as open-ended items (ibid, 2015).

In 2013, 96% of all entrants and 97% of NUI entrants identified their ethnicity as White Irish based on the census category. Similarly, in 2014, 98.3% of all entrants indicated their ethnicity to be White Irish. Keane and Heinz (2015) have compared their results for the ITE entrants to the general Irish university population, where 86.7% of new entrants to university are White Irish (HEA, 2015). Furthermore, the Census (2012, 2016) has recorded a decrease in the number of the general Irish population indicating their ethnicity as White Irish, from 85.8% in 2012 to 82.2% in 2016. Additionally, the highest socio-economic group for PDE/PME entrants was 'manual skilled' in 2013 and 2014, with over 21.5% for each cohort. Furthermore, only 5.9% of all entrants in 2013 and 8.9% in 2014 indicated having a disability in the DITE national study.

Despite an increase in ethnic diversity recorded by the Census (2016), the DITE results suggest that postgraduate post-primary ITE has significantly less ethnic diversity than the undergraduate and general Irish population (Keane and Heinz, 2015). Furthermore, data from the DITE national research project suggests that the extension of ITE programmes in Ireland since 2014 has negatively impacted the representation of those from lower socio-economic groups in TE due to significant additional costs. Following the reconceptualisation of ITE programmes, Keane and Heinz (2015) reported a statistically significant decrease (from 6.1% to 2.8%) of those from lower socio-economic groups entering postgraduate post-primary ITE. From this on-going national research project, there is strong evidence of the diversity gap and the increasingly diverse student population in Ireland's primary and post-primary schools (Keane & Heinz, 2015). The DITE study is deeply aligned with the teacher diversity agenda and considers a diverse teacher population as a key factor in the successful growth of the education system and society (Heinz & Keane, 2018). The next section considers the socio-demographic composition of ITE and the teaching population globally, including pre-service and in-service teachers' gender, socio-economic background, ethnicity, age and disability.

### **The Socio-Demographic Composition of ITE and the Teaching Populations**

Diversity in ITE is a broad struggle globally where the 'mis-match' between the student population and the teacher population is evident (Goldhaber et al., 2015; Major, 2012). As a student, educator and researcher, Haddix (2017) truthfully expresses never having 'a teacher who looked like me or who shared my cultural heritage'. This section examines the socio-demographic composition of ITE and the teaching population concerning students' gender, socio-economic background, ethnicity, age and disability in Ireland, Europe and beyond.

Firstly, this section considers the gender composition of the teaching population nationally and internationally.

### **Gender in ITE and the Teaching Population**

Education has been regarded as one of the most gender-segregated fields of employment (OECD, 2012; UNESCO, 2018). Research has found that a large majority of primary ITE applicants and entrants in Ireland are female (Killeavy, 1993; Drudy, 2006). Moreover, two-thirds of all applicants and entrants to post-primary ITE are identifying as female (Drudy, Martin, O’Flynn & Woods, 2005; Drudy, 2006; Heinz, 2008, 2011). Those from lower socio-economic backgrounds (Heinz, 2013) and male entrants are also under-represented in ITE in Ireland (Drudy, 2006). The gender composition of the teaching population in Ireland may also be influenced by the level of economic development, economic policies, beliefs about the nature of women and men, and by patriarchal control (Drudy et al., 2005; Drudy, 2009). Despite a female majority of teachers (Hyland, 2012), senior management positions in education are primarily held by men (Cunneen & Harford, 2016), reflecting international trends (Fuller & Harford, 2015).

In NI, Moran (2008) reported that only 16% of ITE applicants were male. This research is consistent with international trends, where between 60% and 84% of teachers or ITE students are female in the US and Australia (Feistritzer, 2005; Richardson & Watt, 2006). In 2006, Chmelynski reported the number of male teachers in the US was then at its lowest point in over 40 years. Furthermore, across Europe there is a consistent over-representation of women teachers at the primary and secondary levels, though some argue this is due to the general lower-socio economic status concerning average teacher salary (Darmody & Smyth, 2016). In Scotland, the teaching profession also presents a gender imbalance with 76% female and 24% male teachers in primary and pre-school sectors. However, similar to Ireland, this trend is reversed in promoted posts such as headteacher/principal or deputy headteacher/vice principal roles in secondary schools where only 31% of headteacher/principals are female, and 49% of deputy headteachers/vice principals (Statistical Bulletin, 2009). This signifies a need for further focus on ‘gender diversity’ (Power, 2018) where ‘gender inequality persists in leadership roles’ (UNESCO, 2017). The next subsection considers the socio-economic status (SES) and background of student teachers.

## **Social-Economic Background of Student Teachers**

In Ireland, those from farming backgrounds and/or rural areas have traditionally been over-represented in ITE, including primary and to a lesser degree second-level cohorts (Clarke, 2009; Drudy et al., 2005; Heinz, 2013, Killeavy, 1998; Leavy, 2005). Clarke's (2009) focus on SES and/or social class in post-primary ITE revealed that those classed as 'in receipt of social welfare, loans or dependent' were the highest represented group at 17.1%, while Farmers represented 16.4% of post-primary ITE entrants. As a result of the high proportion of primary and post-primary ITE entrants from rural and farming backgrounds, there has traditionally been a lower proportion of entrants from manual working class backgrounds (Drudy et al., 2005). However, the DITE national research study revealed that 'manual skilled' represented the highest socio-economic group for PDE/PME entrants in 2013 and 2014 (Keane & Heinz, 2015). The socio-economic background of student teachers in Ireland suggest that there remains a need to increase participation from under-represented groups in ITE.

In China, Su et al. (2001) found that minority student teachers come from lower class families than their mainstream peers, while 83% of Chinese student teachers were dependent on financial aid and government tuition scholarships. Furthermore, Richardson and Watt's Australian study (2006) revealed that the socio-economic backgrounds of prospective teachers were generally towards the lower region of the income categories, with few ITE participants reporting high family income backgrounds. Moreover, a large-scale study by Aksu, Demir, Daloglu, Yildirim and Kiraz (2010) found that student teachers in Turkey come from middle-lower SES families with low levels of education and comparatively low-status professions among parents. From their findings, the researchers argue that there is a 'need to develop strategies to raise the economic status of the teaching profession' in order to attract more students from high SES families to teacher education (Aksu et al., 2010, p. 98). The next section considers the ethnic or cultural composition of ITE and the teaching profession.

## **Ethnicity in ITE and the Teaching Population**

Prior to the DITE national study (Keane & Heinz, 2015), no previous research had explored the ethnic background of ITE entrants in Ireland. Darmody and Smyth (2016) acknowledge that the lack of ethnic minority applicants and entrants to ITE continues to be a challenge. Despite a general myth of Ireland as a mono-cultural society (Cosgrove, Shiel,

Archer & Perkins, 2010), the Traveller Community have long been a part of Irish society (Nowlan, 2008; Hayes, 2008). A lack of ethnic minority candidates is an issue in Ireland, where few members of the Travelling community (Keane & Heinz, 2015), despite a recent 5.1% increase in Irish Travellers (CSO, 2016), or immigrant families enter ITE (Darmody & Smyth, 2016). Research suggests a need to further explore the ethnic backgrounds of ITE, where Leavy (2005, p. 170) noted that 92% of student teachers 'are from hegemonic national, religious, and cultural groups in Ireland'. The Census in 2016 revealed that 82.2% of the Irish population identified as White Irish, however as previously identified, Keane and Heinz (2015) found that 96% of all entrants and 97% of NUI entrants in 2013, and 98.3% of all entrants in 2014, identified their ethnicity as White Irish.

In NI, Moran (2008) reported that 0.5% of ITE applicants were from non-White backgrounds where the resident population of NI belonging to ethnic minority backgrounds has increased to from 0.8% to 1.8% in the 2011 census (NISRA, 2013). In 2018, 85.9% of teachers in England identified as White British (Department of Education UK, 2020). Moreover, research in the US suggests that between 84% and 92% of teachers are white, while the student population has become increasingly diverse with about 42% of all pupils reported as coming from a minority group (Zumwalt & Craig, 2008, p. 411, 2005). Five years later, the National Center for Education Statistics (NCES, 2013) reported a predominately White (82%) and mostly female (76.3%) teaching workforce. Data clearly highlights a 'persistent racial-ethnic parity gap' (Ingersoll, 2015, p.14) where 44.1% of elementary and secondary students were minority, and only 17.3% percent of all elementary and secondary teachers were minority in the US school system in the 2011-2012 school year. Over the past 30 years, Carver-Thomas (2018) has highlighted the growing percentage of teachers of colour, from 12% to 20%, in the US teacher workforce and stressed that incoming teachers are even more diverse. However, the racial and ethnic composition of the teaching workforce in the US has been regarded as the 'demographic of most concern' (Zumwalt & Craig, 2008, p. 136).

Ethnic minority populations are also under-represented in the teaching profession in Scotland, where 1.6% of teachers identified as minority ethnic groups, in comparison to 5% of their pupils (Statistical Bulletin, 2009). Despite a commitment to equity in Canadian TE programmes, Holden and Kitchen (2018) highlight the lack of data concerning the teaching population in Canada (Childs et al., 2011) and the challenges associated with tracking minority applicants and entrants as a result. Holden and Kitchen (2018) also explain that Canadian TE programmes have also been criticised for preparing largely homogenous cohorts of teachers (Childs & Ferguson, 2016; DeLuca, 2015). This section has highlighted research studies in

Europe and beyond which suggest that there is a ‘racial-ethnic’ gap (Ingersoll, 2015) between the student and teacher populations internationally. Therefore, this thesis study is necessary to explore the motivations and perceptions of students from diverse racial, ethnic or cultural backgrounds concerning teaching as a choice of career.

### **Age and Disability**

The uneven distribution of teachers across different age groups is prevalent, where a high percentage of primary school teachers fall within the 40-49 years of age category, with the highest percentages of secondary school teachers aged 50 years or over (EC, 2012). Thus, a large number of teachers in many European countries are approaching retirement age. While the number of students with disabilities has increased in HE, Bellacicco and Demo (2019) highlight specific challenges concerning ITE, including a lack of awareness about disability on school placement (Morris & Turnbull, 2007; Nolan, Gleeson, Treanor & Madigan, 2015). Previously, Heinz (2011) reported that only 1.9% of ITE respondents in Ireland identified as having a physical disability, while Moran (2008) in NI reported 3.6% of ITE applicants reported a disability. However, the Census (2016) reveals that 13.5% of the Irish population reported having one or more disabilities. While the researcher is cognisant that disability is part of the diversity discourse (Pugach, Blanton & Boveda, 2014), this review places a sharp focus on diversity concerning students’ racial, ethnic or cultural background for the purpose of this research study. The following section presents the rationale and theoretical arguments for diversifying the teaching workforce.

### **Arguments for Diversifying the Teaching Workforce**

Keane and Heinz (2015, p. 285) carefully ask the question; “why does having more teachers from under-represented groups matter?” The benefits of a diverse teaching population have been recognised by researchers and policymakers internationally and in Ireland (DES, 2002; Lodge & Lynch, 2004; Moran, 2008; Teaching Council 2008, 2011; Conway et al., 2009; Heinz, 2011). The rationale for diversifying the teaching population firstly concerns an ‘equity of access’ perspective, attentive to individuals from underrepresented groups who may encounter limitations or barriers to progression in the profession (Heinz & Keane, 2018). Teacher education must consider ‘double equity’ (Childs et al., 2011), and ensure equity *in* and



through admission, placing equity at the centre of ITE reform efforts (Cochran-Smith et al., 2016). Secondly, there are important benefits of a diverse teaching profession for students, schools and society (Keane & Heinz, 2016) which are outlined in the following diagram (Figure 6). This diagram outlines the benefits of minority teachers for minority students, and the ways in which having teachers from traditionally under-represented groups may positively impact upon the engagement and achievement of students with similar ‘characteristics’ (Menter, Hartshorn, Hextall, Howell & Smyth, 2006).

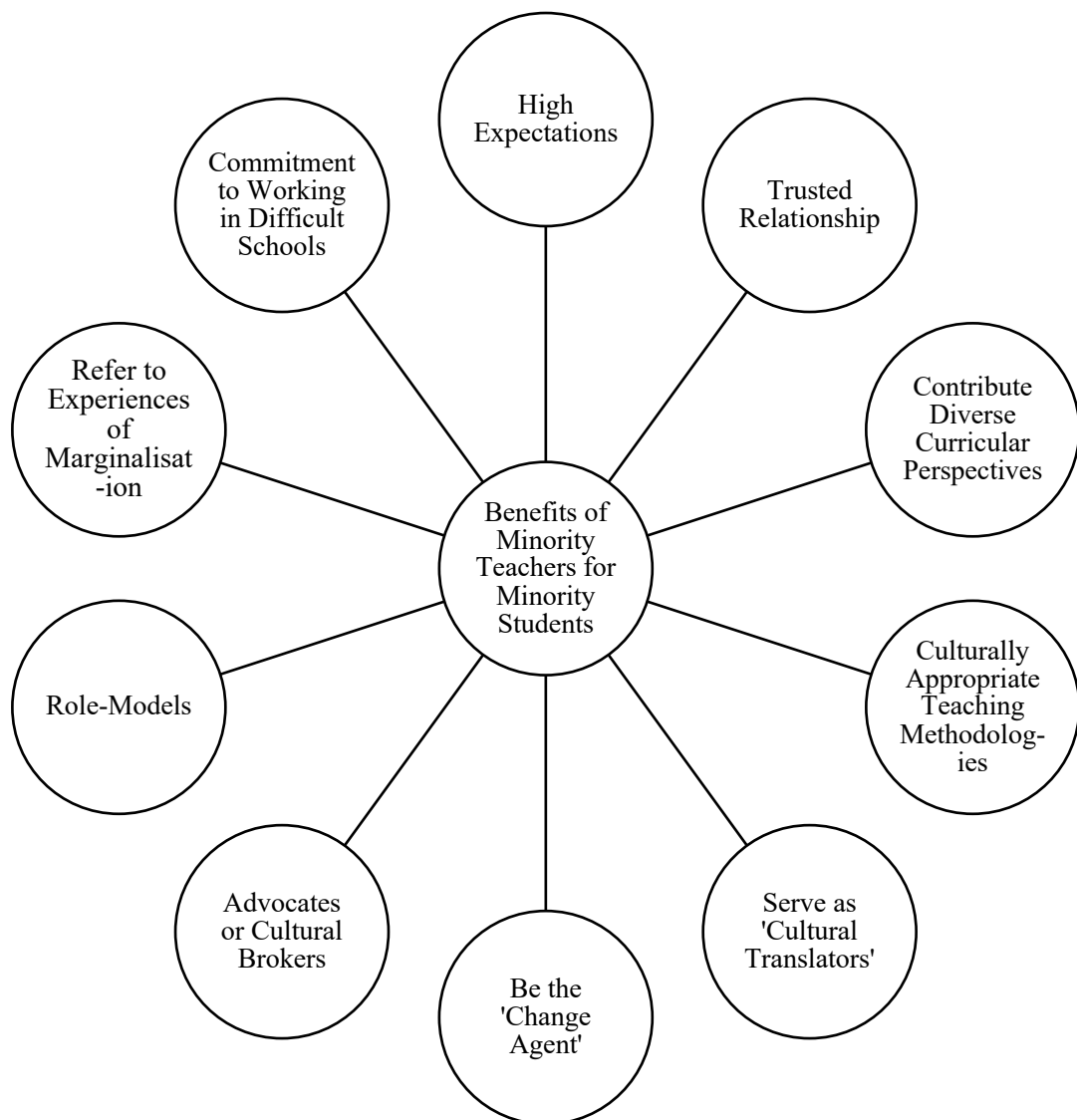


Figure 6. Adaption of Keane and Heinz’ (2015) model concerning benefits of minority teachers for minority students.

Empirical evidence suggests that having a teacher of the same race has a small yet meaningful impact on student test scores (Dee, 2004), with larger effects for Black students (Goldhaber & Hansen, 2010). Villegas and Irvine (2010) also acknowledge that teachers from

minority ethnic backgrounds have higher expectations of students from lower socio-economic and minority ethnic backgrounds than their majority-group colleagues. More recently, Egalite, Kisida and Winters (2015) observed a 0.02 standard deviation greater gain in mathematics test scores for Black students matched to Black teachers in classrooms in Florida. Ouazad (2014) also found that teachers gave better performance assessments to students of their own race. Conversely, non-Black teachers had significantly lower expectations of educational achievement for Black students than Black teachers (Gershenson, Holt & Papageorge, 2016). Gershenson et al. (2017) investigated the long-run impact of same-race teachers and found that drop-out rates reduced among Black male students, particularly among the most economically disadvantaged.

Furthermore, researchers found that same-race Black teachers increased the likelihood that low income Black students would aspire to attend college (ibid, 2016). It is believed that all students benefit from being taught by teachers who can contribute different cultural perspectives to the curriculum (Santoro, 2015). Similarly, a research study by Zirkel (2002, 2008) found that students with race and gender matched roles displayed better academic performance, accomplished more achievement-oriented goals and thought more about their future than students who did not have such matched role-models. Ultimately, Hattie (2012, pp. 18-19) has regarded teachers as one of the most powerful influences in learning where 'powerful, passionate, accomplished teachers' are a step towards achieving excellence in education. Teachers are 'major players in the education process' (Hattie, 2012, p. 22) and their beliefs and commitments are considered the greatest influence on student achievement.

Thirdly, there is evidence to suggest that teachers from minority backgrounds can serve as powerful role models (OECD, 2010; Sleeter & Thao, 2007; Goldhaber et al., 2015) and act as 'cultural translators' or 'cultural brokers' for diverse students (Villegas & Irvine, 2010, p. 180; Keane & Heinz, 2016). Students who have an opportunity to see minorities in professional roles can help them to overcome internalised beliefs about racial inferiority (Villegas & Clewell, 1998). Minority ethnic teachers are also more likely than majority-group teachers to confront racism-related issues in teaching (Villegas & Irvine, 2010). Self-perception of being a minority can lead to a better understanding of students' cultural backgrounds and experiences (Villegas & Lucas, 2002; Kohli, 2009; OECD, 2010). In Australia, Santoro (2009) found that teachers who have experienced marginalisation themselves can be powerful advocates for minority students.

Moreover, it has been found that minority ethnic teachers and student teachers are more positively disposed towards teaching in disadvantaged school settings than White or majority-

group teachers, with a clear vision for their role as change agents in schools and indeed society as a whole (King, 1993; Su, 1997). A recent study discovered that students in Kindergarten who had teachers whose race/ethnicity matched their own developed behaviours that required less frequent discipline mediation (Wright, Gottfield & Le, 2017). The teaching profession, from a gender viewpoint, evidently contains a female over-representation (Drudy et al., 2005), especially at primary school level, highlighting an absence of male role-models. Furthermore, teachers with disabilities have been found to positively impact students with disabilities concerning additional encouragement, support and inclusion in their teaching (Griffiths, 2012).

Like Nieto & Bode (2018), this researcher believes it is important to note that *all* teachers can make a significant difference in their students' lives. Therefore, it is necessary to better prepare all teachers, notwithstanding their socio-demographic backgrounds to be effective teachers for all students (Cochran-Smith, 2004). Although Villegas and Irvine (2010) suggest ethnic minority teachers can use their insight into their minority students' cultural experiences, diversity 'matching' approaches and notions of 'racial tokenism' (Brown, 2014, p. 13) problematise naïve assumptions about culturally diverse teachers as educators who can address the needs of all culturally diverse students (Santoro, 2015). Furthermore, Santoro (2015) cautions the positioning of 'ethnic and racialised teacher subjects' that could potentially lead to their burn-out. There is a need to carefully consider the benefits of minority teachers on minority students, with the acknowledgment that same-race teachers cannot solve all issues concerning ITE. The next subsection offers definitions and perspectives of race, ethnicity and cultural background in relation to the thesis study.

### **Race, Ethnicity or Cultural Background**

This subsection attempts to define terms that have previously been recognised as undefined and offer an insight into perspectives relative to this research study concerning diversity in ITE. We are all 'born into race and place, and all the early lessons are about knowing something of each' (Ayers, 2004). The rapidly changing landscape of 21<sup>st</sup> century TE has provoked discussion and indeed debate around the need for a more racially and ethnically diverse teacher population (Brown, 2018). Fylkesnes (2018) highlights the way in which the meaning of the term 'cultural diversity' appears to vary. Following an analysis of 67 studies, the author concludes that the term is undefined and often related to a set of other undefined terms such as TE, multicultural, race and ethnicity. This suggests that cultural diversity is

implicitly defined by how researchers use it in relation to other terms. ‘Cultural diversity is student of colour, race, other, ethnicity, difference/different and minority’ (Fylkesnes, 2018, p. 31). Gay (2013) plainly defined *ethnic* in relation to *heritage* and *race* to *background*. Furthermore, Nieto and Bode (2018) discuss the ‘conundrum of race’, where in a biological sense, the researchers claim that race does not exist, while differences that do exist are primarily social, based on one’s experiences within a particular cultural group. Therefore, the concept of race is socially constructed through social class, gender, ethnicity and so on.

Culture consists of the values, traditions, worldview, and social and political relationships created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, religion, or other shared identity.

(Nieto & Bode, 2018, p. 137)

It is also necessary to consider one’s *cultural hybridity*, the bonding of ‘various cultures to form new, distinct and ever-changing identities’ (Nieto & Bode, 2018, p. 138), which cannot be truly described within the limitations of racial categories on a census questionnaire. Hybridity moves beyond race and ethnicity, and refers to *how* people identify, regardless of which racial, ethnic or cultural group they may be associated with. One’s identity is not ‘an absolute state of being’ (Dolby, 2000) and cannot be defined by their race and ethnicity alone. Milner (2010) considered teachers’ conception of ‘colour-blindness’, failing to consider their own and their students’ racial backgrounds, and the way in which race affects learning opportunities in the classroom. Moreover, Causey, Thomas & Armento (2000) presented attitudes of *naïve egalitarianism* among student teachers in the US, the belief that each person is created equally, should have equal access to resources and should be treated equally. It is necessary to recognise the differences students bring to our schools, and accept the possibility that students’ identities may influence how they experience school and the way in which they learn. Culture may influence, but it does not determine *who* we are (Nieto & Bode, 2018, p. 140). This MMR study aims to explore the post-primary students’ hybridised racial, ethnic or cultural identities and their motivations and perceptions of teaching as a choice of career.

## **Section Two: Summary**

This section explored the first national research project, DITE. Data from the DITE study suggests that the teaching population of Ireland matches an international phenomenon

and homogeneity of the teaching profession (Keane & Heinz, 2015). Contrary to previously explored policies aimed at increasing the participation of minority teachers (EC, 2016) and a growing ethnically diverse student population, the ‘diversity gap’ within the teaching profession is notable in many European contexts (Boland & Keane, 2012; Ryan, Pollock & Antonelli, 2009; Schmidt & Schneider, 2016). This review offered evidence of the socio-demographic composition of ITE and the teaching population around the globe concerning student teachers’ gender, socio-economic background, ethnicity, age and disability. The predominately white, female, majority-group ethnic or social class backgrounds of teachers in all OECD countries have been highlighted (Banks; 2001; Clarke, 2009; Devine, 2005; Drudy et al., 2005; Heinz, 2011; Leavy, 2005, OECD, 2014).

Finally, section two presented the theoretical arguments and rationale for diversifying the teaching workforce, the benefits of which have been recognised by researchers and policy-makers internationally and in Ireland (DES, 2002; Lodge & Lynch, 2004; Moran, 2008; TC, 2008, 2011; Conway et al., 2009; Heinz, 2011). The role of minority teachers as role-models (Goldhaber et al., 2015) has been examined. This work also offers definitions of the terms ‘race’ and ‘ethnicity’ and further considers the *cultural hybridity* of potential ITE students. This literature review is concerned with addressing the diversity imbalance with reference to students’ race, ethnicity and cultural background. Although TE policy is said to have increasingly aligned with system wide policy priorities (Mourshed et al., 2010), proposals for attracting applicants from different ethnic backgrounds (Devine, 2005) have not yet been addressed at policy level in Ireland (Darmody & Smyth, 2016). Section three of this review considers the research findings concerning teacher motivation and signals the importance of exploring diverse students’ socio-demographic backgrounds, motivations and perceptions of teaching as a choice of career.

### Section Three: Motivations and Perceptions of Teaching

Teacher motivation has been defined as something that determines ‘what attracts individuals to teaching, how long they remain in their ITE courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession’ (Sinclair, 2008, p. 37). This doctoral research study is primarily concerned with ‘what’ attracts, or equally discourages, individuals to teaching, and ‘why’ fewer students from diverse racial, ethnic or cultural backgrounds enter ITE. ‘Motivations for choosing a teaching career are not formed in a socio-cultural vacuum’ (Watt, Richardson & Smith, 2017, p. 3). Individuals that choose to become a teacher are motivated by a ‘complex interaction of factors embedded within communities and cultural expectations’ (ibid, 2017, p. 5). Despite the complexity concerning teaching as a choice of career, there is a general desire to engage in meaningful work towards a more equitable society, an eagerness to work with children or adolescents and a perceived teaching ability (ibid, 2017).

Early research on teacher motivation indicated common interests in pre-service teachers’ motivation to teach such as good preparation for family life (Richards, 1960). Fox (1961) listed four frequently named reasons: (1) a desire to work with children or adolescents, (2) a desire to impart knowledge, (3) the opportunity to continue one’s own education and (4) to serve society. Furthermore, Mori (1965, p. 182) reported that ‘motivations for becoming a teacher derived from five communities – economic, social, interpersonal, intellectual, and ethical’. A meta-analysis by Brookhart and Freeman (1992, p. 46) suggested that ‘altruistic, service-orientated goals and other intrinsic sources of motivation’ were the primary logic for choosing teaching as a career choice. Many studies have subsequently confirmed early teacher motivation research findings conducted in different social education contexts (Kyriacou & Coulthard, 2000; Richardson & Watt, 2006; Sinclair, 2008; Sinclair et al., 2006). Furthermore, the Eurydice report, *Teaching Careers in Europe: Access, Progression and Support* (EC, 2018, p. 141), acknowledges that teachers are highly motivated by intrinsic factors such as working with children, making a contribution to society and extrinsic factors considering salary and job security to a lesser extent.

Previous studies highlighting the primary factors influencing teaching as a choice of career have been carefully outlined in the appendices (Appendix B). Australian researchers, Watt and Richardson (2007) developed a theoretical model to explore the motivation for choosing teaching as a career which became known as the *Factors Influencing Teaching Choice* (FIT-Choice) model. This work outlines and adopts the FIT-Choice Scale (Watt &

Richardson, 2007) in the Methodology Chapter in an effort to explore the cultural and individual factors that underpin students' motivations to choose teaching as a career and uncover their perceptions of becoming a teacher. In the initial Australian FIT-Choice sample (Richardson & Watt, 2006), participants highly rated perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution, and the opportunity to shape the future generation and work with children or adolescents. Research suggests that there are three key types of motivations for becoming a teacher: *intrinsic, altruistic and extrinsic* (Bastick, 2000; Yüce, Şahin, Koçer & Kana, 2013). Section three outlines intrinsic, altruistic and extrinsic motivations for an individual's choice of career in teaching internationally and in the Irish context, and acknowledges other influences such as an individual's socio-cultural and socio-demographic characteristics.

### **Intrinsic & Altruistic Motivations**

Intrinsic motivations are concerned with inherent interests in teaching, interest in subject matter, and enjoyment or love associated with the teaching profession (Lovett, 2007; Manuel & Hughes, 2006; Yüce et al., 2013). Such motivations are often linked with passion or vocation for teaching children or adolescents (Struyven, Jacobs & Dochy, 2013). Altruistic motivation is one of the key influences on teaching as a choice of career (Pop & Turner, 2009), though Gore et al. (2015, p. 19) describe that it 'rarely exists in isolation and is often tied to intrinsic motives'. Altruistic motivation factors are concerned with the desire to contribute to society, the community and country, or the growth of another individual, and have a positive influence on their lives (Darmody & Smyth, 2016; McKenzie, Santiago, Sliwka & Hiroyuki, 2005).

Studies concerning the importance of intrinsic and altruistic factors as influences on an individual's choice of teaching as a career have been explored in many countries including Australia, the UK, the Republic of Ireland, Northern Ireland, the Caribbean, Slovenia, China and Malaysia (Clarke, 2009; Drudy et al., 2005; Kryiacou & Kabori, 1998; Moran et al., 2001; Reid & Caudwell, 1997; Richardson & Watt, 2005, 2006; Serow & Forrest, 1994; Su et al., 2001; Thornton, Bricheno & Reid, 2002; Tudhope, 1944; Valentine, 1934; Watt & Richardson, 2008; Yaakub, 1990; Younger, Brindley, Pedder & Hagger, 2004). Though intrinsic motivations, like altruistic motivations, are comparable in different contexts, they differ between individuals and can take different forms (Gore et al., 2015). Intrinsic motivations

include the personal development of skills and knowledge (Struyven et al., 2013). Additional influential factors such as student teaching-ability related beliefs, prior teaching and learning experiences, potential influences of family members and others, and the impact of socio-cultural factors have also been studied by some researchers (Heinz, 2015). Kyriacou, Hultgren and Stephens (1999) reason that the variety of motivations are due to the cultural, social and economic contexts in which people live, as well as interested subject areas. This part of the work considers the following intrinsic and altruistic motivations in further detail: (1) the desire to work with children/adolescents, (2) interest in specific subject area, (3) ability-related beliefs and contribution to society, and (4) the influence of significant others. First, the desire to work with children or adolescents has been regarded as a primary motivating factor on students' choice to become a teacher.

### **Working with Children/Adolescents**

Early UK studies by Valentine (1934) and Tudhope (1944) found that 'fondness for children' was one of the most important reasons for students to enter the teaching profession, while Brown (1992) suggested that a 'love of wanting to help children' was the second most reported reason for becoming a teacher in the Caribbean context. Findings suggested that the desire to work with children was significantly more important for female than male ITE students (Valentine, 1934), and higher ranked among infant and junior teacher candidates (Tudhope, 1944). In Australia, Richardson and Watt (2006) furthered an understanding of altruistic-type motivation factors and found that teacher candidates reported a strong desire 'to shape the future of children/adolescents', to 'enhance social equity', 'to make a social contribution' and 'to work with children/adolescents'.

Furthermore, primary ITE candidates in the US and Northern Ireland possessed more child-centred motivations concerning the choice of teaching as a career, than post-primary student teachers (Brookhart & Freeman, 1992; Moran et al., 2001). More recently, in König and Rothland's (2012) study of German pre-service teachers, it was found that intrinsic factors such as the desire to work with children/adolescents was of significant importance and influential in the choice to become a teacher. Research findings show that working with children and adolescents are among the top three most important motivational factors for both primary and secondary pre-service teachers (Fokkens-Bruinsma & Canrinus, 2014). The eagerness to work with children/adolescents and in turn contribute to society have been



reported as large influences on students' choice of teaching as a career in studies in the US, Australia, Republic of Ireland, Slovenia, Turkey, Germany, Norway and Canada (Aksu et al., 2010; Clarke, 2009; Heinz, 2015; König & Rothland, 2012; Manuel & Hughes, 2006; Su et al., 2001; Watt & Richardson, 2007). The next subsection acknowledges an individual's interest in a specific subject area as an intrinsic motivational factor to teach internationally.

### **Interest in Specific Subject Area**

In the UK and Norway, Kyriacou et al. (1999) explored student teachers' motivations to become a secondary school teacher and reported intrinsic motivations where participants were strongly influenced by an enjoyment of a specific subject to teach, a desire to work with children, and the fact that teaching would facilitate the use of their subject. Moreover, Younger et al. (2004) in the UK also found that 88% of student teachers identified their specific subject as a major factor in their decision to enrol in a PGCE course, which strengthens Valentine's (1934) earlier findings of a favourite subject as a powerful reason to enter into the teaching profession. In a more recent study in the UK, secondary pre-service teachers indicated an interest in the subject they were to teach as a primary motivational reason for their interest in becoming a teacher (Menzie et al., 2015). Similarly, in Slovenia, subject enjoyment was the most frequent reason for choosing to become an English teacher (Kyriacou & Kobori, 1998). Manuel and Hughes (2006, p. 5) found that the desire to 'maintain a meaningful engagement with the subject area' was a primary motivating factor for pre-service TE students choosing to teach in Australia. Furthermore, in a large-scale Australian survey in both primary and secondary schools, secondary teachers indicated that their love of a subject area was their primary reason for their choice to become a teacher, highlighting a key difference between primary and second level teachers (McKenzie et al., 2014). Using the FIT-Choice scale, Brandmo & Nesje (2017) examined the factors that motivate students to become secondary school teachers, and the results suggest that subject interest may be the main motivator. This suggests that one's interest in a specific subject area is a motivational factor for those who choose to teach at second level. The next section briefly considers an individual's ability related beliefs to teach, and a desire to make a worthwhile contribution to society.

## **Ability Related Beliefs & Contribution to Society**

Research studies suggest that teachers generally have high levels of confidence in their teaching abilities relating to subject knowledge and/or character traits (Brookhart et al., 1992; Younger et al., 2004, Richardson & Watt, 2006; Watt & Richardson, 2007). In a recent study of current and former Australian teachers, participants reported ‘a feeling of personal suitability for a teaching role which was often related to enjoyment of their own past school experiences’ (Howes & Goodman-Delahunty, 2015, p. 23). In the UK, second-level student teachers referred to their enthusiasm, inter-personal skills, and ability to generate student confidence as qualities they would associate with inspirational teachers (Younger et al., 2004).

Although Lortie (1975) has acknowledged the impact of teachers’ ‘biography’ on their approach to teaching, little evidence suggests that one’s ‘biography’ is a reason for entry the teaching profession (Keane, Heinz & Lynch, 2017). However, research concerning minority students’ entry to ITE suggests otherwise. The belief that teaching makes a significant contribution to society was a prevalent appeal to the teaching profession among minority TE students observed by King (1993) and Su (1997). Su (1997, p. 325) concluded that “many minority candidates have clear and strong visions for social justice and for their own roles as change agents in the school and society”. Furthermore, minority ITE students view themselves as ‘change agents’ concerning the restructuring of schools and society itself:

Although all the prospective teachers entered teaching for traditional altruistic reasons, the minority candidates were also motivated by the awareness of the inequalities in the existing educational and social establishments. Therefore, many minority candidates have clear and strong visions for social justice and for their own roles as change agents in the school and society.

(Su, 1997, p. 325)

This doctoral thesis offers a further contribution to research, which explores the motivations and perceptions of post-primary students concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds in Ireland. The next section examines the influence of significant others on an individual’s choice of teaching as a career, including the influence of family members, friends and teachers as role-models, with an additional insight into the influence of prior teaching and learning experiences.

## **The Influence of Significant Others**

The influence of family, friends and role-models was found to be important and consistent with student teachers' from a range of social and cultural backgrounds (Gore et al. 2015), such as those in the Republic of Ireland (Ralph & MacPhail, 2015), Australia (Manuel & Hughes, 2006), Sweden and Portugal (Flores & Niklasson, 2014) and South Africa (Cross & Ndofirepi, 2015). More specifically, family members have an important influence on student teachers' decisions to become a teacher, an influence which has been recognised through studies such as those in Ireland (Drudy et al., 2005), early studies in the UK (Tudhope, 1944; Valentine, 1934), the US (Book & Freeman, 1986; King, 1993), China (Su et al., 2001) and Brunei Darussalam (Yong, 1995). Conversely, the influence of 'others' on student teachers' choice of teaching as a career has also been regarded as one of the smallest influences on students in an early UK study (Valentine, 1934).

In Spain, almost 50% of pre-primary and primary pre-service teachers had relatives who were teachers, though results indicated that having relatives as teachers did not make a significant difference in any of the FIT-Choice values (Gratacós et al., 2017). A mixed methods study involving 57 primary and secondary pre-service school teachers in New Zealand identified family and friends, including role-models, as a key influence on the decision to choose teaching as a first career (Lovett, 2007). In a cross-national study involving 303 Australian and German TE students, Beltman and Wosnitza (2008) found that immediate family members had an important influence on students' desire to teach, though the researchers also acknowledge that the influence could be negative through a lack of support and negative comments about the decision to become a teacher (Gore et al. 2015).

In a recent case study on the perceptions of emerging teachers in the US, Houdyshell (2019) reported that many participants cited family members who are teachers or workers in education as a motivating factor for becoming a teacher. However, the study also acknowledged that having family members in the profession conveyed realistic messages about the difficulties associated with teaching. Students also described hearing negative messages about becoming a teacher either from others or society in general, and support from family or friends to become a teacher was not always present, though participants indicated a sense of fulfilment when choosing teaching as a career (Houdyshell, 2019). Interestingly, the influence of the mass media was also found to be a factor in a study of 1,249 final year high school students in Hong Kong (Lai et al., 2005). The following subsection considers the role of teachers and their subsequent influence on teaching as a choice of career.

## Teachers as Role Models

Teachers and mentors have been found to influence the choice of teaching as a career (Chang-Kredl & Kingsley, 2014; Topkaya & Uztosun, 2012). However, it is worth noting that the influence of teachers as role-models varies across countries and jurisdictions. Liu (2010) found that teachers were an important influence for pre-service teachers in the US, but not for those from China. In Australia, Manuel and Hughes (2006) found that almost three-quarters of participants indicated having had a teacher or mentor who influenced their decision to choose teaching. The influence of prior teachers as role models have been regarded as one of the main reasons for teaching as a career choice (Topkaya & Uztosun, 2012), though some reported either mirroring or opposing past teachers influenced the choice to teach (Chang-Kredl & Kingsley, 2014).

A good teacher has been regarded as someone who feels passionate about their subject, and creates a respectful, caring environment in the classroom (Smyth et al., 2004). The student-teacher relationship is an essential element which research suggests contributes to the learning process of students and their academic outcomes (Klem & Connell, 2004; Den Brok Brekelmans & Wubbels, 2004; Wubbels & Berkelmans, 2005). Moreover, students appreciated teachers that placed an emphasis on learning, gave effective feedback, and encouraged students to persevere through challenging work. In Spain, Gratacós et al. (2017) found that 75% (N=173) of pre-primary and primary pre-service teachers surveyed reported having been influenced by a teacher and directed towards the teaching profession, though Denzler & Wolter (2009) have also acknowledged discouragement from secondary teachers to enter into the teaching profession. This has been replicated in a recent case study in the US, where participants often cited former teachers as major influences on their decision to become a teacher (Houdyshell, 2019). Therefore, the influence of former teachers must not be discounted. It is worth noting the existence of ‘that one teacher’, with great care and encouragement, has a positive impact on students future careers, including the choice of teaching as a career (Keane, Heinz & Lynch, 2018). There is a case to be made ‘for a passionate, inspired teacher’ who attends to the affective dimension of teaching (Hattie, 2012, p. 24). The following subsection explores prior teaching and learning experiences and their significance on students’ choice of teaching as a career.

## Prior Teaching and Learning Experiences

Smidt (2009) has stated that we are the entire sum of our experiences. Similar to Lortie's (1975) earlier findings, Harford and Gray (2017) noted that one's experiences of school as a child and young person impact student teachers' professional identity formation. In the US, Levin & He (2008) investigated student teachers' personal theories, beliefs and practical knowledge from experience in an effort to highlight the influence such beliefs have on teachers' classroom practices. From the content and sources of ninety-four student teachers' personal practical theories (PPTs), a total of 28% were rooted in prior learning experience. Moreover, in Spain, Gratacós et al. (2017) utilised the FIT-Choice framework with a sample of pre-primary and primary pre-service teachers (N=851) and the research findings suggest the importance of prior teaching and learning experiences when choosing to complete a teaching degree. In the UK, Younger et al. (2004) reported that about one third of their respondents' motivations to teach derived from their own positive educational experiences. Additionally, current and former teacher participants in a recent Australian study indicated that teaching was a 'childhood dream' (Howes & Goodman-Delahunty, 2015, p. 23). The notion of being 'called' or destined to teach was reported by Osguthorpe and Sanger (2013) in a study involving the content analysis of 267 pre-service teachers' essays.

Students' positive perceptions of school experiences and learning are strongly related to the affective and relational aspects of school life (Opdenakker & Van Damme, 2000; Smerdon, 2002). Heinz (2013) reported that applicants to ITE often come from academically oriented secondary schools and reveal very positive prior educational and school experiences. The research component of the APT project revealed participants' frequently negative school experiences concerning future careers, including teaching, where they reported little encouragement or support from teachers or career guidance teachers (Keane et al., 2018). Furthermore, in some cases students were actively discouraged from pursuing a career in teaching in Ireland (ibid, 2018). While the majority of studies reveal participants' positive prior teaching and learning experiences, a recent study conducted in Israel among academically excellent students reported that students' choice of teaching as a career was regarded as a 'corrective experience for painful past experiences' (Kass & Miller, 2018, p. 90). The next section considers extrinsic motivational factors and other influences such as the notion of teaching as a 'fallback' career and socio-cultural demographic influences on one's decision to become a teacher.

## **Extrinsic Motivations and Other Influences**

In teaching, *extrinsic motivations*, though seemingly less popular than intrinsic and altruistic motivations to teach, are commonly related to the job itself such as teacher salary, working conditions such as hours, holidays and job security (Lai et al. 2005; Lovett, 2007; Manuel & Hughes, 2006), and indeed the status of the teaching profession (McKenzie et al., 2005; Yüce et al. 2013). Interestingly, the place of extrinsic motivation and its influence on teaching as a career varies between countries. For example, in western countries, extrinsic factors including job security and reliable incomes are not as important as intrinsic and altruistic motivations for teaching (Jungert, Alm & Thornberg, 2014; Struyven et al., 2013). Though studies from non-western countries indicated a greater influence of extrinsic motivation on the choice to teach (Gore et al., 2015). Moreover, TE candidates in countries such as China place an emphasis on the social status of teaching and commitment to service their country (Gao & Trent, 2009; Liu, 2010; Yüce et al., 2013). This section also considers ‘maladaptive’ motives or alternative influences such as teaching as a fallback career and negative social influences (Fokkens-Bruinsma & Canrinus, 2012). This part of the work discusses the following extrinsic motivations and other influences in further detail: (1) the status of the teaching profession, (2) teacher salary, (3) teaching as a fallback career and (4) socio-cultural and demographic influences concerning teaching as a choice of career. Firstly, this section considers the status of the teaching profession, which has previously been linked to teaching as a choice of career.

### **The Status of the Teaching Profession**

Despite the fact that teaching is regarded as a highly-respected career in countries such as Indonesia, ‘what it means to be a teacher’ varies greatly across the geographically diverse country. According to the Eurydice report (EC, 2018, p. 31), enrolment in ITE is linked to career and salary prospects, the status of teaching and the attractiveness of the profession. In Switzerland, research suggests that the teaching profession holds a low status while entrants from less educated households were more likely to choose teaching as a career (Denzler & Wolter., 2008). Similarly, in Estonia, TE and a career in teaching are not popular choices among young people (Mägi & Nestor, 2012), where many who enter a teaching career view it as a temporary stage in their career. Furthermore, a recent study of 300 student teachers in

Slovakian universities revealed that ‘the social status of the teaching deters many students’ (Tomšik, 2015) and is problematic when students are considering teaching as a career.

However, in Ireland, as well as Scotland, teaching as a profession reportedly carries a high social prestige, attracting a high calibre of applicant (EC, 2013). Though O’Flaherty and McCormack (2019) maintain the ‘high status’ of the teaching profession in Ireland may be challenged by changes to the policy environment involving the reduction of beginning teachers’ salaries due to austerity measures (Humphreys, 2015), and the working conditions and remuneration of experienced teachers (OECD, 2014a). Moreover, there has recently been a decline in applications and first preferences for entry to ITE programmes in Ireland (CAO, 2014, 2017). In Finland, teaching is the most desired profession with strict competition for places, where only 1 in 4 applicants to teacher education are accepted overall, including only 1 in 10 for primary ITE (Darling-Hammond, 2017).

Teaching, and learning to teach, have been regarded as stressful (Harmsen, Helms-Lorenz, Maulana & Van Veen, 2018; Oberle & Schonert-Reichl, 2016) and the ‘emotional labour’ of teaching (Kyriacou, 2001) and heavy workload of teachers compared to other professions have been reported (Hoffman et al., 2015). Han et al. (2018) explicitly highlight that poor working conditions and low salaries have been linked to teaching being perceived as less prestigious, and therefore less attractive than other professions such as medicine, law, or engineering (Elfers, Plecki, John & Wedel, 2008; Hoyle, 2001; Ingersoll & Merrill, 2011). Finally, Neal, Sleeter and Kumashiro (2015) suggest that negative perceptions of becoming a teacher may be more prevalent among communities of colour due to the lack of racial diversity within the teaching workforce in the US.

### **Social Dissuasion**

It has been reported that fewer and fewer parents and family members encourage teaching as a career choice for their children (PDK Poll, 2018). Beltman and Wosnitza (2008) found that negative comments and a lack of support from significant others could lead to social dissuasion and a distinct move away from a career in teaching. Although Richardson & Watt (2006) reported that encouragement from others was not a major factor on one’s choice of teaching as a career, they too acknowledge the negative connotations associated with social dissuasion as a significant role in an individual’s choice of career. Career guidance in schools has been recognised as a factor contributing to the under-progression of lower socio-

economic groups to HE (Reay, David & Ball, 2005), where students report generally negative experiences of career guidance in school including being directed away from options at HE (Smyth & Banks, 2012; McCoy & Byrne, 2011).

Secondary school students' attitudes to the teaching profession have been investigated in South Africa (Mutshaeni et al., 2015, Mosha, 2016). Mosha (2016) reported that students did not consider teachers as good role-models due to frequent complaints from teachers regarding a 'shortage of resources, large classes, poor teaching and learning environments, and low salaries' concerning the workload and responsibilities of the profession. Furthermore, Mushaeni et al. (2015) found that high school students held negative attitudes towards the teaching profession as a result of salary, disrespectful treatment of teachers in school, and the stress that comes with work overload and added responsibilities on a daily basis. A more recent study in the Kurdistan region of Iraq also investigated attitudes of 1, 989 high school students towards the teaching profession (Celik, 2019). The MMR study found that the majority of participants do not regard teaching as an attractive job due to the status of the teaching profession, teacher salary, stress associated with overloaded work and the fact that teachers themselves, and society in turn, do not encourage students to become a teacher (ibid, 2019). The next section analyses the extrinsic motive concerning teacher salary, which Darmody and Smyth (2016) caution may have a direct impact on the attractiveness of the teaching profession.

### **Teacher Salary**

Houdyshell (2019, p. 31) admits that 'salary issues remain a key issue for new and continuing teachers'. Although data from the OECD (2018) indicate some increase in teacher salaries, a significant difference in teacher salaries exist between countries, where the level of salary increases with years of experience and the level at which one teaches (Darmody & Smyth, 2016). Recent OECD (2018) figures reveal the highest teacher salaries can be found in Luxembourg, Germany, Canada and the Netherlands, while Lithuania, Hungary and the Slovak Republic have the lowest salaries for teachers with 15 years of experience. According to Jalan et al. (2009), teachers in Indonesia earn low salaries compared with the national income, and notably less than teachers in neighbouring countries (OECD, 2012). The OECD (2018) have also acknowledged that Irish teachers are the seventh highest paid out of a total of thirty-three OECD countries concerning primary and secondary level teachers with 15 years' experience. However, it is important to recall recent changes for entry-level teacher salaries, including a



10% pay cut and a reversion to the first point on the salary scale (Clarke & Killeavy, 2012, p. 131). Furthermore, it is reported that secondary school teachers are also in a position to earn over 25 percent more than primary teachers with the same level of experience in various OECD countries (Darmody & Smyth, 2016). In a review of the *Entry to Programmes of ITE*, Darmody and Smyth (2016, p. 11) conclude that ‘higher salaries are likely to attract the best candidates into the profession’. It is interesting to note that nations with higher teacher salaries also offer more support for entry to ITE institutions and throughout TE programmes (Darling-Hammond, 2017).

Early research studies uncovered that teacher salary was regarded as the highest ranking factor in choosing teaching as a career among 255 secondary-level student teachers in Zimbabwe (Chivore, 1988), while 88% of Malaysian respondents agreed and/or strongly agreed that teaching would provide a secure job with easy employment (70%) following teacher education (Yaakub, 1990). In South Africa, teaching was perceived by secondary school students as a low paid job (Mosha, 2016). Moreover, in a CS concerning the perceptions of emerging teachers in the US, participants reported hearing negative information relating almost entirely to low salaries for teachers, though participants in the study indicated that low pay was ‘not that big of a deal’ (Houdyshell, 2019, p. 30). Although participants indicated that teacher salary and compensation were not the main drivers behind their decision to become a teacher, ‘it still matters, and will continue to matter until the teaching profession is viewed .... with increased admiration and the compensation rises in accordance’ (ibid, 2019, p. 33).

Furthermore, the extrinsic factor of job security has been reported as a strong motivational influence for students choosing to become a teacher in Germany (König & Rothland, 2012). Despite extrinsic factors holding a lower influence on the decision to become a teacher, they nonetheless exist as a motivational factor when choosing a career in teaching in the US, Australia, UK, Republic of Ireland, Germany, Norway and Canada (Aksu et al., 2010; Brookhart & Freeman, 1992; Clarke, 2009; Heinz, 2013, Manuel & Hughes, 2006; Watt & Richardson, 2007). However, Houdyshell (2019, p. 30) suggests that intrinsic or altruistic motivations may be becoming more of an influencing factor in a new generation of future teachers, where students acknowledge teaching as ‘tough but worth it’. Next, it is necessary to consider the view of teaching as a ‘fallback’ career.

## Teaching as a Fallback Career

Research studies have reported that the choice of teaching as a fallback career was the lowest rated motivation in an initial Australian study, followed by social influences (Richardson & Watt, 2006). Similar to the Australian research study, Gratacós et al.'s (2017) Spanish study revealed that teaching as a fallback career was the lowest rated motivational factor, which was further confirmed by the fact that 77.8% of participants entered their four-year degree studies as a first choice. Additionally, US participants ranked 'fallback' career as the least influential in choosing teaching as a career, of all seven FIT-Choice scale (McLean, Taylor & Jimenez, 2019). Watt and Richardson (2012) outlined that 'fall-back motivations' were found to negatively impact on career persistence and level of effort, which lead to negative reported teaching behaviours. The researchers also revealed that female participants were positive in their decision to become a teacher, while men scored significantly higher on the scale regarding teaching as a 'fallback' career, suggesting that teaching was not always the first choice for men (Watt & Richardson, 2012).

Furthermore, the working schedule and security of employment associated with teaching have been regarded as important decisions in choosing an alternative career in teaching among late-entry candidates (Priyadharshini & Robinson-Pant, 2003; Richardson & Watt, 2005; Thornton et al., 2002; Watt & Richardson, 2008). In the Australian study, participants also expressed a willingness to trade higher salaries for security of income (Richardson & Watt, 2005). However, Su et al.'s (2001) large-scale study in China involving 23 TE institutions revealed that about half of Chinese student teachers enter ITE reluctantly, with many showing less enthusiasm for teaching and lacking financial support from their families, while others entered as a result of pressure from their families. In China, teaching was simply considered a 'backup job' (Su et al., 2001). Furthermore, in 2001, more than 50% of students enrolled in TE courses in Belgium indicated teaching as their second or third choice (OECD, 2005). Moreover, Manuel & Hughes (2006) recorded that Australian participants' reported failure to gain entry to a preferred course and pressure from family members as reasons for undertaking ITE.

Internationally, research has indicated that teaching may be a consideration if other options were not available or did not work out (Akar, 2012; Klassen, Al-Dhafri, Hannok & Betts, 2011; Topkaya & Uztosun, 2012). However Wong, Tang and Chang (2014) found that teaching as a fallback career could be positive when seen as an alternative career linked with intrinsic and altruistic motivation, while Menzies et al. (2015, p. 7) regarded 'accidental entry'

to teaching as an important reason to enter the teaching profession. Contrastingly, US (Book, Freeman & Brousseau, 1985; Bookhart & Freeman, 1992) and Australian studies (Richardson & Watt, 2005; Watt & Richardson, 2007) suggest that teaching is not perceived as a fallback career and is 'becoming a career of choice for those who pursue it' (Watt & Richardson, 2007). Watt et al. (2017) outline the way in which communities and cultural expectations may likely affect one's motivation to become a teacher. Therefore, the next section examines an individual's socio-cultural influences and demographic characteristics and their subsequent motivation to become a teacher.

### **Socio-Cultural Influences and Demographic Characteristics**

Extrinsic factors such as salary, job security and career status were more valued and regarded as more important among pre-service teachers in Brunei (Yong, 1995), Zimbabwe (Chivore, 1988) and Slovenia (Kyriacou & Kobori, 1998). However, interestingly, intrinsic motivations act as major factors for teachers in China (Tang, 2011). Such differences in motivation suggest the influence of teaching and learning in different social and cultural contexts (Kyriacou & Kobori, 1988). Extrinsic reasons such as financial rewards and teacher salary may be given higher priority than intrinsic and altruistic factors in developing countries where teaching can provide opportunity for socio-economic growth and a 'better life' (Heinz, 2011), and 'those in teaching are often considered as having a good job' (Yong, 1995, p. 278). Although Brandmo & Nesje (2017) examined relationships between student teachers' social backgrounds and dimensions of social utility value in Norway, no significant relationship between parents' level of education or mothers' occupation was found. However, a compelling relationship existed between fathers' occupation and the motivation to enhance social equity.

The demographic characteristics and socio-cultural influences of those who choose teaching have been explored, where religion, gender roles and social and cultural expectations have been found to have an influence on teaching as a choice of career. In China and Hong Kong, reported low status and negative images of teachers have discouraged Chinese students from choosing teaching as a career (Gao & Trent, 2009; Lai et., 2005). Moreover, students from high SES backgrounds in Hong Kong were less likely to indicate an interest in teaching as a career (Lai et al., 2005). Research on African-American males in the US identified the way in which cultural understandings can influence students decision not to teach, including negative perceptions of teachers and teaching, the view of schools as oppressive institutions

and the belief that becoming a teacher is ‘selling out’ due to the representations of Black people in the curriculum (Graham & Erwin, 2011, p. 409).

Indonesia is a diverse country, with 300 ethnic groups, 722 languages and a majority Muslim population (87.18%) (Suryani, 2017). Using the FIT-Choice scale, the Suryani (2017) investigated 802 Indonesian teacher education students and their motivations for entering ITE, as well as their perceptions about the teaching profession. The findings suggest that religion was an important influence in Indonesia among future teachers, where religious influences rated higher than the eagerness to make a social contribution, prior teaching and learning experiences, the desire to work with children or young people and intrinsic value. In Hong Kong, students with religious beliefs were significantly more interested in teaching than those without religious beliefs (Lai et al., 2005). Furthermore, Klassen et al. (2011) highlighted the strong impact of socio-cultural influences such as religion and social expectations on the motivations of pre-service teachers from Oman.

In a study of 974 pre-service teachers in Turkey, Akar (2012) discovered that participants motivations and perceptions of teaching as a career were shaped by socio-cultural context of Turkish society, including the gender assigned female role of teaching and recognition of teaching as a low status profession. Butt, MacKenzie and Manning (2010) focused on ethnicity as an influence on the choice of teaching as a career among 18 British South Asian women, where participants noted their presence in schools as role models for their ethnic group as important, though there was an acknowledgment of associated additional pressure due to possible ethnic matching. Furthermore, Bergey, Ranelucci and Kaplan (2019) investigated the perceived barriers among 53 Latino preservice teachers who were men in the New York City in the US. The researchers found that participants’ race, ethnicity and gender were closely associated with pre-service teachers’ perceived barriers concerning status and salary. In the US, Leech et al. (2019) investigated high school students’ of colour motivation to teach in an effort to validate the FIT-Choice scale and compare the results with pre-service teachers (Lin et al., 2012) and in-service teachers (Leech & Haug, 2015). The researchers found that students’ perceptions about teaching and motivations to teach were significantly lower than majority White female pre-service and in-service teachers for most factors. This suggests that the motivations of those who choose teaching differ considerably from those who do not. The following subsection considers the role of gender as a demographic characteristic in an individual’s choice of teaching as a career.

## Gender Roles

Gender has been regarded as a decisive factor for teaching as a choice of career globally, where female Malaysian students were conscious of teaching as a career and the links with family and personal goals (Azman, 2012). Gender-related influences have also been highlighted among first-year teachers in the Netherlands, where students reported growing up 'playing teacher', having strong female teachers as influencers and the flexibility teaching offered concerning having a family (Bruinsma & Jansen, 2010). Similarly in Taiwan, Chung & Yi-Cheng (2012) found that teaching was a suitable job for girls due to its high social status, stability and flexibility for family time, while female participants in a study in Switzerland placed a greater emphasis on the relational aspects of teaching (Müller, Alliaata & Benninghoff, 2009). Furthermore, Watt and Richardson (2012) reported that women showed stronger motivation than men in their desire to work with children/adolescents, as well as benefits for individuals and their families and passion for the teaching profession. In Norway, Brandmo and Nesje (2017) found that there are gender differences in altruistic motivation and those who enjoy teaching often possess the desire to work with children.

In a study involving 300 Slovakian university TE students, Tomšik (2015) identified two categories out of eight (i.e., competence, enthusiasm, family and benefits, income, social status, prestige, work with pupils and adolescents) with significant gender differences in motivation for choosing teaching as a career. The study revealed that women were influenced by the category concerning family and related benefits, while men were linked to the category involving working with children and adolescents (ibid, 2015). Gender roles concerning teaching as a choice of career have been linked to cultural traditions across a variety of jurisdictions. Cross and Ndofirepi (2015) describe cultural traditions in South Africa where girls and women are positioned as homemakers, therefore there is a pressure to stay at home. In Turkey (Yüce et al., 2013) and Hong Kong (Lai et al., 2005), studies reported that females were more likely to choose teaching as a career than males.

In a cross-national study, Klassen et al. (2011) found that gender played a significant role as a motive for pre-service teachers in Oman, however gender roles were not supported as a motivational factor in Canada. While in Turkey, pre-service male teachers from poor or crowded families were reportedly more likely to choose teaching as a career than those from more advantaged families (Balyer & Özan, 2014). Further research in Turkey suggests that females choose teaching from altruistic, intrinsic and influenced-based extrinsic motivations, whereby males choose teaching as a career due to extrinsic and monetary reasons (Yüce et al.,

2013). Though gender was not regarded as an influential factor on the careers of Canadian primary school teachers, Skelton (2009) reported ethnicity and sexuality to have an impact on career choice. Next, this section of the review acknowledges Irish research studies on students' motivation concerning teaching as a choice of career.

### **Teaching as a Choice of Career: The Irish Context**

Five Irish studies have explored the career motivations of student teachers in Ireland (Clarke, 2009; Drudy et al., 2005; Heinz, 2011, 2013; Hennessy & Lynch, 2010; O'Sullivan, MacPhail & Tannehill, 2009). Drudy et al. (2005, p. 78) identified the important influence of family members on student teachers' choice of career in Ireland and suggested that "having a parent, sibling, or close relative in the profession favourably predisposes these young people towards the profession". This early research study revealed that 24.5% of student teachers had mothers and 13.3% had fathers who were teachers (Drudy, 2005). Moreover, 'caring' was strongly regarded as important among primary student teachers in Ireland (Drudy et al., 2005). Caring is considered to be a major aspect of teaching (Goldstein, 1997, 2002; Lipsitz, 1995) where literature concerning caring in teaching acknowledges the association between caring and good teaching (Collinson, Killeavy & Stephenson, 1999; Heath, 1994; Noddings, 1992, 1994; Rogers & Webb, 1991). It is an integration of a range of excellent teaching practices that are shown and understood by students within the student-teacher relationship through high expectations, support and addressing students' struggles both in and out of school (Nieto & Bode, 2018).

Similar to the international studies, Irish research highlights the importance of extrinsic values to primary and post-primary ITE students concerning teaching as a choice of career (Clarke, 2009; Drudy et al., 2005). Among second-level students, the 'availability of permanent post', 'levels of pay', 'pension rights', 'social status of teaching' and the highest rated value concerning the 'possibilities of promotion' were regarded as motivational factors for choosing teaching as a career (Clarke, 2009). Irish primary and second-level student teachers highly rated intrinsic values and the factor of 'job satisfaction', irrespective of gender (Clarke, 2009, p. 183; Drudy et al., 2005, p. 90). Additionally, the intrinsic factor involving the 'love of a subject' was rated the third highest among second-level student teachers, which highlights the importance participants attached to this factor as a reason for choosing teaching (Clarke, 2009). In Clarke's study (2009), 'interest in working with young people' and 'making

a worthwhile contribution to society' were identified as the second and fifth highest mean values among post-primary ITE students concerning career motivations. Furthermore, these studies supported earlier findings by Valentine (1934), which proposed that gender differences exist concerning the strength of female and male value ratings of teaching as a choice of career (Drudy et al., 2005, Clarke, 2009).

O'Sullivan et al. (2009) debated the notion of a career in teaching as 'decisions of the heart rather the head' in their exploration of 75 physical education (P.E) teacher candidates and the factors that contributed to their entry to post-primary ITE in the specialist area. This research study revealed that students chose teaching as a career primarily due to their interest in sport and P.E, desire to work with children and the influence of significant others and their encouragement to enter teaching. Later, using the FIT-Choice scale, Heinz (2011) reported that ITE entrants in NUIG and NUIM perceived intrinsic factors as the most influential in their decision to become a teacher, which concerns the enjoyment one gets from completing a specific task (Watt & Richardson, 2007) where 38.2% referenced their enjoyment of and/or interest in teaching. Students' perceived teaching ability was the second highest rated reason for choosing a teaching career (Heinz, 2011). This was followed by participants' prior teaching and learning experience, which is consistent with FIT-Choice findings from the initial Australian study by Richardson and Watt (2006).

More recently, Hennessy and Lynch (2017) found that one's desire to work with children was the strongest positive predictor of satisfaction with choice amongst first year post-primary ITE students (N=143) across five different subject disciplines. Furthermore, prior teaching and learning experiences and perceived teaching ability were identified as the strongest influential factors in student teachers' decision to become a teacher. The choice of teaching as a fallback career was negatively related to satisfaction, highlighting the strong desire to enter the teaching profession by choice (Hennessy & Lynch, 2017). The researchers' findings also further support use of the FIT-Choice scale within an Irish context among ITE students. Finally, the recent OECD review of *Effective Teacher Policies: Insights from PISA* (2018) highlighted 4.2% of 15-year-olds in the 68 countries surveyed wished to become a teacher, a reduction of almost one percent since 2005. Despite an international decline in the attractiveness of teaching, 11.8% of Irish 15-year-olds aspired to a career in teaching, more than anywhere else in the world, and approximately three times the international average (OECD, 2018). In the context of this worldwide decline, research into what motivates students to choose teaching as a career is all the more significant (Balyer & Özcan, 2014; Klassen et al., 2011; Sinclair, 2008).

### Section Three: Summary

The third and final section of this review outlined research studies concerning teacher motivation nationally and internationally. This section presented an overview of findings concerning the three key types of motivations for becoming a teacher: *intrinsic*, *altruistic* and *extrinsic*. Intrinsic and altruistic factors concerning the desire to work with children/adolescents, an individual's interest in specific subject area, ability-related beliefs and contribution to society were outlined. The influence of significant others such as family members, friends and teachers have also been examined, encompassing prior teaching and learning experiences. Research studies concerning extrinsic motivational factors regarding the status of the teaching profession and teacher salary were carefully reviewed. Alternative 'maladaptive' motives such as teaching as a fallback career and negative social influences were also discussed in detail (Fokkens-Bruinsma & Canrinus, 2012). Furthermore, this review considered the 'complex interaction of factors embedded within communities and cultural expectation' (Watt et al., 2017) and presented an detailed overview of research studies which highlight socio-cultural influences and demographic characteristics, specifically the role of gender on an individual's choice of teaching as a career.

Finally, this section framed teaching as a choice of career in the Irish context, and discussed five Irish studies that have explored the career motivations of student teachers to date (Clarke, 2009; Drudy et al., 2005; Heinz, 2011, 2013; Hennessy & Lynch, 2017; O'Sullivan, MacPhail & Tannehill, 2009). Although the reviewed literature adds to an understanding of student teachers' reasons for choosing a career in teaching in Ireland, Heinz (2011) outlines the shortcomings of such research with little attention to demographic background data of TE candidates, restrictive sub-population descriptions of gender difference (Drudy et al., 2005; Clarke, 2009) and research studies' failure to address the issues of instruments of validity and reliability. This MMR study endeavours to employ an adaption of the theoretically grounded and empirically validated FIT-Choice scale (Richardson & Watt, 2007) in the creation of the Motivational Assessment Instrument, to address the reported shortcomings of previous research and offer an insight into post-primary students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This review concludes with a chapter summary of the literature and presents the contribution of this study to the body of research.



## Chapter Summary & Contribution of Research Study

This review of literature explored access and entry to TE in Ireland, Europe and beyond with a sharp equity of access perspective on recent initiatives globally. The issue of teacher supply and demand has been considered in a range of European and Irish contexts, and an overview of selection criteria for entrants to ITE has been delineated. Section two of this review, Diversity in ITE, outlined the recent findings for the DITE national research study, which highlights the ‘diversity gap’ within the teaching profession. This literature review sought to further expose the benefits associated with minority teachers and subsequently challenge traditional structures to construct more flexible entry requirements and creative and innovative approaches to ITE (O’Doherty & Harford, 2018; Moran, 2008). Finally, section three of this chapter presented a detailed review of research studies concerning teacher motivation and factors influencing students and student teachers to enter into the teaching profession. ‘Regardless of differences in educational policies, school structure, and teaching requirements’ (Houdyshell, 2019, p. 32) it is significant to note that pre-service and in-service teachers each report similar motivational factors for becoming a teacher across research studies in many countries including the United States, Norway, Canada, the Republic of Ireland, Turkey, Germany, the United Kingdom, and Australia (Akar, 2012; Brookhart & Freeman, 1992; Clarke, 2009; Heinz, 2013; Houdyshell, 2019; König & Rothland, 2012; Manuel & Hughes, 2006; Watt & Richardson, 2007).

This work seeks to complement and extend previous Irish and international research which explores the backgrounds of student teachers and their motivations and perceptions concerning teaching as a choice of career. Gore et al. (2015, p. 14) clearly states that ‘the strength and weakness of much of this research lies in its quantitative nature’, and call upon the need for qualitative research to ‘explain the differences’ and offer further insights into the nature of students motivations and perceptions of teaching as a choice of career. Previous research on teacher motivation and motivational factors concerning teaching as a career choice have significantly focused on quantitative methods (Gore et al., 2015), however this thesis study offers an in-depth insight through a MMR approach. Furthermore, research suggests that there is a need for additional career motivation research on *potential* ITE applicants from different socio-demographic and cultural backgrounds. This research study further contributes to research on teacher motivation, where Houdyshell (2019, p. 33) clearly highlighted the need for research on students’ motivations *prior* to entering university, ‘when students are still considering career options in the midst of influences and experiences that may help shape those

decisions'. Therefore, it is necessary to examine the complex and multi-faceted motivations of those who choose teaching as a career (Balyer & Özcan, 2014; Klassen et al., 2011; Sinclair, 2008), and those who do not.

While there is much research that focuses on motivation for teaching and the factors influencing the choice of teaching as a career, there is little research concerning the demographic characteristics and ethnicities of pre-service teachers or those aspiring to become teachers (Gore et al., 2015). This study will significantly extend the current picture of ITE, which has been previously investigated by Drudy et al. (2005), Clarke (2009) and Heinz (2011), to contribute a further understanding for the lack of diversity in ITE in Ireland from diverse students' motivations and perceptions of becoming a teacher using an adaption of the theoretically grounded and validated FIT-Choice scale to create the Motivational Assessment Instrument. This research will extend previous research, which has examined the motivations and perceptions of student teachers already enrolled in ITE, by exploring the motivations and perceptions of post-primary students *before* their decision or not to teach. Furthermore, this thesis study is the first application of the Motivational Assessment Instrument with post-primary students in the Irish context.

This investigation on teacher career motivation aims to make an important contribution to policy initiatives aimed at diversifying teaching bodies which are reportedly homogeneously white, predominantly female and consist of majority social and ethnic groupings contrary to an increasingly diverse student populations (Heinz, 2011, 2013a; Heinz & Keane, 2014; Keane & Heinz, 2014; Moran et al., 2001; Zumwalt & Craig, 2008). The findings of this thesis will provide an insight into the characterisation and diverse backgrounds of post-primary students in Ireland and *potential* applicants and entrants to ITE concerning their (1) *demographic backgrounds* (2) *motivations for choose teaching as a career* and (3) *perceptions of becoming a teacher*, prior to making a decision to enter the teaching profession. This researcher strongly concurs with Watt & Richardson's (2012, p. 125) belief that "teaching motivations matter". There is a need for research to address post-primary students' motivations and perceptions of teaching as a choice of career in Ireland and examine how different motivational factors interact with and influence one another (Brandmo & Nesje, 2017). Findings have suggested why people choose teaching, however Watt et al. (2012) and Gore et al. (2015) highlight an equally important question is **why others do not**. The next chapter will clearly outline and describe the research design and philosophical principles underpinning this study, and the MMR approach utilised to conduct this research study.

## Chapter Three: Methodology Chapter

### *Faces of Change:*

#### *A Mixed-Method Challenge for the Future of Initial Teacher Education*

### Introduction

This chapter outlines and describes the research design and philosophical principles underpinning this study. A mixed-methods research (MMR) approach was employed in an effort to uncover information and perspective (Johnson & Onwuegbuzie, 2004), rendering less biased and more accurate conclusions (Reams & Twale, 2008). It is necessary to employ this technique to incorporate the strengths of both quantitative and qualitative approaches and simultaneously reduce the limitations of each approach (Bernard, 2011; Creswell, 2009; Denscombe, 2008). This study encompasses an explanatory sequential MMR design (Figure 7), whereby qualitative focus-group interview methods will be granted dominant status (quan → QUAL) (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2006) in order to provide further insight into a ‘mixed world’ of TE (Cohen, Manion & Morrison, 2013).

		Time Order Decision	
		Concurrent	Sequential
Paradigm Emphasis Decision	Equal Status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
	Dominant Status	QUAL + quan  QUAN + qual	QUAL → quan qual → QUAN  QUAN → qual quan → QUAL

*Figure 7.* Mixed methods matrix with mixed method research designs delineated in four cells (Johnson & Onwuegbuzie, 2004).

Brown (2010) poses the question ‘What’s worth asking and why?’ Both quantitative and qualitative techniques were employed in this study in an effort to answer the ‘*what*’ and ‘*why*’ concerning post-primary students’ motivations and perceptions and their choice of teaching as a career. Furthermore, Yin (2009) expresses the appropriate use of a case study (CS) design to explain ‘*why*’ less students from diverse racial, ethnic or cultural backgrounds consider teaching. A MMR approach was considered most appropriate in an effort to answer the main research question:

- *What are 5<sup>th</sup> year post-primary students’ motivations and perceptions concerning teaching as a choice of career and why are less students from diverse racial, ethnic or cultural backgrounds considering teaching?*

This chapter is organised into six main sections: (1) *philosophical principles*; (2) *mixed methods research approach*; (3) *research design*; (4) *data collection procedure*; (5) *data analysis* and (6) *ethical considerations*. Firstly, this chapter explores the theoretical perspective and philosophical principles that act as the foundation of this work. Next, a MMR and cross-sectional single CS design, and the rationale for the use of both research approaches, is presented. The third section delineates the research design, which encompasses the population, sample and setting and the research process and stages of implementation. Later, data collection procedures concerning the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007), and the use of a questionnaire survey and focus group interview are further explained. The methods for data analysis are then described, highlighting various approaches to quantitative and qualitative data analysis. Finally, ethical considerations regarding the validity, reliability and limitations of the research study are discussed. An overview of the research design is presented in table 3, which resulted in the development of a conceptual framework or ‘bridge between paradigms’ for this study (Leshem & Trafford, 2007, p. 99). Next, this work outlines the philosophical principles and ontological and epistemological standpoint supporting this research design.

**Table 3. Research design overview for the study**

<b>RESEARCH DESIGN OVERVIEW</b>	
<b>Research Topic</b> Diversity in Initial Teacher Education	
<b>Research Questions</b>	
<p>This research study is guided by the primary research question:</p> <ul style="list-style-type: none"> <li>• What are 5<sup>th</sup> year post-primary students’ motivations and perceptions concerning teaching as a choice of career and why are less students from diverse racial, ethnic or cultural backgrounds considering teaching?</li> </ul> <p>Additionally, this research aims to address the following:</p> <ul style="list-style-type: none"> <li>• How do students’ perceptions of teaching influence their decision or not to become a teacher?</li> <li>• How can ITE programmes provide further opportunities for diverse students to enter teacher education?</li> </ul>	
<b>Hypothesis</b>	
<p>There is a difference between students’ racial, ethnic or cultural background and their ratings of teaching as a choice of career.</p>	
<b>Research Approach &amp; Design</b> Mixed-Methods Research Approach Single-Case Study Design Sequential quan → QUAL design	
<b>Quantitative</b>	<b>Qualitative</b>
<b>Approaches</b>	
Deductive	Inductive
<b>Ontological Assumptions</b>	
Pragmatism	Constructivism
<b>Epistemological Assumptions</b>	
Pragmatism	Interpretivism
<b>Time Horizon</b>	
Cross-Sectional	
<b>Theories</b>	
<ul style="list-style-type: none"> <li>• Expectancy-Value Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Phenomenology</li> </ul>
<b>Data Collection &amp; Instrumentation</b>	
<ul style="list-style-type: none"> <li>• Questionnaire Surveys (Motivational Assessment Instrument)</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-Structured Focus-Group Interviews</li> </ul>
<b>Data Analysis</b>	
<ul style="list-style-type: none"> <li>• SPSS &amp; Correlation Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• NVivo – Coding &amp; Thematic Analysis</li> </ul>

## Section One: Philosophical Principles

The researcher's ontological and epistemological assumptions are constructed from the desire to further an understanding for the lack of diversity of applicants to ITE. It is necessary to outline the researcher's philosophical stance and the main philosophical principles that inform this study, which impact upon the research approach and methods through which data is gathered and analysed (Creswell & Clark, 2007). Although Guba and Lincoln (1989) state that you cannot tell a person's paradigm simply by the research methods that he or she chooses, a person's view of the world should influence his or her choice of methods (Mertens, 1998, p. 161). Pragmatism forms the overall ontological stance and worldview for this work, where the researcher wishes to gain a truthful picture and understanding for the lack of diversity in the teaching profession. A pragmatic standpoint opens the door to multiple methods, different worldviews and different forms of data collection and analysis (Creswell, 2014) in an effort to gain an entire understanding of the research problem (Rossman & Wilson, 1985). This paradigm will enable the researcher to answer the 'what' and 'why' within the study of diversity in ITE and the affirms the researcher's belief that "there is a single 'real world' and that all individuals have their own interpretations of that world" (Mertens, 2014, p. 37). While a pragmatic paradigm was deemed the most appropriate approach for this study, the researcher wishes to further outline ontological and epistemological positions symbolic to this research study. The qualitative phase of this work adopted a constructivist/interpretivist approach when exploring the perceptions and motivations of research participants concerning teaching as a choice of career.

### Ontology

Ontology is the study of *being* (Crotty, 1998, p. 10). Therefore, ontological assumptions are concerned with the 'nature of social reality', *what is* (Scotland, 2012) and what can be known (Blaikie, 2000, p. 8). Kuhn's (1970) prominent use of the term 'paradigm' was referred to as 'a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how results should be interpreted' (Bryman, 1988, p. 4). Pragmatism is regarded as a paradigm that 'debunks concepts such as "truth" and "reality" and focuses instead on "what works" as the truth regarding the research questions under investigation' (Tashakkori & Teddlie, 2003, p. 713). The epistemological

position of pragmatism empowers the researcher's sense of freedom and choice, and enables one to choose research procedures most suited to that of the research study.

Alternatively, constructivism is an ontological position that contends that social experience and their meanings are produced by social interaction and continually changing or 'in a constant state of revision' (Bryman, 2016, p. 29). It is worth noting that Yin (2009) grounds his approach to CS on a constructivist paradigm.

We do not construct our interpretations in isolation but against a backdrop of shared understandings, practices, language, and so forth.

(Schwandt, 2000, p. 197)

An interpretive lens places an emphasis on first hand real life experiences and this work seeks to describe those experiences through the eyes of the research participants. The ontological considerations for the qualitative aspect of this study embraces and combines pragmatism and constructivism to attribute meaning to students' motivations to teach and their perceptions of becoming a teacher.

## **Epistemology**

Epistemology is concerned with the nature and forms of knowledge (Cohen, Manion, Morrison & Morrison, 2007) or 'how what is assumed to exist is known' (Blaikie, 2000, p. 8). Moreover, epistemological assumptions are concerned with knowledge about a social world, 'how knowledge can be created, acquired and communicated' (Scotland, 2012). Pragmatic epistemology interprets knowledge as rooted within human experience and contexts that are alternating and imperfect (Baert, 2005; Rorty, Rorty & Richard, 1991). This pragmatic epistemological stance is inclusive of students' diverse motivations and perceptions concerning teaching as a choice of career in a selection of schools within one community. Thus, knowledge is viewed as a product of social connected and constructed learning from a pragmatic epistemological viewpoint which complements this research study.

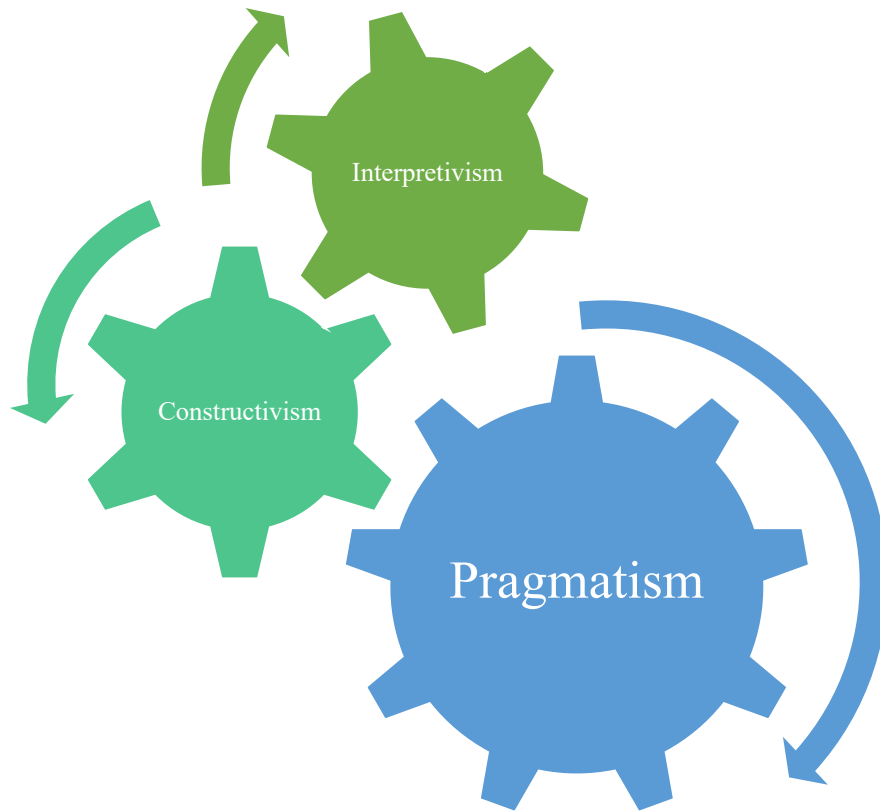
This work also derives from an interpretivist approach as an epistemological perspective. The interpretivist approach acknowledges the researcher's part in what is being researched, sharing a view of social reality with "a specific meaning and relevance structure for the beings living acting, and thinking within it" (Schutz, 1962, p. 59). Interpretivism is also utilised in the conducting and analysis of qualitative focus group interviews to uncover the

meaning of students' perceptions of becoming a teacher, shaped by individual cultural experiences. As an interpretivist researcher, it is vital to admit 'the value-laden nature of the study and actively reports his or her values and biases, as well as the value-laden nature of the information gathered from the field' (Creswell 1994, p. 6). The researcher acknowledges one's potential to 'inject a host of assumptions' (Crotty, 1998, p.17) into the study, and possible influences of professional experiences as a primary teacher in an 'Educate Together' setting. In an effort to control the potential of biased interpretations of the data, the investigator critically reflected on one's own educational experiences and life-history in writing, endeavoring to unpack and clarify any assumptions (Crotty, 1998). Both quantitative and qualitative techniques were employed in this study in an effort to answer the 'what' and 'why' with respect to the factors that influence post-primary students' motivations towards teaching as a career and their perceptions of becoming a teacher in Ireland.

### **Rationale for Research Stance**

The research question for this work is primarily concerned with the '*what*' concerning students' motivations and perceptions of teaching as a choice of career, and '*why*' less students from diverse ethnic, racial and cultural backgrounds consider teaching. Therefore, this research is immersed in a pragmatic *worldview* (Creswell, 2014) as the 'basic sets of beliefs that guide action' (Guba, 1990, p. 17). A number of paradigms were considered for this study, however the rationale for discounting alternative worldviews is outlined in the appendices (Appendix C). A purely quantitative research approach would have provided data on '*what*' motivated students to become a teacher and granted an overview of students' attitudes towards teaching as a choice of career. However, this approach would not have addressed '*why*' less diverse students consider teaching. Quantitative data were also required to interrogate and interpret students' educational and cultural experiences and their decision or not to become a teacher. Moreover, a solely qualitative approach would have neglected factors that influence students' choice of teaching as a career. This resulted in the adoption of pragmatism as an overarching theoretical approach (Figure 8).





*Figure 8. Theoretical Perspective for the Research Study*

The nature of the principle research question and the researcher's ontological and epistemological assumptions were constructed from the desire to further understanding of students' motivations and perceptions concerning teaching from diverse racial, ethnic or cultural backgrounds. Next, section two explores the MMR research approach employed in this study.

## **Section Two: Mixed Methods Research Approach**

The research approach employed in this study is a mixed method, pragmatic approach to research, which is both qualitative and quantitative categorically (please refer to Table 3). This approach was determined by the primary research question for the doctoral study. Creswell and Plano Clark (2011, p. 5) state that MMR should ‘incorporate many diverse viewpoints’ that rely on core characteristics which ‘combine methods, a philosophy, and a research design orientation’.

### **Definition of Approach**

MMR has been defined as ‘a type of research design in which QUAL and QUAN approaches are used in types of questions, research methods, data collection and analysis procedures, and/or inferences’ (Tashakkori & Teddlie, 2003, p. 711). It offers an alternative pathway, a third pathway (Gorard & Taylor, 2004), that supports the viewpoint ‘that combining qualitative and quantitative methods is a good thing’ and rejects the notion of the paradigm debate that ‘such a ‘partnership’ is epistemologically incoherent’ (Howe, 1988, p. 10). While all methods have been recognised to have some bias and weakness, an increasing number of researchers consider that the collection of both quantitative and qualitative data neutralises the limitations of each form of data (Creswell, 2014).

### **Rationale for Adopting a Mixed Methods Approach**

According to Green, Caracelli and Graham (1989), a major purpose or rationale for conducting MMR is triangulation, which seeks integration and justification of results from different methods and designs studying the same phenomenon. Patton (1999, p. 1193) affirmed the importance of triangulation for ‘verification and validation’ purposes. Cohen et al. (2011) offered a further definition of triangulation as the use of two or more methods of data collection in the study of a selected characteristic of human behaviour. Moreover, Patton (1999, p. 1193) suggested four possible types of triangulation: (1) *methods triangulation* in order to ‘check the consistency of findings generation by different data collection methods’; (2) *triangulation of sources* involving an examination of ‘the consistency of different sources within the same method’; (3) *analyst triangulation* through the use of ‘multiple analysts to review findings’ and (4) *theory/perspective triangulation* ‘using multiple perspectives or theories to interpret data’.

This study is primarily justified through *methods triangulation* (Jick, 1979; Patton, 1999), whereby a mixed methods analysis of post-primary students comprised of a quantitative survey and a selection of interview participants' involvement in semi-structured focus group interviews in the qualitative feature of this work. MMR design can improve accuracy of data, develop the analysis of data and benefit sampling while compensating for both the strengths and weaknesses of both quantitative and qualitative research approaches (Denscombe, 2010). Mixed methods designs have become a progressively used and accepted approach to conducting social research – in health science, nursing studies, psychology, sociology and has become increasingly prominent in education (Bryman, 2016).

MMR designs are flexible concerning ontological and epistemological standpoints (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2003). While the MMR approach is derived from a pragmatist philosophy (Tashakkori & Creswel, 2007), it adopts the methods that best suit the research question (Creswell, 2003) to scaffold complementarity (Combs & Onwuegbuzie, 2010). Complementarity as a rationale can be used in the “elaboration, illustration, enhancement and clarification of the findings” (ibid, 2010, p. 3) in both the quantitative and qualitative data. Furthermore, Creswell (2003) suggests that mixed methods studies have a greater impact with policymakers, whereby quantitative and qualitative data used in combination to persuade.

### **Development of Mixed Methods Research**

Creswell and Plano Clark (2011) have suggested that MMR has moved through five stages. The stages move from moments of a *formative period* during the 1950s to early 1980s, to one of a *paradigm debate* based on different ontological and epistemological foundations during the 1970s and 1980s. This is followed by a *procedural development period* concerning how MMR could be developed beginning in the late 1980s and advancing into the 21<sup>st</sup> century. An *advocacy and expansion period* began in the current century and the recognition and development of MMR was welcomed as a distinctive approach through the *Journal of Mixed Methods Research* and a separate handbook for mixed methods researchers (Tashakkori & Teddlie, 2003, 2010). Finally, a *reflective period*, which began in 2005, and witnessed the state of MMR being assessed, critiqued and possible future directions portrayed. However, for some, the question remains ‘are the paradigm wars over?’ (Bryman, 2016, p. 657).

## **Purpose of Mixed Methods Research Study**

The *purpose* of this research study was considered an additional and major influence on the choice of an explanatory sequential (quan → QUAL) mixed methods design. Newman, Ridenour, Newman and DeMarco (2003) present nine purposes for MMR: 1. Predict; 2. Add to the knowledge base; 3. Measure change; 4. Understand complex phenomena; 5. Test new ideas; 6. Generate new ideas; 7. Inform constituencies; 8. Have a personal, social, institutional and/or organisation impact; and 9) examine the past. With reference to the purposes for MMR, this work aims to: 1. *Add to the knowledge base* concerning student motivation and perception to enter teaching, and the lack of diversity of applicants and entrants to ITE in Ireland; 2. *Understand why* there is a lack of diversity in ITE; 3. *Generate new ideas* and proposals to attract applications from diverse racial, ethnic or cultural backgrounds to enter teaching; and 4. *Have a personal, social, institutional and/or organisational impact* on TE policies and ITE programmes. The selection of a sequential design allowed an explanation and elaboration of the quantitative findings through the collection and significance attributed to related qualitative data (Bryman, 2016). Through a MMR approach, this work aims to explore the hybridised identity of potential applicants and entrants to ITE from diverse racial, ethnic or cultural backgrounds.

## **A Cross-Sectional Case Study Design**

Case study is a strategy for doing research which involves empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence.

(Yin, 2009, p.18)

A CS is a traditional method of research design which is frequently employed in both quantitative and qualitative research, and thus fitting in MMR (Cohen et al., 2011). In a CS, the *case* is the situation, individual, or group (Robson & McCartan, 2016) and is often associated with a single location, such as a community or an organisation, with an emphasis upon the examination of the setting (Bryman, 2016). However, Yin (2009) argues that a case study is the study of a case in a context, which can be tightly constrained and less so at other times. It provides a unique example of real people in real situations (Cohen et al., 2011).

Case studies strive to depict ‘what it is like’ to be in a particular situation, discovering ‘thick description’ (Geertz, 1973) of participants lived experiences of, thoughts about, and feelings for a situation (Cohen et al., 2011). Furthermore, Schramm (1971) delicately describes the essence of a CS as one ‘that tries to illuminate a *decision* or set of decisions: why they were taken, how they were implemented, and with what result’. Robson and McCartan (2016) stress the central characteristic is an emphasis on a particular case (or small number of cases). It is now accepted that case studies can utilise both quantitative and qualitative methods (Gerring, 2006; Yin, 2009).

### **Rationale for Single-Case Study Design**

Case studies are particularistic in their focus, descriptive in their portrayal and interested in the discovery of new meanings (Merriam, 2009). So too, is the focus of this work. According to Punch (2000), the ‘what’ and ‘why’ research questions guiding this work steer the research towards a CS approach as an appropriate method for this study. The terms ‘comparative case method’ and ‘collective case study’ are also used to indicate a multiple case study (Yin, 2009) which can serve ‘to understand a phenomenon, a population or a general condition’ (Luck, Jackson & Usher, 2006, p. 106). While a multiple CS design embodies the logic of comparison (Bryman, 2016), this research design was not intended to contrast cases. Instead, this work seeks to present a single representative view and cross case analysis of a single phenomenon.

Case studies are regarded as having the ‘flexibility and ability’ to gather an all-encompassing collection of quantitative and qualitative data to ‘provide in-depth analysis’ (Love, 2004, p. 82). Furthermore, ‘it offers the opportunity to explain *why* certain outcomes might happen – more than just find out what those outcomes are’ (Denscombe, 2010, p. 53). Case studies are frequently sites for employment of quantitative and qualitative research (Bryman, 2016) and this work sought to provide an in-depth analysis of a case and central research question using a MMR approach. The perceived constraints of the CS approach were carefully considered by the researcher and the following arrangements were made in an effort to confront the ‘traditional prejudices against the case study method’ outlined by Yin (2009) (Appendix D). This investigation has both cross-sectional and CS elements. The cross-sectional aspect of this design includes a questionnaire survey employed at a single point in time through the quantitative phase of this work. This enables the researcher to collect data on

a sample of cases at a single point in time, which were later examined for patterns of association among variables (Bryman, 2016). Subsequently, section three outlines the explanatory sequential research design for this study, which encompasses a questionnaire survey and focus group interviews within a single CS design.

### Section Three: Research Design

This work employs a MMR design framed by the primary and guiding research questions. This research design involved an explanatory sequential (Creswell & Clark, 2011), qualitative dominant status design, resulting in a survey and focus group interviews within a single CS design. ‘Both the quantitative and qualitative elements are conducted either concurrently or sequentially in their entirety before being mixed at the data interpretation stage’ (Leech & Onwuegbuzie, 2009, p. 267). The explanatory design facilitates the need to further explore quantitative results through the collection of rich qualitative data.

An explanatory sequential single-case design was considered the most appropriate approach to this research study in an effort to explain, describe, illustrate and enlighten one’s understanding for the lack of diversity in ITE, involving a questionnaire survey and focus group interviews (Yin, 2009). This research study is concerned with the complexity and nature of post-primary students in one single geographical area or community in the South Dublin County Council authority (Stake, 1995). This *representative* or *exemplifying* case (Bryman, 2016) was selected in an effort to ‘capture the circumstances and conditions of an everyday ... situation’ (Yin, 2009, p. 48) in the lived experiences of post-primary students in Ireland. A CS method was utilised in this study to further understand a real-life phenomenon in-depth through the explanatory analysis of the case (Yin & Davis, 2007). This work strives to explore post-primary students motivations and perceptions concerning teaching as a choice of career, and offer an insight into the lived experiences of students from diverse racial, ethnic or cultural backgrounds in a single community. Expectancy-Value Theory shapes the theoretical basis for the quantitative phase of this study and will be discussed in the following section.

#### Expectancy-Value Theory

‘Who am I?... What is important to me? What do I value? What do I want to do with my life?;

(Eccles, 2009, p. 78)

Expectancy-Value Theory aims to explore an individual’s attitudes and expectations towards teaching as a choice of career, with various social and cultural influences (Wigfield & Eccles, 2002; Manuel & Hughes, 2006). Eccles (2009) presented a summary of an expectancy-value perspective on identity and identity formation as (a) perceptions related to skills,

characteristics, and competencies, and (b) perceptions related to personal values and goals. These are two sets of self-perceptions that inform an individual's expectations for success and the significance of becoming involved in a range of tasks. A distinction can also be made concerning two types of closely related identities: personal identities and collective identities. Personal identities are features of one's identity that aid the psychological capacity of making one feel unique. Collective identities are personally valued parts of the self that strengthen one's relationship to highly valued social groups and relationships (i.e., gender, race, religion, social class, culture and family). An individual may have several personal and collective identities that change over time.

Expectancy-value theory is a social-cognitive motivational approach that claims that individuals form subjective expectancies and values primarily based on their experiences and interactions in precise cultural and social contexts (Butler, 2017). It is believed that motivational aspects of identity and identity formation processes are directly related to the socio-cultural expectancy-value model of motivated behavioural choices (Eccles, 2009). Self-related beliefs concerning one's subjective task value are critical influences on behavioural choice (Eccles, 2009). There are two major components of Expectancy-Value Model of achievement related choices; (1) expectation of success and (2) subjective task value. According to expectancy-value theory (Eccles, 2005; Wigfield & Eccles 1992, 2002), family demographics and socialisers' beliefs and behaviour may influence individuals' self-schema, expectations and values. Butler (2017) contends that teachers from disparate social backgrounds in different countries and educational settings including those from Ireland, Spain, Norway and Indonesia, perceive teaching in relatively similar ways, choosing to teach motivationally for positive reasons. Expectancy Value Theory aims to explore an individual's attitudes and expectations towards teaching as a choice of career, with various social and cultural influences (Wigfield & Eccles, 2002; Manuel & Hughes, 2006). This research employs a deductive approach to quantitative surveys in an effort to identify factors that influence students' motivations and perceptions concerning teaching as a choice of career. Furthermore, this work embodies a phenomenological viewpoint, which acts as the theoretical basis for the qualitative phase of this work.



## **Phenomenology**

Phenomenology forms the theoretical framework (Mayoh & Onwuegbuzie, 2013) for the qualitative feature of this work, a theoretical point of view that supports the study of direct experience by those who experience it (Cohen et al., 2011). According to Overgaard and Zahavi (2009), phenomenology attempts to combine the individual and society. While a mixed methods version of phenomenological research has not yet been formally conceptualised (Mayoh & Onwuegbuzie, 2013), the researcher wishes to employ phenomenology in an effort to describe the lived experiences of participants (Creswell, 2014). A phenomenological inductive approach to qualitative focus-group interviews further explores how students' perceptions of becoming a teacher may be shaped by their individual racial and cultural backgrounds. Phenomenological research uses the analysis of significant statements and the generation of what Moustakas (1994) has referred to as an 'essence description'. This work combines phenomenological and CS research to analyse the qualitative data for 'essence description' (Moustakas, 1994) and 'themes or issues' (Stake, 1995) regarding students' motivations and perceptions concerning teaching as a choice of career.

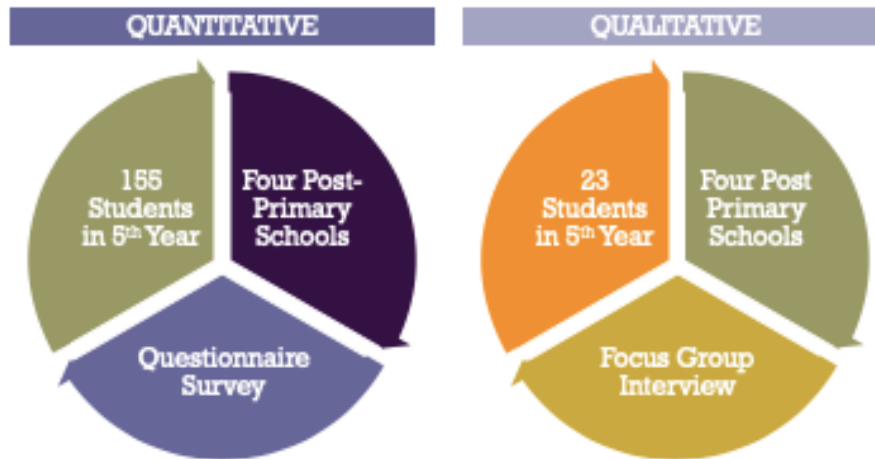
## **Population, Sample and Setting**

The population in this study involved post-primary students enrolled in 5<sup>th</sup> year within four post-primary schools located in one geographical area. Six post-primary schools were initially selected based on their catchment area in the local authority and their international, co-educational and interdenominational population and educational values. This purposive selection resulted in four participating post-primary schools in the South Dublin County Council authority in the research study. A purposive sample of post-primary schools were selected in an effort to involve students from diverse racial, ethnic or cultural backgrounds in one single geographical area. The schools involved in this study can be outlined as follows:

1. Catholic Boys Secondary School
2. Inter-denominational Mixed Vocational School
3. Multi-denominational Mixed Vocational School
4. Multi-denominational Mixed Vocational School

A target population of approximately 450 post-primary students were involved in the study, resulting in the involvement of 155 participants with a 95% confidence level and a 6%

margin of error in the quantitative phase of this work (Fowler, 2009). Participants in this study were sought from four co-operating post-primary schools and aged between 15 and 17 years old. The sampling plan involved a purposeful random sample (Teddlie & Tashakkori, 2009), resulting in a random sample of 5<sup>th</sup> year participants within each of the four co-operating schools invited to participate in the research study (Figure 9).

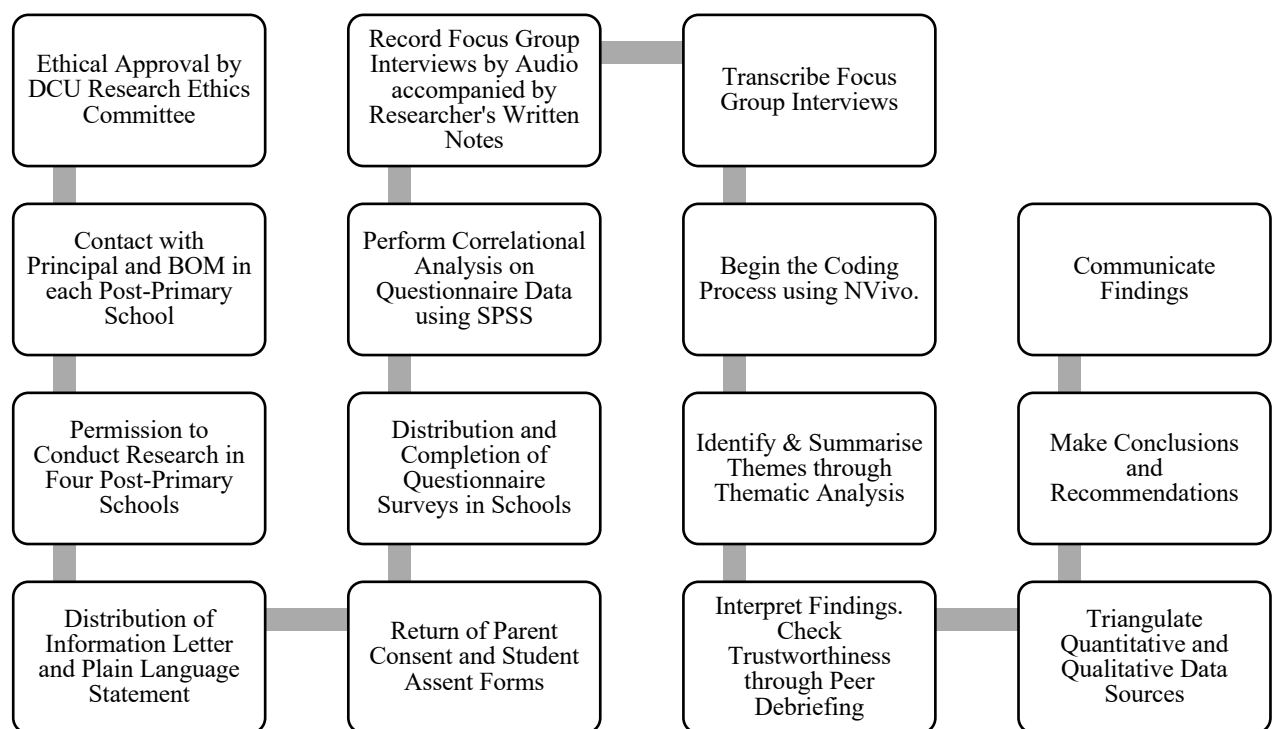


*Figure 9.* Population and sampling for quantitative and qualitative phases of the research study.

Students who volunteered to participate in the qualitative phase of this study were randomly selected by the principal or a co-operating teacher, according to their availability and co-operation from Class Tutors and 5<sup>th</sup> Year Heads. Following the completion of the questionnaire surveys, a small number of post-primary students volunteered to participate in semi-structured focus-group interviews in co-operation with a principal or teacher. Focus group interviews were conducted in an effort to elicit rich, ‘thick description’ (Geertz, 1973) concerning students’ motivations and perceptions of teaching as a choice of career from a diverse range of cultural backgrounds. Each focus group interview involved between five and seven post-primary students and took place on the school campus in the four participating post-primary schools respectively. Sampling variables included those who were enrolled in 5<sup>th</sup> year in each of the post-primary schools and volunteered to participate in the qualitative phase of the work, but were not selected by the principal or co-operating teachers on the day of the focus-group interview.

## Research Process: Access and Stages of Implementation

The research process, access considerations and stages of implementation have been outlined in Figure 10. This research project was initially submitted for a Full Committee Review by the Dublin City University (DCU) Research Ethics Committee in September 2018. A revised application was made in October 2018, following a small number of changes to further protect participant anonymity. This research study was granted approval by the DCU Research Ethics Committee in December 2018.



*Figure 10.* Research process for the study of students' motivations and perceptions concerning teaching as a choice of career.

In January 2019, the researcher contacted the principal by phone or email in six purposefully selected post-primary schools in the South Dublin County Council authority seeking permission to conduct this research study. Information letters were distributed to the principal (Appendix E) and Board of Management (BOM) (Appendix F) concerning the research study. This process resulted in permission to conduct the research study from the principal and BOM in four participating post-primary schools in one single geographical area. In February 2019, the researcher began the distribution of an information letter to

parents/guardians (Appendix G), plain language statement (PLS) (Appendix H), and forms of consent to parents/guardians (Appendix I) and assent to 5<sup>th</sup> year students (Appendix J) in each of the co-operating schools.

Following parental consent and student assent, questionnaire surveys were distributed to all participating 5<sup>th</sup> year students by the principal or a co-operating teacher in each post-primary school. Students were made aware of their right to withdraw from the study at any point and that their participation in this research was voluntary. The questionnaire surveys were completed anonymously by participating students in each school during the period of March and April 2019. Next, the investigator collected all completed questionnaire surveys from each of the participating schools, which were later subject to correlational analysis (CA) using the SPSS.

In May 2019, the researcher organised a suitable time and date with co-operating schools to conduct each of the semi-structured focus group interviews (Appendix O). Focus group interviews took place throughout the month, according to each schools' individual availability. Students were reminded that their participation in the focus-group aspect of this research was voluntary, and they may conclude or exit the interview at any time. The interviews were recorded anonymously using a digital Dictaphone, where each student was given a code for use throughout the interview process e.g., Student A. Focus-group interviews involved between five and seven 5<sup>th</sup> year students from diverse racial, ethnic or cultural backgrounds. The researcher had no input into the students selected for interview, and only those who volunteered participated in the interview phase of the research study.

The researcher collected basic demographic data from each participant prior to conducting the focus group interview. Students began the interview with an introduction to their ethnicity or cultural background. The researcher reassured students of the steps taken to protect their identity and invited them to speak on the topic as members of a group. Following the semi-structured interviews in each post-primary school, the researcher independently transcribed each focus-group interview. Transcriptions were then subject to coding using NVivo and thematic analysis (TA) which will be later justified. The next section further outlines the methods of data collection in this MMR study.

## **Section Four: Data Collection Procedures**

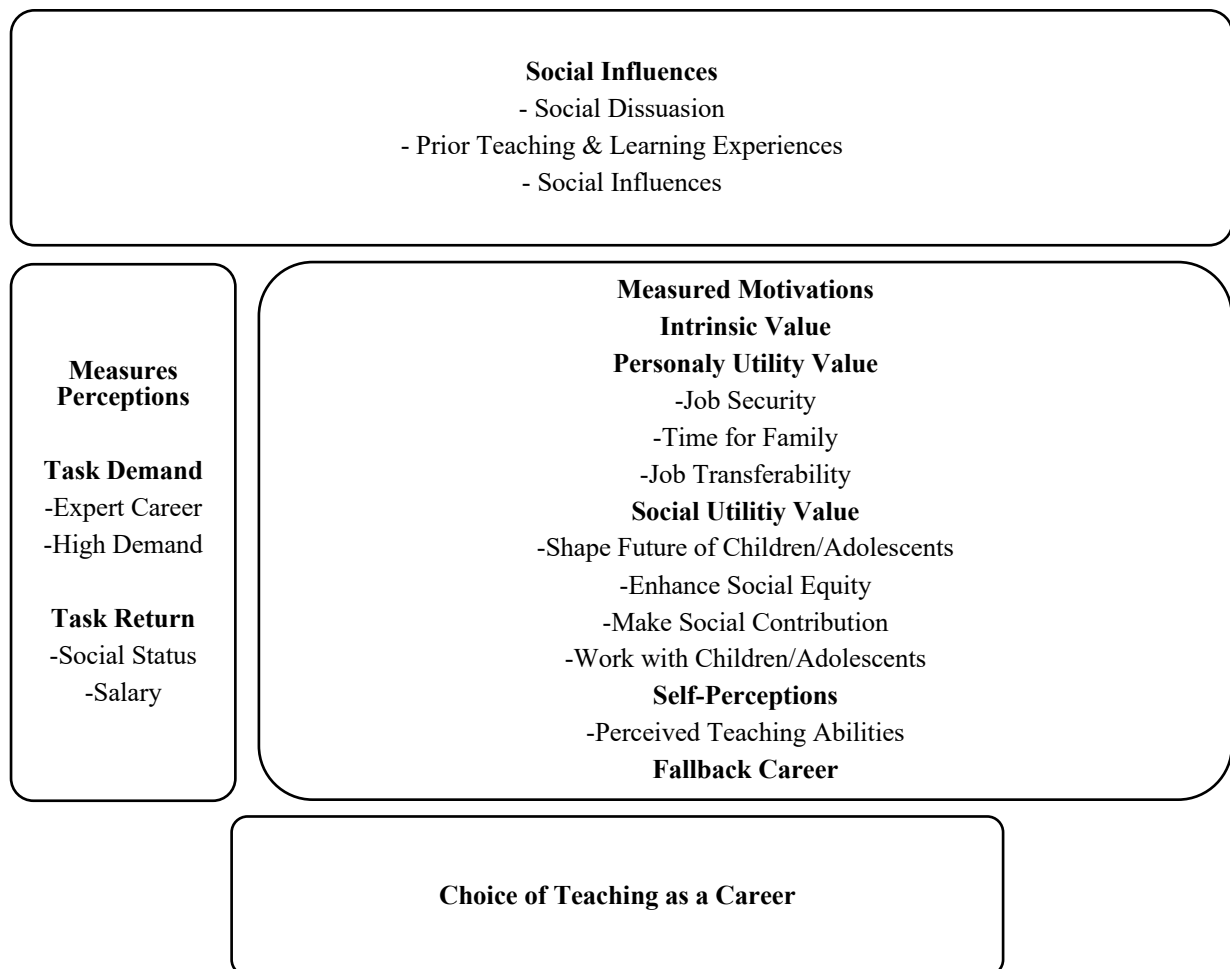
Questionnaire surveys were utilised to identify students' socio-demographic backgrounds and their motivations and perceptions concerning teaching as a choice of career. Students were invited to participate in a follow-up focus-group interview in an effort to further explore the hybridised identity of 5<sup>th</sup> year post-primary students and their perceptions of becoming a teacher, which may be influenced by individual racial and cultural backgrounds. The Factors Influencing Teaching Choice (FIT-Choice) scale by Watt & Richardson (2007) was adapted with permission in the design of a Motivational Assessment Instrument and questionnaire survey, as well as a semi-structured focus-group interview to explore post-primary students' motivations to teach.

### **The FIT-Choice Scale**

The Factors Influencing Teaching Choice (FIT-Choice) scale by Watt and Richardson (2007) has been regarded as one of the most significant developments concerning empirical research concerning teacher motivation in the last decade (Heinz, 2015). It has been validated and is widely used as a reliable framework to measure teaching motivation in different countries resulting in a new wave of research (Akar, 2012; Hennesy & Lynch, 2017; Lin et al. 2012; Richardson & Watt, 2006; Watt & Richardson, 2012). It was developed in response to the lack of “an integrative theoretical framework to guide the selection and organisation of influential factors” (Richardson & Watt, 2006, p. 31).

The FIT-Choice model adapts expectancy-value theory (Eccles, 1983; Eccles & Wigfield, 2002) to outline the factors that shape an individual's choice to enter the teaching profession (Watt et al., 2012; Watt & Richardson, 2012). It explores the willingness to help others, or ‘altruistic-type’ motivations, and personal utilitarian motivations (e.g., job security, time for family, job transferability) together with intrinsic or inherent motivations and ability-related beliefs highlighted in motivational and career choice theories (Eccles, 2005; Lent et al., 1993). ‘Intrinsic value’ can be defined as the enjoyment one gets from performing an activity or the anticipated enjoyment one expects to experience while doing a task (Eccles, 2005; Eccles & Wigfield, 2002; Wigfield & Eccles, 1992). Altruistic motivations concern the wish to contribute to society through teaching, while extrinsic reasons describe rewards or other benefits related to the job and are not inherent in the work itself (Tang, Wong, Wong & Cheng,

2018). Watt and Richardson (2007, 2008) mapped previously identified values for motivating people to become teachers to constructs within the expectancy-value model, and suggested additional important factors. The scale generally comprises of 18 first-order factors, which present 12 motivation factors and 6 perceptions about teaching, including a satisfaction with choice of teaching as a career subscale (Watt & Richardson, 2007).



*Figure 11.* An adaption of the FIT-Choice theoretical model clearly outlining the measured motivations and perceptions (Watt & Richardson, 2012).

Figure 11 outlines the measured motivational factors which include social influences, perceived teaching abilities, intrinsic value, personal and social utility values and the negative motivation of teaching as a ‘fall back career’. Utility value relates to the usefulness of a task and the way in which it fits in to an individual’s future plans (Eccles, 2005). In the FIT-Choice scale (Watt & Richardson, 2007), utility value is divided into two types: *personal utility value* and *social utility value*. Personal utility value is linked to the benefits of becoming a teacher

relative to personal life goals (Brandmo & Nesje, 2017). In the FIT-Choice scale, personal utility value is comprised of three constructs: (1) *job security*, (2) *time for family* and (3) *job transferability* (Watt & Richardson, 2007). Social utility value is related to an individual's desire to contribute to society through working with children or adolescents, influencing future generations and contributing to social justice (Brandmo & Nesje, 2017). Social utility value is operationalised through the following four components: (1) *shape the future of children/adolescents*, (2) *enhance social equity*, (3) *make a social contribution* and (4) *work with children/adolescents*. According to expectancy-value theory, utility value is one of the underlying components in the construct of subjective task value.

Positive prior teaching and learning experiences, notably relating to teacher role models, as well as issues concerning one's quality-of life (e.g., job security, time for family), have also been linked to teaching as a career choice (Richardson & Wat, 2005, 2006). According to Moran (2008), the FIT-Choice model also predicts a student's choice of becoming a teacher from *socialisation influences* (e.g., prior teaching and learning experiences, family influences), teaching-related ability beliefs and intrinsic value (e.g., interest and enjoyment of teaching). Each motivation component in the FIT-Choice scale also features the opening statement '*I chose to become a teacher because...*'. Six constructs relate to perceptions about teaching and the decision to become a teacher, with two higher order factors; *task demand* (e.g., expertise and working conditions) and *task returns* (e.g., salary and social status). Measured perceptions of the teaching profession include perceived task demand and return as well as experiences of social encouragement or dis-encouragement concerning teaching as a choice of career.

Teacher motivation is a concern across many different jurisdictions with the widespread adoption of the FIT-Choice scale (Watt, Richardson & Smith, 2017). The FIT-Choice model's inclusion of a social utility value factor is just one of the many important contributions by Watt & Richardson's (2007) framework, given that teaching is an inherently social journey. The negative motivation of teaching as a *fallback career* was also included due to claims in TE literature, as well as the public media, that entrants to TE had often failed to secure their first choice of career (Book, Freeman & Brousseau, 1985; Haubrich, 1960). Watt and Richardson developed the FIT-Choice model to assess the principle motivations of *teachers* to teach (Watt, Richardson & Smith, 2017). Following contact with the authors of the FIT-Choice scale (Watt and Richardson, 2007) regarding the use of the scale for the purpose of this research study, the decision was made to adapt the model in order to determine post-primary students' motivations and perceptions concerning the *potential* to becoming a teacher,

*prior* to making a choice of teaching as a career. The researcher established the Motivational Assessment Instrument, an adapted model of the FIT-Choice scale, which encompassed the reduction of individual items to measure different motivational influences and a reduction of points on the scale, from seven points to five points. This work seeks to join in the endeavour to further understand what motivations students to become teachers in Ireland – why some become teachers and others do not.

### **Motivational Assessment Instrument**

The design of the Motivational Assessment Instrument was based on the empirically validated FIT-Choice Scale, with the permission of the researchers Watt and Richardson (2007). The instrument was divided into four main parts; 1) demographic and background data; 2) motivations for choosing teaching as a career; 3) perceptions of becoming a teacher and 4) main reason(s) for choosing/not choosing to become a teacher. Firstly, demographic data was sought to identify students' racial, ethnic or cultural backgrounds, which included eight carefully selected questions based on the Census 2016. Section two contained sixteen Likert scale questions relating to students' motivations for choosing teaching as a career. Section three consisted of a further twelve Likert scale questions concerning students' perceptions of becoming a teacher. In section two and section three, the questions were adapted and formed using the FIT-Choice Scale (Watt & Richardson, 2007), encompassing a total of twenty-eight five-point Likert-scale type questions in the research study. Finally, the questionnaire survey concluded with an open question inviting participants to describe their main reason(s) for choosing, or not choosing, to become a teacher with the prompt '*I would like/not like to become a teacher because...'*'.

### **Questionnaire Surveys**

This study employed the use of questionnaire surveys (Appendix P) to provide participant anonymity and enable the researcher to 'learn about individual attitudes, opinions, beliefs and practices' concerning teaching as a choice of career (Creswell, 2012, p. 384). This method provides opportunity for numeric description of trends, opinions or attitudes of a population (Creswell, 2014). In the context of this research, questionnaires were distributed in hard copy by the principal or a co-operating teacher in each post-primary school. The questionnaires were used to identify students' motivations and perceptions of teaching as a choice of career through



closed Likert-Scale and open-ended questions. A total of eight carefully selected questions based on the Census 2016 structure the collection of demographic data in the questionnaire survey (Figure 12), with one open-ended question regarding work experience in Transition Year (TY).

**IV. What is your ethnic or cultural background?**

*Please choose one category only. (Categories are based on the Census 2016).*

**A White**

- White Irish
- Irish Traveller
- Any other White background

**B Black or Black Irish**

- Black or Black Irish – African
- Black or Black Irish – any other Black background

**C Asian or Asian Irish**

- Asian or Asian Irish – Chinese
- Asian or Asian Irish – Any other Asian background

**D Other, including mixed background**

- Other, please write description in the box below

*Figure 12.* Example of question used to identify students' ethnic or cultural backgrounds (Categories based on the Census 2016).

A further twenty-eight five-point Likert-scale type questions form the selection of motivation and perceptions concerning teaching as a choice of career. Participants were invited to circle the appropriate number on the five-point scale for each statement (Figure 13).

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Unsure**

**4 = Agree**

**5 = Strongly Agree**

Please circle the appropriate number on the five point scale for each statement below.

I am interested in becoming a teacher	1	2	3	4	5
I have the qualities and skills to become a teacher	1	2	3	4	5
Teaching is a secure job with a good wage	1	2	3	4	5

*Figure 13.* Example of Likert-scale type questions and the five-point scale employed to gather students' ratings and motivations for choosing teaching as a career.

While the majority of the questionnaire contained close-ended Likert-format agreement questions, the survey concluded with an open question inviting participants to describe their main reason(s) for choosing, or not choosing, to become a teacher with the prompt '*I would like/not like to become a teacher because...*'. Students could choose to participate in the questionnaire survey only.

### **Semi-Structured Focus Group Interviews**

The focus group method is a form of group interview, involving at least four interviewees and an interview facilitator, which enables the participants to discuss and make sense of a phenomenon as members of a group featuring diverse experiences and opinions (Bryman, 2016). It is from the *interaction* of the group that the data emerge (Cohen et al., 2011). However, the size of a focus group has been contested, whereby Morgan, Krueger and Scannell (1998) has suggested between four and twelve people, while Fowler (2009) has suggested between six and eight participants. Semi-structured interviews were chosen because "a semi-structured protocol has the advantage of asking all informants the same core questions with the freedom to ask follow up questions that build on the responses received" (Brenner, 2006, p.363). The researcher invited those interested to participate in a semi-structured face-to-face focus-group interview (Appendix Q), generally in groups of five to seven participants. One focus group interview was conducted in each post-primary school, with a total of four focus group interviews as part of the qualitative phase of this study. Each focus-group interview lasted approximately thirty minutes in length and took place on each school campus. The focus

group interview began with the researcher's introduction and background to the study, and participants were invited to share their individual background through the collection of demographic data. The focus group interview then placed an emphasis on students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds in an effort to develop an understanding for a lack of diversity in ITE (Figure 14).

- What would your family think about you becoming a teacher?
- Would you consider a career in teaching? Why/Why not?
- Did others encourage or influence you to consider careers other than teaching?

*Figure 14.* Example of focus group interview questions in the research study.

Interviews were audio-taped, and participants were recorded without the use of names, accompanied by the researcher's written notes. The interviews were later transcribed anonymously using an identifier code assigned to each participant during and following the interview process (e.g, Student A) (Appendices R, S, T & U). Each school remained anonymous in the collection and analysis of data. Subsequently, section five outlines the methods of data analysis utilised in the research study.

## Section Five: Data Analysis

Data for the quantitative and qualitative phases of this research study were analysed separately, however it is important to note that both data sets were triangulated and considered in the discussion and findings of this work. Firstly, this section outlines correlation analysis (CA), a method of analysis for the quantitative phase of this work.

### Correlational Analysis

CA is concerned with determining connections among variables (Cohen et al., 2011) and identifying the direction of the relationship whereby a relationship can be classified as negative, positive or non-existent. According to Creswell (2014, p. 52), ‘a variable refers to a characteristic or attribute of an individual or an organisation that can be measured or observed’, which varies among the population or communities being studied. A variable can also be referred to as a *construct*. *Independent or explanatory variables* influence or affect outcomes (e.g., a student’s socio-demographic background). *Dependent variables* are changeable in nature, they rely on the independent variables and are the result of the influence of such (e.g., their motivations to teach).

Following the collection of quantitative data, the researcher engaged in ‘data reduction’ whereby all questionnaire surveys were examined for completeness, accuracy and uniformity of questions answered (Moser & Kalton, 1977). The quantitative phase of this research was statistically analysed using the Statistical Package for Social Science (SPSS) for Mac (Version 25) in order to investigate the variables on students’ motivations and perceptions concerning the teaching profession. The following independent variables were selected in an effort to describe the participants demographic profile (Figure 15): gender, place of birth, nationality (including dual nationalities), ethnic or cultural background (categories based on the Census 2016), religion (categories based on the Census 2016), ability to speak Irish (yes/no), ability to speak a language other than English or Irish (yes/no with other language specification requested), parent/guardian’s main occupation (main job title requested), and work experience placement in a primary or post-primary school (yes/no with option to describe other placements).

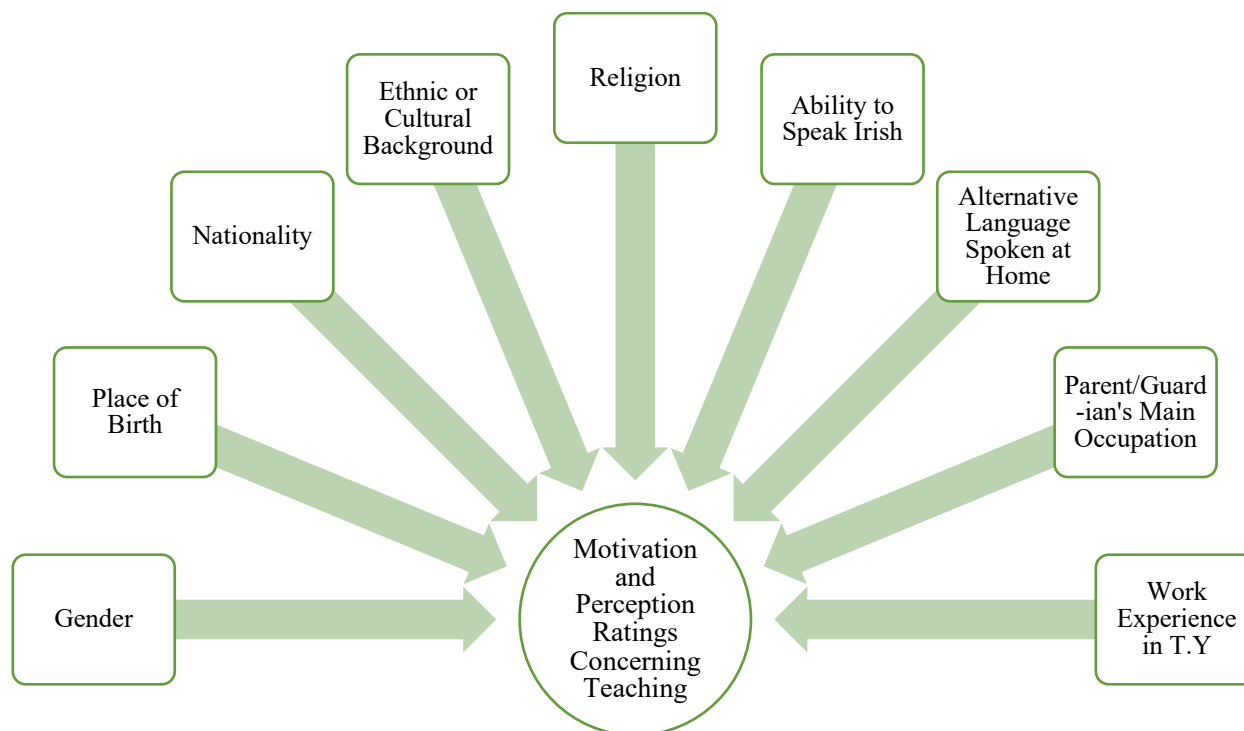


Figure 15. A representation of independent (e.g., gender) and dependent variables (e.g., ratings concerning teaching) in this research study.

Data were input into the Data Viewer and each variable was given a name on the SPSS software (e.g., religion), a variable label (e.g., religious affiliation Census 2016) and a value label (e.g., 1). The data were analysed using descriptive statistics, which was used to clean the data and check for missing data and outliers (Pallant, 2016). Firstly, a profile of each participant was created concerning individuals' gender, place of birth, nationality, ethnicity and religion for subsequent correlational studies. Variables were compared based on students' demographic data and their ratings of teaching as a choice of career.

The most commonly used correlations, which Cohen et al. (2011) recommend, are the Spearman Rank Order correlation (represented by the Greek symbol  $\rho$  or rho) for ordinal data and the Pearson product moment correlation (represented by the symbol  $r$ ) for interval and ratio data. Spearman Rank Order (rho) was utilised as the correlation coefficient within this research study. Diagrams such as frequency tables, bar charts, pie charts and correlation scatterplots were generated to display quantitative data. While correlation may be present among the variables studied in this work, it is important to note that the researcher cannot prove 'cause and effect' (Rosenthal & Rosnow, 1984). This work employs the correlational approach to analyse the relationships between the variables outlined and to assess the strength and

direction of the link between such variables and students' motivation and perception concerning teaching as a choice of career (Bryman, 2016).

## **Hypothesis**

This study explores possible associations between students' social-class and socio-demographic backgrounds, ethnicity, religious affiliation and prior educational experiences and their ratings of teaching as a choice of career. A non-directional alternative hypothesis is explored in this study and can be delineated by H1: *There is a difference between students' racial, ethnic or cultural background and their ratings of teaching as a choice of career.* Creswell (2012, p. 127) clarifies a non-directional alternative hypothesis as one in which "the researcher predicts a change, a difference, or a relationship for variables in a population but does not indicate whether the direction of this prediction will be positive or negative, or greater or less". The null hypothesis (Ho) for this research study is as follows: *There is no difference between students' racial, ethnic or cultural background and their ratings of teaching as a choice of career.*

## **Coding and Qualitative Analysis**

This research project uses computer-assisted qualitative data analysis software (CAQDAS) to assist in analysing the qualitative data. QSR NVivo (Version 12) was utilised to organise, code and analyse semi-structured focus group interview transcripts efficiently. Following transcription, interviews were read-through and re-read entirely. Interview transcripts were imported to NVivo (Version 12) to further enhance the transparency of the process of qualitative data analysis (Bryman, 2016). The researcher employed an inductive approach and addressed themes as they emerged from the data. The data were coded, and each category or theme was assigned a word representation. In NVivo (Version 12), codes were established through nodes. A node can be defined as 'a collection of references about a specific theme, place, person or other area of interest' (NVivo Help System). Coding was carried out by applying nodes to each segment of text (Bryman, 2016). The researcher reviewed the codes for connections or associations depicted between the codes. The categories or themes were then interpreted by the researcher. Content analysis is the process of summarising and reporting written data (Cohen et al., 2011) through an examination of 'who says what, to whom, and with

what effect' (Bloor & Wood, 2006). Although consideration was given to content analysis and a small number of alternative qualitative analysis approaches, the researcher deemed the following approaches unfitting to this research study and outlines the rationale for discounting each approach in the appendices (Appendix V).

### **Thematic Analysis**

Following the review of several methods, the researcher considered thematic analysis (TA) as the most fitting approach to data analysis for the qualitative phase of this work due to its flexible and accessible nature (Braun & Clarke, 2012). TA is regarded as a method rather than a methodology (Braun & Clarke, 2006; Clarke & Braun, 2013). This means that it is not fixed to a particular epistemological or theoretical perspective, which has been viewed as a prime advantage concerning the diversity of work in teaching and learning (Maguire & Delahunt, 2017). It has been defined by Braun and Clarke (2012, p. 57) as “a method for identifying, organising, and offering insight into patterns of meaning (themes) *across* a data set”. However Bazeley (2013, p. 191) argues that TA “has become a label applied to a very descriptive writing about a list of ideas (or concepts or categories), supported by limited evidence”. There is some confusion regarding the nature of TA and its distinction from content analysis (Vaismoradi, Turunen & Bondas, 2013) as the search for themes is a determined activity in many qualitative approaches to data analysis and it is not an easily ‘identifiable approach’ (Bryman, 2016). The researcher is acutely aware of the limitations associated with TA and the presumed dependency on the presentation of themes by participant quotes as the primary form of analysis. In an effort to justify categories identified in the data, the researcher applied the following six phase analytical strategy as outlined by Braun and Clarke (2006) using NVivo (Version 12) (Figure 16).

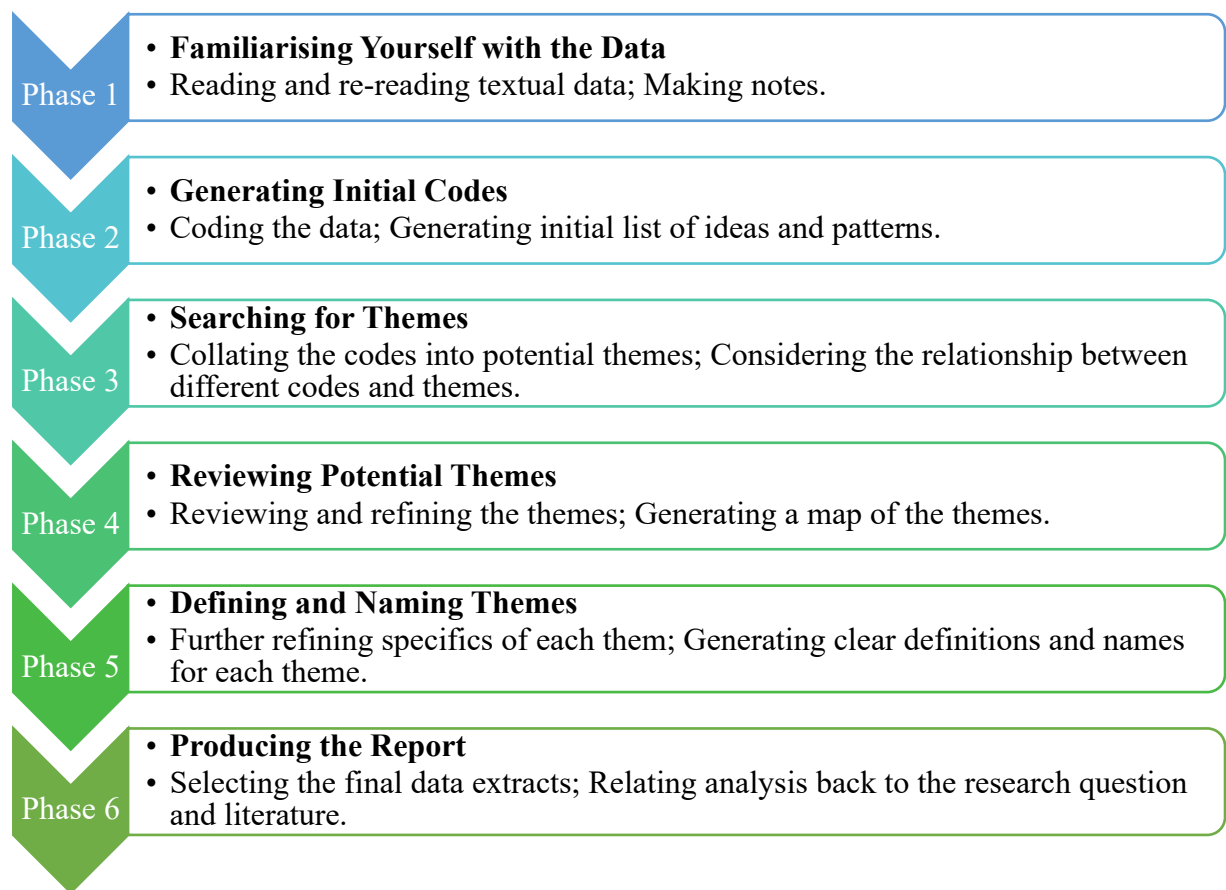


Figure 16. Summary of six phases of thematic analysis outlined by Braun and Clarke (2006).

Braun and Clarke (2006) differentiate between two levels of themes: semantic and latent. The researcher seeks to move beyond *semantic* themes which Braun and Clarke (2006, p. 84) have described as ‘surface meanings of the data’ and ‘start to identify or examine underlying ideas, assumptions, and conceptualisations – and ideologies’ through *latent* themes ‘shaping or informing the semantic content of the data’. The researcher was cognisant of their individual role in the interpretation of themes, and indicated from where in the transcript each fragment is taken and preserved the language of the research participant as far as possible (Ritchie & Lewis, 2003). Like Ryan and Bernard (2003) suggest, the researcher was attentive to repetitions (topics that reoccur), indigenous typologies or categories (local expressions), transitions (the way in which topics shift), similarities and differences (participants differ from each other), linguistic connectors (connectors such as ‘because’, ‘since’), missing data (reflecting on what is not said) and theory-related material (social scientific concepts as themes). This work employed the use of TA as an approach in an effort to uncover ‘thick description’ (Geertz, 1973) of the lived ethnic, racial or cultural and educational experiences of research participants. Finally, this study recognises the necessary ethical considerations.



## **Section Six: Ethical Considerations**

Maintaining the anonymity of all participants was a primary consideration in the planning of this study. The level of risk to the research participants in this research project was low due to the measures taken to ensure anonymity. Students were invited to anonymously share their place of birth, nationality, religion, languages spoken at home and ethnicity or cultural backgrounds with the researcher. The researcher and investigators, Dr. PJ Sexton and Dr. Sabrina Fitzsimons, had access to this data only. Questions relating to participants' demographic data were formulated from the Census 2016 (CSO, 2016).

Questionnaires were distributed to participating students in hard copy by the principal or a co-operating teacher, completed anonymously and returned to the collaborating teacher in each post-primary school. The researcher later collected completed questionnaires and assigned each survey an identifier code. Questionnaires were assigned identifier codes and participants remained anonymous in the completion of the survey. Completed questionnaires remained in locked storage, while the analysis of questionnaires was stored in a separate locked storage facility. Focus group interviews were recorded, and participants were assigned an identifier code. Participants remained anonymous in the recording and analysis of this study and continue to do so throughout the presentation of the research findings. Each participant was given an identifier code for the duration of and following the focus-group interview. All data were handled and stored with appropriate safeguards to confidentiality within the limitations of the law. Participants were made aware that participation in the research study was voluntary and they may have withdrawn at any point.

Interview transcripts and accompanying written notes were held in locked storage in the researcher's home office. All electronic data including audiotapes and interview transcripts were stored in a password protected folder on Google Drive (DCU account). Back-up data were maintained in a password protected external hard drive to be held in a locked storage. Data were imported to NVivo (Version 12) and all files were encrypted. Appropriate measures were taken to store research data in a secure manner for the duration of five years and participants were aware of the way in which the data will be used (Creswell, 2014). After five years, all interview transcripts and data results will be shredded by the researcher. Electronically stored data under encryption will also be deleted by the researcher and full anonymisation of the data will be carried out after a period of five years. Ethical procedures will be reviewed on an ongoing basis (Robson & McCartan, 2016).

## **Internal and External Validity**

Validity refers to ‘how logical, how truthful, how robust, how sound, how reasonable, how meaningful and how useful’ the research is (Quinlan, 2011, p.307). It is an indication of the extent to which an instrument measures what is desired and performs as it is designed to perform (Cohen et al., 2011; Robson, 2011). Onwuegbuzie and Johnson (2006) argue that the term ‘validity’ should be replaced by ‘legitimation’ in MMR. *Internal* validity threats indicate threats to the researcher’s ability to draw correct interpretations from the data about the population in the study (Creswell, 2014). Therefore, the researcher carried out the following actions, outlined in the appendices, to control internal threats to validity in the study (Appendix W).

*External* validity threats occur when researchers make an incorrect conclusion from the sample data, referring to other persons, other settings and situations (Creswell, 2014). External validity in quantitative research refers to the degree to which one can generalise from the sample population. The researcher carried out the following actions, outlined in the appendices, in an effort to protect the research study to the highest degree of external validity (Appendix X). Creswell and Miller (2000) discuss validity in terms of qualitative research as determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of the account and contend that validity can be addressed as *trustworthiness*, *authenticity* and *credibility*.

## **Reliability/Trustworthiness**

Reliability refers to the dependability of the research (Cohen et al., 2011), evidenced by and derived from the methodological strategies, data collection and data analysis techniques employed in the study. The researcher sought to provide an explicit outline of the research design and methods of data collection and analysis in an effort to strengthen the reliability of this study. Furthermore, qualitative reliability concerns the expertise of knowledge and indicates that the researcher’s approach is consistent across disparate researchers and projects, and can be repeated again (Cohen et al., 2011; Gibbs, 2007; Tashakkori & Teddlie, 2011). The creation of an ‘audit trail’ (Lincoln & Guba, 1985) through a detailed account of the procedures strengthen the dependability of the qualitative data in this work. Instrument reliability is a way of ensuring that any instrument used for measuring experimental variables (confidence, content

knowledge, attitudes towards science pedagogy) gives the same result every time (Cohen et al., 2011).

### Further Considerations in the Research Study

Demographic data were carefully collected through questions and categories based on the Census 2016. The questionnaire survey employed in this study adapted the FIT-Choice scale by Watt and Richardson (2007) with the researchers' permission to create the Motivational Assessment Instrument, in an effort to gather data concerning post-primary students' motivations and perceptions concerning the teaching profession. Participants in this study were selected randomly by co-operating teachers or the principal to avoid selection bias by the researcher as an internal threat, with the aim of involving a representative sample of students in the study. Following the researcher's interpretation of the categories or themes from the semi-structured focus group interviews, the supervisors for this doctoral thesis study were invited to participate in peer debriefing concerning the interpretation of quantitative and qualitative findings (Creswell, 2014). Data triangulation was also performed in an effort to validate quantitative and qualitative findings concerning students' motivations for and perceptions of teaching as a choice of career (Figure 17).

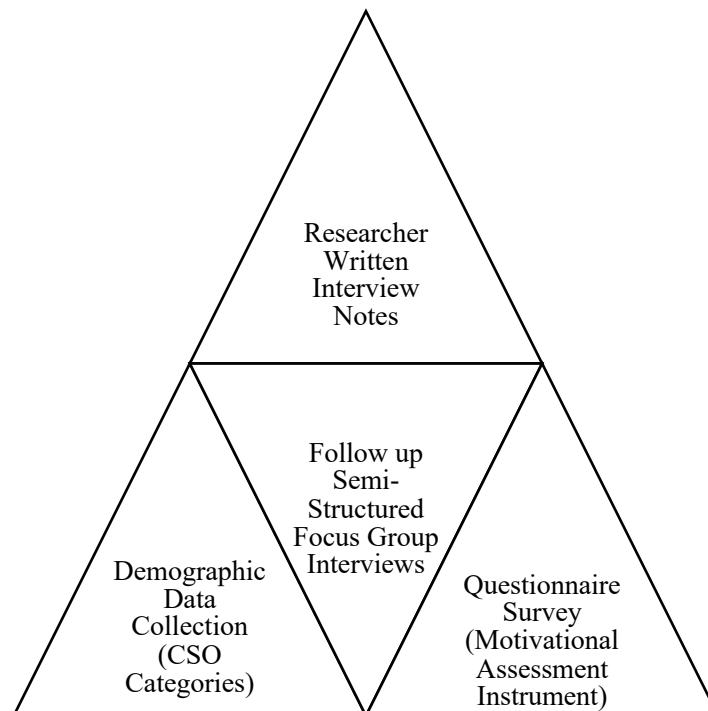


Figure 17. Triangulation of different quantitative and qualitative data sources.

Tashakkori and Teddlie (2003, 2010) advocate for the use of mixed methods and acknowledge the value of the researcher, who plays a large role in the interpretation of the results. This research study would benefit from replication in an array of post-primary schools in alternative communities and geographical areas. This research has been further strengthened through research method validation meetings with peers throughout the course of Doctorate of Education (EdD) programme, and meetings with supervisors concerning the research process, practice and purpose. This work has also welcomed feedback from lecturers and researchers in the field through consultation at the Educational Studies Association of Ireland (ESAI) Conference 2019 presentation as an Early Career Researchers (ECR) based on the theme 'Education in Times of Change, Choice and Challenge'. The researcher has also been fortunate to present initial findings of this work at Ireland's first national research symposium, the 'Diversity in Teaching Research Symposium' in NUI Galway in November 2019.

### **Chapter Summary**

This chapter provided an outline of the research methodology, design and philosophical principles underpinning this work. It sought to explain and justify the particular MMR approach and ontological and epistemological stances for this research study. A cross-sectional single CS design has been identified, and the population, sample and setting for the research have been outlined. Data collection procedures in the form of a questionnaire survey and semi-structured focus group interview were clearly described, accompanied by an overview of data analysis for both the quantitative and qualitative phases of this work. The final section of this chapter discussed ethical considerations and the actions taken to address potential threats to the validity and reliability of this study. The purpose of this study is to explore the 'what' and 'why' concerning students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. The next chapter will present the research findings from both the quantitative and qualitative phases of this study.

## Chapter Four: Data Analysis and Findings

### *Faces of Change:*

*‘There’s a lot of pressure from family... they really want us to go to the best of jobs. To get the best opportunities. And teaching isn’t really seen as the best job to go for.’*

### **Introduction**

The explanatory sequential MMR design involved the collection of both quantitative and qualitative data, using a hardcopy questionnaire survey and semi-structured focus group interviews. This chapter presents the main research findings for this doctoral study. Chapter Four is divided into two main sections (Figure 18): *(Section One) quantitative findings* and *(Section Two) qualitative findings*. Section one discusses the instrument utilised in the quantitative phase of this work, involving the Motivational Assessment Instrument. Section one is then divided into three parts: *(Part 1) demographic data and background*, *(Part 2) motivations for choosing teaching as a career* and *(Part 3) perceptions of becoming a teacher*. Firstly, participants’ demographic data and background information are outlined using descriptive statistics. Next, the quantitative findings from the questionnaire survey concerning post-primary students’ motivations (Part 2) and perceptions (Part 3) of becoming a teacher are presented. This work also presents a correlational analysis (CA) of quantitative data concerning students’ motivations and perceptions’ of teaching as a choice of career in this work.

Section two presents the findings from the qualitative phase of this work, which sought to provide an in-depth understanding of students’ motivations for and perceptions of becoming a teacher from diverse racial, ethnic or cultural backgrounds. Firstly, the single case study (CS) design and thematic analysis (TA) framework are presented. Next, this section includes a TA of the focus group interviews and offers an insight into five main themes concerning teaching as a choice of career; *(1) access and entry to ITE; (2) influence of family members; (3) prior teaching and learning experiences; (4) teaching as a career; and (5) diversity in teaching*. Finally, following a summary of the qualitative findings in section two, this work offers a chapter summary for the main findings in the research study.

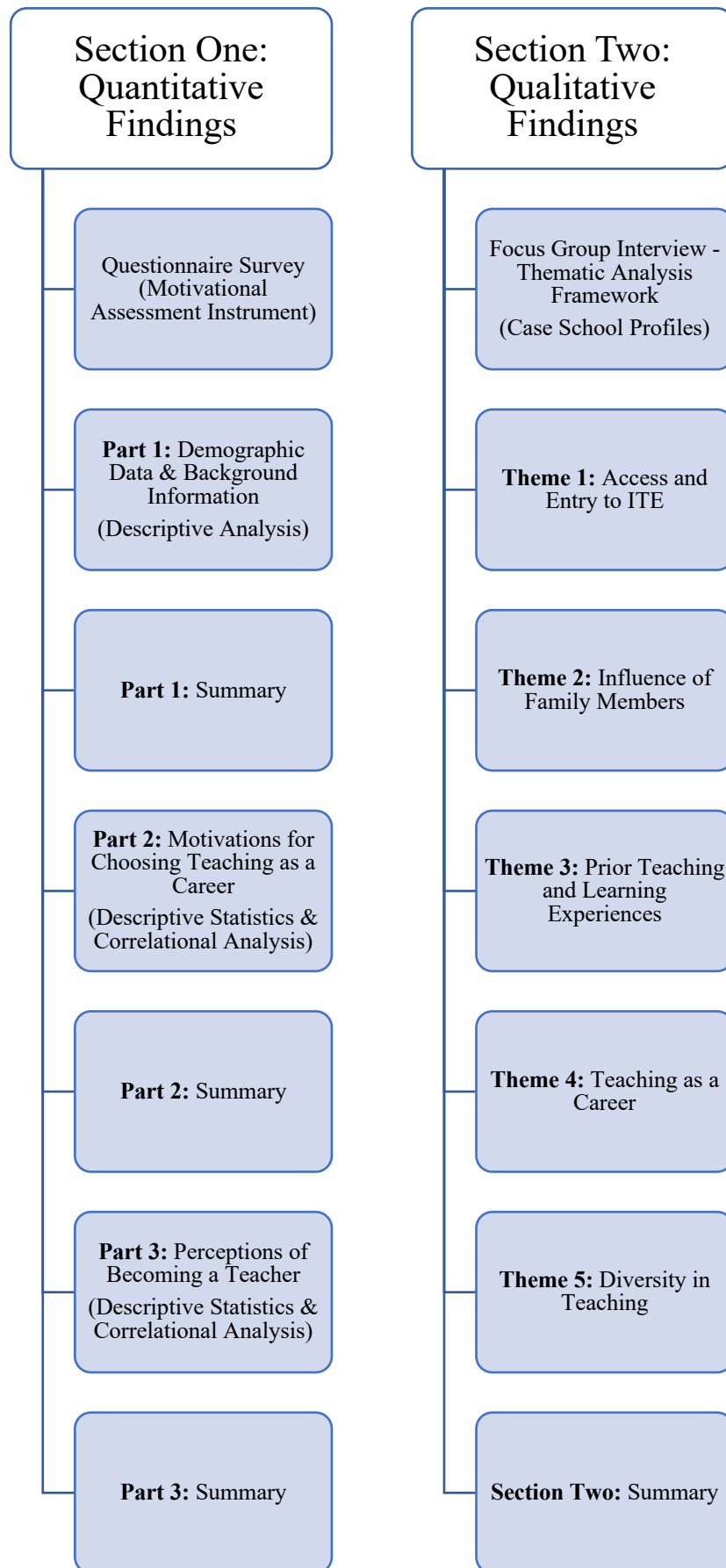


Figure 18. Map of the Data Analysis and Findings Chapter.

## **Section One: Quantitative Findings**

A total of 155 research participants completed the hardcopy questionnaire survey within four post-primary schools in one geographical area in South Dublin County. The data obtained were analysed using SPSS for Mac (Version 25). Prior to the data entry process, a number was assigned to each questionnaire and a codebook was generated (Appendix Y). Upon setting up the SPSS database, each variable was given a name and a variable label, as well as numeric values (Appendix Z). Missing values were left blank, as it is not essential to assign a specific value to indicate missing values in SPSS. Missing data were dealt with by excluding cases pairwise, excluding the case only if they were missing the data required for specific analysis (Pallant, 2016). The levels of measurement were then assigned to each variable, whereby nominal was associated with categorical data (e.g., gender) and ordinal related to data involving ranking or ordered values (e.g., interest in teaching). Scale was also assigned to variables with continuous data (e.g., student number assigned to questionnaire). The data were then analysed using descriptive statistics in an effort to clean the data and check for missing data and outliers (Pallant, 2016).

### **Analysis of Qualitative Data in Questionnaire Survey**

Part four of the questionnaire survey concluded with an open question inviting participants to describe their main reason(s) for choosing, or not choosing, to become a teacher (Appendix BB). The qualitative responses were analysed in terms of their thematic content concerning students' motivations and perceptions concerning teaching as a choice of career embracing the primary research question in this research study. Variables were also created in SPSS for the open-ended questions from stage one of this work. Qualitative data collected in the form of a questionnaire survey were blended with the focus group interview data gathered in stage two. The responses to the open-ended questions in the survey were inputted into NVivo (Version 12), coded and analysed using Braun and Clark's (2006) TA framework. This aided the merging of quantitative and qualitative data. Descriptive statistics will be outlined in the next section for each part of the questionnaire survey (Appendices CC & EE).

## **Part 1: Demographic Data and Background Information**

This part of the work outlines the demographic data and background information recorded and initially analysed through the use of descriptive statistics in the research study (Appendix CC). A total of 155 students participated in the questionnaire survey. Categorical or nominal background variables were analysed using frequencies. There were eighty males (51.9%) and seventy-four female (48.1%) participants and one further participant without specification involved in the study. Part one highlights the descriptive statistics for the following: (1) *place of birth and nationality*, (2) *ethnicity or cultural background*, (3) *religious affiliation* and (4) *languages spoken*.

### **Place of Birth and Nationality**

Interestingly, participants were born in a total of eighteen different countries. A total of 81% of participated reported Ireland as their place of birth (Appendix CC). The second largest recorded birth place among participants in the study is India (3.9%), followed by Lithuania (2.6%) as the third largest recorded birthplace. Furthermore, 1.3% of research members indicated their birthplace in the USA, Saudi Arabia, Poland and Nigeria. A small yet equal percentage of study participants also indicated their birthplace in the following jurisdictions: Uganda, Latvia, Malaysia, Romania, South Africa, Turkey, Greece, Ukraine, Pakistan, the Philippines and Germany.

Almost 52% of students identified as Irish nationality, while the dual Irish nationality, Irish-Nigerian (7.7%), was the second largest recorded nationality within the total research study (Appendix CC). Those indicating their nationality as Nigerian, Lithuanian, Irish-Romanian, Irish-Malaysian and Irish-Filipino were an equally distributed 2.6% percent and the third highest recorded nationality in the study. The fourth highest reported nationality was Irish-Indian (1.9%), while the research study comprised of post-primary students with a total of thirty-nine distinct nationalities, including twenty-two dual Irish nationalities.

### **Ethnicity or Cultural Background**

Less than 40% of the total sample of participants identified as White Irish, resulting in 61% of participants identifying with an ethnicity other than White Irish (Appendix CC). Students reporting an ethnicity of Black or Black Irish (African) (23.4%) were the second



highest reported ethnicity, followed closely by students with Asian or Asian Irish (Any Other Asian Background) (20%). Almost 12% of students identified as having an ethnicity or cultural background from another white background. The smallest ethnicity percentage recorded involved those indicating a 'other Black background' and 'Chinese' cultural background (1.3% respectively).

### **Religious Affiliation**

In 2016, 78.3% of the population in Ireland were reportedly Roman Catholic, which represented the lowest ever percentage recorded since 1961, while those indicating no religion accounted for 9.8% of the population (CSO, 2016c). Almost 45.5% of students identified as Roman Catholic in this research study (Appendix CC). The Census 2016 categories were utilised in this study, and an additional Christian Other category was added for students who identified with religions such as Pentecostal, Celestial and Jehovah Witness. Students that reported their religion as Agnostic and Atheist were recorded in the sample as 'other'. The 'other' category also incorporated those who identified their religion such as Sikh and Hindu. The second largest recorded religious affiliation was Christian Other (20%), which encompassed religions such as Pentecostal, Celestial and Jehovah Witness. Furthermore, 11.7% of students were Muslim, indicating Islam as their religion. A smaller percentage of students marked their religion as Orthodox (6.5%), Other (5.2%), Church of Ireland (2.6%) and Presbyterian (0.7%), according to the Census 2016 categories. Moreover, almost 8% of the total research participants in the study indicated that they had no religion.

### **Languages Spoken**

Almost 80% of participants indicated that they had the ability to speak Irish, while 69.3% of post-primary students reported to speak Irish daily or more (Appendix CC). Furthermore, 49.4% of participants spoke an additional language, other than English or Irish at home, with a record of thirty-two various languages documented as an additional, second or third language. Almost 10% of post-primary students spoke Yoruba, which is largely spoken in West Africa and South Western Nigeria, and the highest percentage second language spoken among participants, other than English or Irish. Over 8% of students spoken Malayalam and Romanian, while almost 7% spoken Malay and Arabic as a second language. Almost 5.5% of students indicated the ability to speak Urdu, French, Lithuanian and Polish, with over 4%

reporting to speak Russian and Tagalog. Moreover, almost 3% of participants reported the ability to speak Igbo, Twi, Hindi, Edo and Moldovan. Finally, a small percentage of students' (1.7%) indicated their ability to speak a range of additional languages.

### **Part 1: Summary**

This part of the work outlined the demographic data and background information recorded in the research study, involving a total of 155 post-primary students enrolled in 5<sup>th</sup> year, in one geographical area in South Dublin County. Part one delineated the research findings using descriptive statistics for the following: (1) *place of birth and nationality*, (2) *ethnicity or cultural background*, (3) *religious affiliation* and (4) *languages spoken*. This research study involved students from minority-ethnic backgrounds, where 61% of participants indicated an ethnicity other than White Irish. Moreover, participants were born eighteen different countries and a total of thirty-nine distinct nationalities were recorded in the study, including twenty-two dual Irish nationalities. Roman Catholic was the largest recorded religion involving 45.5% of participants, with a further 54.5% indicating other religious affiliations. Almost 80% of students indicated the ability to speak Irish, while over 49% spoke an additional language, other than English or Irish at home, with a total of thirty-two alternative languages recorded in the research study.

### **Part 2: Motivations for Choosing Teaching as a Career**

This study further employed the use of descriptive statistics in an effort to recognise students' highest rated, and lowest rated, motivational factors for choosing teaching as a career (Appendix EE). The highest rated motivational factor among participants was the opportunity to '*influence the next generation*', with a mean score of 4.3. This was followed closely by '*long holidays*' (mean score=4.2) and the influence of '*teachers who were good-role models*' (mean score=4.1) in prior teaching and learning experiences. Students' were also cognisant of the '*worthwhile social contribution*' (mean score=3.9) of teachers and held '*positive learning experiences in school*' (mean score=3.9). Contrastingly, the statement '*I've always wanted to be a teacher*' (mean score=1.9) was the lowest rated motivation to teach. The influence of *family* and *friends* (mean score=2.2 respectively) on students' consideration to become a teacher was also rated low, which suggested significant members did not promote the idea of becoming a teacher.

Data concerning students' motivation to teach and their ethnicity or cultural background were presented in tabularised form based on a comparison of the mean values (Appendix FF). Interestingly, students' ratings of the motivational factor '*interest in becoming a teacher*' varied considerably according to their ethnicity or cultural background, involving White Irish (mean score=2.7) and Asian/Asian Irish (mean score=1.8) students. Similarly, a comparison of the mean values concerned the statement '*my family think I should become a teacher*' revealed differences among White Irish (mean score= 2.6) and Asian/Asian Irish (mean score= 1.5) students. This research finding signals a difference concerning students' motivation to teach and their ethnicity or cultural background. Independent Samples T-tests were carried out on the strength of associations between students' ethnicity and their motivational influences concerning the choice of teaching as a career (Appendix GG). Bar charts for each motivation (1 to 16) for choosing teaching as a career can also be found in the appendices (Appendix HH). The next section presents the findings from correlational analysis and the non-parametric Spearman Rank Order ( $\rho$ ) coefficient concerning students' motivations to teach from diverse racial, ethnic or cultural backgrounds.

### **Correlation Analysis: Motivations for Choosing Teaching as a Career**

The researcher employed the CA approach to explore the strength and direction of the relationship among variables regarding students' motivations for choosing teaching as a career. Binary or dummy variables were created for specific categorical variables concerning students' demographic background data such as ethnicity to further understand the associations between students' ethnic or cultural backgrounds and their motivations for choosing teaching as a career. This research obtained a non-parametric Spearman rank order ( $\rho$ ) correlation which is designed for use with ordinal level or ranked data such as the Likert-scale type questions employed in the questionnaire survey (ibid, 2016). Prior to correlation, each variable was assessed for normality and linearity and was found to be normally distributed. This section presents the CA findings relating to research question concerning the following categorical variables: (1) *place of birth and nationality*, (2) *ethnicity or cultural background*, (3) *religious affiliation* and (4) *languages spoken*.

#### **Place of Birth and Nationality**

Students' place of birth held little or no correlation with students' motivations for choosing teaching as a career. Binary or dummy variables were created for the three largest recorded nationalities in the research study: Irish, Dual-Irish and Irish-Nigerian. A statistically significant (0.01 level) correlation exists between students reporting Irish nationality and the motivation to have *time to spend with their family as a teacher* ( $\rho = .21$ ). While there were no significant correlations between dual-Irish nationalities and students' motivation for teaching as a choice of career, Irish-Nigerian students held a small positive association with the *chance to work abroad* as a teacher ( $\rho = .18$ ).

### **Ethnicity or Cultural Background**

Binary or dummy variables were initially created for White, Black or Black Irish, Asian or Asian Irish and Other ethnicities. However, due to the large percentage of four specific ethnicities in the research study, the researcher then created further binary variables for the following ethnicities: White Irish, Black or Black Irish (African), Asian or Asian Irish (Any Other Asian Background) and Any Other White Background. The correlation coefficients between participants' ethnicity and their individual motivations for choosing teaching as a career resulted in what Cohen (1988) would refer to as a small positive and negative correlation differences. Students from diverse ethnic or cultural backgrounds had a negative correlation with the statement '*I am interested in becoming a teacher*' ( $\rho = -.27$ ) and their *family's thoughts on becoming a teacher* ( $\rho = -.31$ ) at the statistically significant level of 0.01. The research findings suggest that ethnically diverse students are *less* motivated than students from White Irish backgrounds to choose a career in teaching.

The largest positive correlation existed between White Irish students and the motivation concerning *family's thoughts on becoming a teacher* ( $\rho = .31$ ) at the 0.01 significance level. Students reporting their ethnicity as White also had a small-scale positive correlation with their *interest in becoming a teacher* ( $\rho = .27$ ) and *long holidays* ( $\rho = .19$ ) at the same level of significance. Furthermore, ethnic White students were further linked to motivations concerning *time with family* ( $\rho = .19$ ) and the intrinsic notion of '*always*' wanting to become a teacher ( $\rho = .16$ ) at the 0.05 significance level. Black or Black Irish (African) students reported small negative correlations with their *prior experiences of school* ( $\rho = -.16$ ).

Contrastingly, students from Asian or Asian Irish (Any Other Asian) backgrounds had a small negative correlation between their ethnicity and their *family's thoughts on becoming a teacher* ( $\rho = -.26$ ) at a statistically significant level of 0.01. Furthermore, Asian or Asian Irish

students were negatively linked to the statement *'I've always wanted to be a teacher'* (rho= -.22) and a desire for *a job that works with children* (rho= -.19). Finally, ethnic Asian students negatively correlated with the notion of teaching as a *secure job with a good wage* (rho= -.16). Further investigation concerning students' ethnic or cultural background revealed that Asian or Asian Irish students from other Asian backgrounds held a small negative association with their overall *interest in becoming a teacher* (rho= -.16). Finally, students from Any Other White backgrounds had a negative link with the *short working day* of teachers (rho= -.24).

### **Religious Affiliation**

Students' religion had a small-scale correlation among motivational factors for teaching as a choice of career. Binary or dummy variables were created for each of the categories recorded in the Census, as well as Christian Other. Roman Catholics had a small positive correlation with their family's thoughts on becoming a teacher (rho= .18). Students who reported having No Religion had a statistically significant (0.01 level) correlation with teachers ability to make a *worthwhile contribution to society* (rho= .24). Conversely, students with Christian Other beliefs negatively associated teaching with *time to spend with family* (rho= -.20), the *social contribution* of teachers (rho= -.17) and *teachers as role-models* (rho= -.16) at the 0.05 statistical significance level. Furthermore, Christian Other held small-scale negative links to their *family's thoughts on becoming a teacher* (rho= -.16). Church of Ireland participants indicated positive ratings for *a job that works with children* (rho= .17) and their *families thoughts on becoming a teacher* (rho= .24), while students reporting Other religious affiliations were negatively linked to desire to *work with children* (rho= -.17). Muslim students had small negative correlations with their families perceptions of becoming a teacher (rho= -.18) and the intrinsic longing to become a teacher from a young age (rho= -.17). Although no correlations existed for students reporting Presbyterian religious affiliations, those indicating Orthodox beliefs had small negative associations with *friends* (rho = -.18) and *family's* (rho= -.16) *thoughts on becoming a teacher*, and the *worthwhile social contribution of teachers* (rho= -.18).

### **Languages Spoken**

Students' ability to speak Irish had little or no correlation with their motivations for teaching as a choice of career. However, participants who reported the ability to speak an additional language at home, other than English or Irish, had a statistically significant (0.01

level) negative correlation with their *interest in becoming a teacher* ( $\rho = -.24$ ). Furthermore, a moderate negative association existed between students' ability to speak an additional language and their *family's thoughts on becoming a teacher* ( $\rho = -.32$ ). Students further indicated small negative links with *prior educational experiences* ( $\rho = -.16$ ), their *friends thoughts on them becoming a teacher* ( $\rho = -.18$ ) and *time to spend with their family as a teacher* ( $\rho = -.17$ ).

## Part 2: Summary

Part two presented the research findings concerning students' motivations for choosing teaching as a career through the use of descriptive statistics and CA. First, this part of the work highlighted the opportunity to '*influence the next generation*' (mean score = 4.3) as the highest rated motivational factor among participants and their choice of teaching as a career. This section presented an overview of research findings using descriptive statistics, highlighting a dis-interest in becoming a teacher, where 63% of students disagreed or strongly disagreed with the statement '*I am interested in becoming a teacher*'. Furthermore, research findings suggest that students from diverse racial, ethnic or cultural backgrounds are over-represented in their dis-interest in the teaching profession.

Later, the CA approach revealed that students from diverse ethnic or cultural backgrounds had negative correlations with overall *interest in becoming a teacher* ( $\rho = -.27$ ) and their *family's thoughts on becoming a teacher* ( $\rho = -.31$ ). Moreover, statistically significant negative correlations existed between Asian or Asian Irish (Any Other Asian) students and their *family's thoughts on becoming a teacher* ( $\rho = -.26$ ). Similarly, students that reported the ability to speak an additional language at home, other than English or Irish, had negative correlations with their *interest in becoming a teacher* ( $\rho = -.24$ ). Students' religion also had small-scale correlations among motivational factors for teaching as a choice of career, with positive correlations among students reporting their religion as Roman Catholic, Church of Ireland or indicating no religion, while negative correlations were recorded among all other religious affiliations. The research findings suggest that minority-ethnic students are *less* motivated than students from White Irish backgrounds to choose a career in teaching. The next section, part three of this chapter, employs the use of descriptive statistics and correlational analysis to present the findings concerning students' perceptions of becoming a teacher.

### **Part 3: Perceptions of Becoming a Teacher**

Firstly, this section employed the use of descriptive statistics to identify the highest and lowest rated perceptions of becoming a teacher (Appendix EE). Students highly rated the perception that *'teaching is hard work'* (mean score=3.9) with a *'heavy workload'* (mean score=3.8). Although respondents highly regarded teachers as *'professionals'* (mean score=3.8), students reported having been equally *'encouraged to consider careers other than teaching'* (mean score=3.8). Furthermore, despite the perception that *'teaching is a well-respected career'* (mean score=3.6), post-primary students also regarded the profession as *'emotionally demanding'* (mean score=3.6). The lowest rated perception of becoming a teacher indicates that students have not been explicitly told *'teaching was not a good career choice'* (mean score=2.4), although they were less likely to *consider a career in teaching* (mean score=2.5).

Data concerning students' perceptions of becoming a teacher and their ethnicity or cultural background were presented in tabularised form based on a comparison of the mean value (Appendix II). Interestingly, students' ratings for the statement *'I would consider a career in teaching'* varied considerably according to their ethnicity or cultural background, involving White Irish (mean score= 2.9) and Asian/Asian Irish (mean score= 1.9) students. This research finding signals a difference concerning students' perception of becoming a teacher and their ethnicity or cultural background. Independent Samples T-tests were carried out on the strength of associations between students' ethnicity and their perceptions of becoming a teacher (Appendix JJ). Bar charts for each of the perceptions (1 to 12) of becoming a teacher can also be found in the appendices (Appendix KK). The next section presents the findings from correlational analysis and the non-parametric Spearman Rank Order ( $\rho$ ) coefficient concerning students' perceptions of becoming a teacher from diverse racial, ethnic or cultural backgrounds.

#### **Correlation Analysis: Perceptions of Becoming a Teacher**

The researcher employed the CA approach to explore the strength and direction of the relationship among variables regarding students' perceptions of becoming a teacher. Binary or dummy variables were created for specific categorical variables concerning students' demographic background data such as ethnicity to further understand the associations between students' ethnic or cultural backgrounds and their perceptions of becoming a teacher. This section presents the CA findings relating to research question concerning the following

categorical variables: (1) *place of birth and nationality*, (2) *ethnicity or cultural background*, (3) *religious affiliation* and (4) *languages spoken*.

### **Place of Birth and Nationality**

In contrast to students' motivations for choosing teaching as a career, the birthplace of students had small correlations to extrinsic factors and perceptions of becoming a teacher. Students born in Ireland were positively correlated to the perception that *becoming a teacher would be a useful job if you wanted to travel* ( $\rho = .23$ ) at the statistically significant 0.01 level. A small positive association was noted between participants born in India and the view of teachers as *professionals* ( $\rho = .17$ ), though negative correlations existed concerning students' birthplace as India and *encouragement from others to consider careers other than teaching* ( $\rho = -.16$ ). Moreover, students born in the US held small positive links to the perception of teaching as *hard work* ( $\rho = .17$ ), while those born in Saudi Arabia negatively viewed teaching as a *useful job for travel* ( $\rho = -.19$ ) at the 0.05 level of significance. Participants with an Irish nationality had a small positive correlation to the sense that *teachers are seen as professionals* ( $\rho = .17$ ). Conversely, students with dual-Irish nationalities were negatively associated with the view of *teachers as professionals* ( $\rho = -.16$ ). Furthermore, positive links were recorded between students with Dual-Irish nationalities and the statement '*I have been encouraged to consider careers other than teaching*' ( $\rho = .18$ ). Irish-Nigerian students were also positively associated with the opinion that *becoming a teacher would be a useful job if you wanted to travel* ( $\rho = .20$ )

### **Ethnicity or Cultural Background**

Binary or dummy variables were created for the following ethnicities: White Irish, Black or Black Irish (African), Asian or Asian Irish (Any Other Asian Background) and Any Other White Background. Students from minority-ethnic backgrounds had negative correlations with the view of *teachers as professionals* ( $\rho = -.22$ ) and the willingness to *consider a career in teaching* ( $\rho = -.24$ ) at the statistically significant level of 0.01. The research findings suggest that ethnically diverse students are *less* likely they are to consider a career in teaching. Students with an ethnicity of White Irish were positively associated with the view of *teachers as professionals* ( $\rho = .22$ ) and portrayed a *willingness to consider teaching as a choice of career* ( $\rho = .24$ ) at a 0.01 level of statistical significance. Contrastingly,



Asian or Asian Irish students (Any Other Asian Background) held negative perceptions and associations to their *consideration of teaching as a career* ( $\rho = -.22$ ). There were no significant correlations between Black or Black Irish (African) participants or students from Any Other White background and their perceptions of teaching as a choice of career.

### **Religious Affiliation**

Students' religion had small-scale correlations among students' perceptions of becoming a teacher. Binary or dummy variables were created for each of the categories recorded in the Census, as well as Christian Other. Students indicating a Roman Catholic religious affiliation were positively linked with the view that *teachers are seen as professionals* ( $\rho = .22$ ). Contrastingly, students reporting Christian Other ( $\rho = -.24$ ) and Other religious affiliations ( $\rho = -.22$ ) were both negatively associated with the statement '*teachers are seen as professionals*'. Participants with No Religion were slightly positively associated with the *emotionally demanding* nature of teaching as a profession ( $\rho = .17$ ). A small percentage of Church of Ireland religious affiliations had negative correlations to the *high levels of expert knowledge* ( $\rho = -.23$ ) and *technical knowledge and skills required to be a teacher* ( $\rho = -.24$ ). Moreover, a positive correlation was noted among participants reporting Church of Ireland beliefs and the notion of teaching as a *useful job to travel* ( $\rho = .22$ ), though negative links were noted for the same motivational factor among Orthodox participants ( $\rho = -.18$ ).

### **Languages Spoken**

Students' ability to speak Irish had no significant correlations to students' perceptions of becoming a teacher. However, students reporting the ability to speak an additional language at home, other than English or Irish, held some negative perceptions of becoming a teacher. The largest correlation among students who spoke an additional language related to their overall *willingness to consider a career in teaching* ( $\rho = -.19$ ). Further negative links were present in students' perception of *teachers as professionals* ( $\rho = -.19$ ) and teaching as a *useful job for travel* ( $\rho = -.17$ ) at the 0.05 level of statistical significance. However, a small positive relationship was noted among language diversity and the *high levels of technical knowledge and skills* required to become a teacher ( $\rho = .18$ ).

## Quantitative Hypothesis

This research aimed to test the hypothesis in an effort to recognise and examine the variation between the data results. Hypothesis 1 (H1): *There is a difference between students' racial, ethnic or cultural background and their ratings of teaching as a choice of career.* The null hypothesis (Ho) for this research study is as follows: *There is no difference between students' racial, ethnic or cultural background and their ratings of teaching as a choice of career.* The quantitative data gathered provided evidence of a difference between students racial, ethnic or cultural background and their subsequent ratings of teaching as a choice of career. Thus, this research study rejects the null hypothesis for the quantitative phase of this work.

## Part 3: Summary

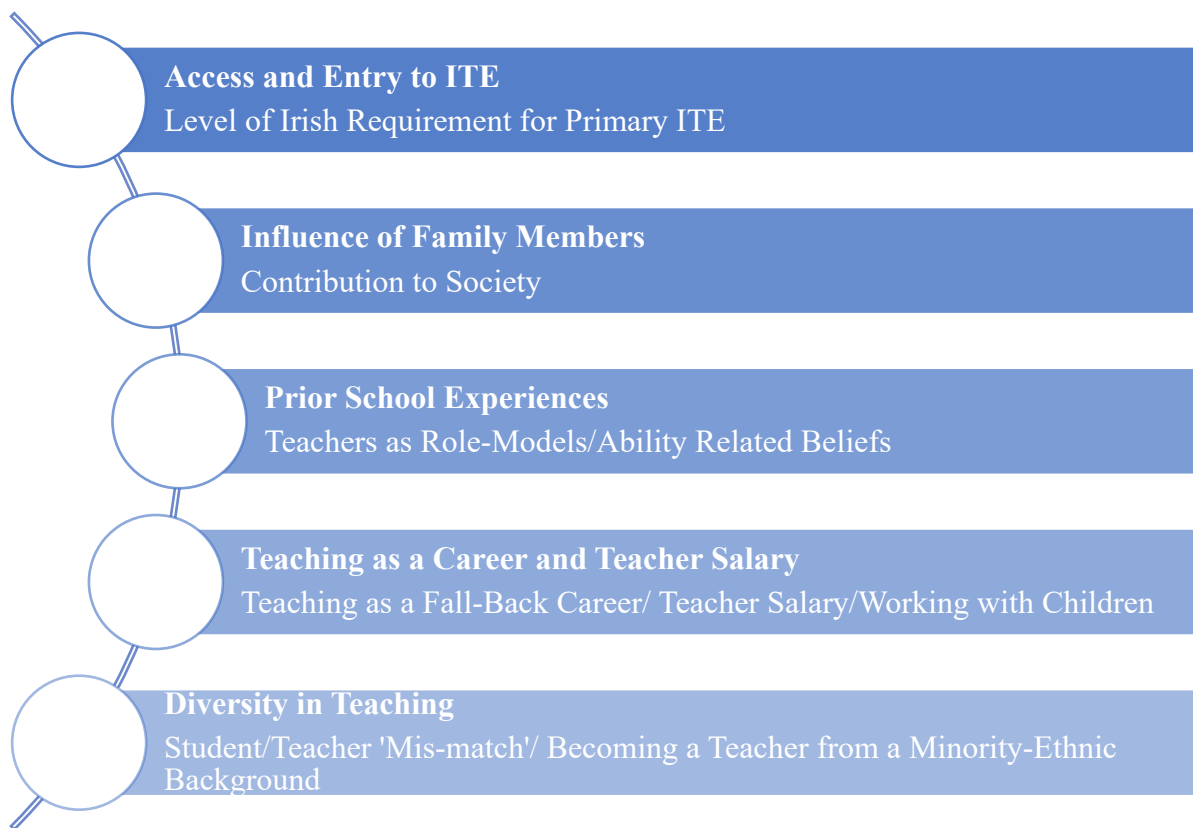
Part three presented the research findings concerning students' perceptions of becoming a teacher through the use of descriptive statistics and CA. First, this part of the work highlighted the perception that *'teaching is hard work'* (mean score= 3.9) with a *'heavy workload'* (mean score= 3.8) as the highest rated motivational factors among participants and their perception of becoming a teacher. This section presented an overview of the research findings using descriptive statistics, highlighting an unwillingness to *consider a career in teaching*, where 53% of students disagreed or strongly disagreed with the statement. Moreover, students' consideration for a career in teaching varied significantly when grouped by ethnicity or cultural background, where students from White Irish backgrounds were over-represented in their willingness to consider entering the teaching profession. Notably, over 70% of participants were encouraged to consider careers other than teaching from ethnically diverse backgrounds.

Later, the CA approach revealed that students from minority-ethnic backgrounds had negative correlations with the view of *teachers as professionals* ( $\rho = -.22$ ) and their willingness to *consider a career in teaching* ( $\rho = -.24$ ) at the statistically significant level of 0.01. Contrastingly, students with an ethnicity of White Irish held positive associations and ratings with the same motivational factors. Moreover, students reporting the ability to speak an additional language at home, other than English or Irish, had a negative correlation to students' overall willingness to *consider a career in teaching* ( $\rho = -.19$ ). The quantitative phase of this work rejects the null hypothesis (Ho) for this research study, which is follows: *There is no*

*difference between students' racial, ethnic or cultural background and their ratings of teaching as a choice of career.* The data gathered in stage one generated further questions for interrogation in the qualitative phase of this doctoral research study, where the subsequent section presents the qualitative findings within a single CS research design.

## Section Two: Qualitative Findings

This section of the chapter re-introduces a single CS research design and presents the findings of the qualitative phase of this work. Using Braun and Clarke's (2006) framework for TA, initial codes were generated in the search for potential themes (Appendix LL). Appendix MM outlines the codebook and references to each potential theme, which were later reviewed and further refined into five main themes. The following five key themes were later identified, namely; 1) *access and entry to ITE*; 2) *influence of family members*; 3) *prior teaching and learning experiences*; 4) *teaching as a career* and 5) *diversity in teaching* (Figure 19).



*Figure 19.* Key themes and sub-themes identified from the thematic analysis of focus group interviews with 5<sup>th</sup> year students in four post-primary schools.

This research embodies an explanatory sequential design (Creswell & Plano Clark, 2011), granting dominant status to the qualitative phase of this work (quan → QUAL). This work endeavours to reveal the untold stories of potential ITE entrants from diverse racial, ethnic or cultural backgrounds. Table 4 outlines the overall demographic background concerning focus group participants encompassing the four collaborating schools.

**Table 4. Participants’ demographic background within the four participating schools in the semi-structured focus group interviews.**

<b>Focus Group Participants Demographic Data</b>	
<b>Gender</b>	
Male	14
Female	9
<b>Birthplace</b>	
Ireland	17
Lithuania	2
Turkey	1
South Africa	1
India	1
US	1
<b>Nationality</b>	
Irish	12
Dual Irish	6
Lithuanian	2
South African	1
British	1
American	1
<b>Ethnicity</b>	
White Irish	11
Black Irish	4
Asian Irish	3
Any Other White Background	4
Other Mixed Background	1

## **Sampling**

Following the collection of questionnaire surveys, a number of students volunteered to participate in the qualitative phase of this study. Each focus group interview involved between five and seven post-primary students and took place on the school campus in each of the four participating post-primary schools respectively. Semi-structured focus group interviews took place throughout May 2019 and lasted approximately 30 to 40 minutes in length. A total of twenty-three students enrolled in 5<sup>th</sup> year participated in a focus group interview (Table 4).

## **Thematic Analysis Framework**

Braun and Clarke's (2006) six phase analytical strategy was applied using NVivo (Version 12) in an effort to provide an in-depth qualitative analysis and exceed the critical limitations associated with TA and statement reproductions. The TA framework enabled the researcher to identify the way in which various themes converge and relate to the research question. The main themes are subsequently outlined and discussed in detail, following the critical qualitative analysis of four focus group interviews.

## **Case School Profiles**

This research design was not intended to contrast cases. Therefore, this work embodies a single case design and seeks to present a single representative case of a single phenomenon. The following table briefly outlines the individual case school profiles involved in this study, located in one geographical area in South Dublin County (Table 5).

**Table 5. Individual case school profiles in one geographical are in South Dublin County for academic year 2018/2019 (DES, 2019).**

<b>School Number</b>	<b>Post Primary School Type</b>	<b>School Gender</b>	<b>DEIS (Y/N)</b>	<b>Fee Paying (Y/N)</b>	<b>Ethos</b>	<b>Approximate School Enrolments</b>
<b>S1</b>	Secondary	Boys	N	N	Catholic	600
<b>S2</b>	Vocational	Mixed	N	N	Inter-denominational	1000
<b>S3</b>	Vocational	Mixed	N	N	Multi-denominational	900
<b>S4</b>	Vocational	Mixed	N	N	Multi-Denominational	500

School one (S1) is an all-boys’ Catholic secondary school with approximately 600 pupils enrolled. Next, school two (S2) is a mixed inter-denominational vocational school with an total enrolment of approximately 1,000 students. Thirdly, school three (S3) is a mixed multi-denominational vocational school with a total school population of approximately 900 students. Finally, school four (S4) is a mixed multi-denominational vocational school with a smaller enrolment of approximately 500 students. Each of the four participating schools were located in one geographical area in South Dublin County. According to the Census 2016, there are four electoral divisions in the purposively selected small population area in South Dublin County. Appendix NN outlines the approximate details of the usually resident population in each of the four electoral divisions within this study. Following participants’ involvement in the focus group interviews, the data were examined regarding key themes, with several sub-themes concerning teaching as a choice of career. The next section presents the research findings in the qualitative phase of this work.

## **Theme 1: Access and Entry to Initial Teacher Education**

Access to ITE was referenced in a range of ways throughout the focus group interviews. This study considers the CAO and LC point system, as well as the H4 requirement level in Irish for primary ITE. Furthermore, theme one also considers the need for further communication in relation to access routes and requirements to ITE. Firstly, the cost of the entering the ITE was considered by students, with the view that ‘you had to have money to be able to get more money’ (Any Other White Background, S4). The need to have family members in the profession in order to be able to follow in their footsteps was recognised:

And I think you have to be in that profession first to be able to like have your generation below you also follow in your footsteps. And I just think that’s, it’s kind of just not fair really (Any Other White Background, S4).

In school one, students felt that they had little knowledge of the access routes into teaching and expressed that ‘it has to be talked about a bit more’ (Black/Black Irish, S1). Participants discussed engineering trips and the different routes to a career in Science Technology Engineering and Maths (STEM), however they expressed a lack of knowledge concerning access and entry to ITE. The focus on STEM was also prevalent among students in school three, where one student remarked that ‘Ireland as a whole is focusing more on STEM, and getting people into STEM, rather than into teaching’ (Any Other White Background, S3). Furthermore, in some cases participants were advised by teachers in a range of subject areas ‘not to go into teaching’ (Black/Black Irish, S3).

I did think about being a teacher. And I asked the science teacher ... she said, no, get a degree in science or chemistry or whatever, and then get a job in that but not teaching (White Irish, S3).

Additionally, a number of students felt as though ‘the points needed are really high for teaching’ (White Irish, S2) and remarked on what they perceived to be an unfair system ‘biased towards Irish people’ (White Irish, S3). Participants sensed that ‘the Travelling Community don’t really have the opportunity [to be a teacher] if they don’t finish school’ (White Irish, S3). While one participant felt the points system does not ‘show everyone’s true ... strengths’, others were concerned by the number of points required to be a teacher:



...Year after year ... for the point system anyway, the points kinda keep going up higher and higher.... It's kinda like making it harder to become a teacher year after year (White Irish, S1).

Students raised the question – 'It's like nearly above 500 [points]... is it really worth it though?' (White Irish, S4). The next section considers the level of Irish requirement for access and entry to primary ITE.

### **Level of Irish Requirement for Primary ITE**

The H4 requirement level in Irish was regarded as a concern 'for people of a different ethnic backgrounds' (White Irish, S2), with the acknowledgement of parent or guardian's lack of the Irish language when helping at home. Therefore, students sensed that it is 'easier to get into secondary school teaching than it is into primary school teaching' (White Irish, S2). A number of students suggested a 'different route into teaching' such as a PLC which would enable students to complete a one year course to support their subsequent entry into ITE, such a specific course to develop the Irish language further:

Like in other careers, in engineering, some colleges, you have to get a certain amount in Maths I think, but if you don't get it, you can do a side, sort of like a PLC as you're doing it, or do a year PLC in Maths and then you can go into it. You can't do that with Irish for teaching. It's not like you can do a year out, do Irish and then go back in. If there was something like that, it would be a lot easier (White Irish, S2).

Participants stressed the need for ITE institutions to 'be more open' and 'recognise the students that have come from different countries' (Any Other White Background, S4). Students remarked on the way in which Irish 'took a back seat to Maths' in the race for a career in STEM (Any Other White Background, S3). The level of Irish required for primary teaching was considered to be 'part of the problem' (Asian/Asian Irish, S1) or the 'big restriction' (White Irish, S3), where students coming from different countries to primary school in Ireland felt 'thrown in for Irish' and 'still feel the same way' (Mexican-American, S2).

Not all Irish people are good at Irish... We don't speak it at home. I know very few people that speak Irish at home on a daily basis. So it's a lot harder for someone who doesn't speak Irish, who speaks Irish in school, to achieve a H4 (White Irish, S2).

The use of the Irish language at home was a topic for discussion among students, while one student felt that there was some 'prejudice against people who speak other languages who

might not want to speak Irish, or have more a difficulty there than in other languages' (Any Other White Background, S3). In two focus groups, students debated the notion of the Irish language as an exam subject for the LC examination. While some students perceived Irish to be 'failing away' (White Irish, S4), others felt strongly about safeguarding the Irish language and did not wish to 'disregard Irish heritage' (White Irish, S3).

Irish is the language.. It's on the curriculum... it's the culture... there's a man who is running the Gaeltacht down in Kerry, from Russia. If he can learn Irish, I don't see why someone going to train to teach the Irish curriculum can't learn Irish. (White Irish, S3)

However, participants in one focus group interview shared a concern for those coming to Ireland who were exempt from Irish, who may wish to consider teaching as a career at a later stage, but would be restricted as a result of an exemption.

I'm exempt from Irish, and before I was like, aw I want to be... a primary school teacher... But because I don't do Irish, it kind of put that out of the, like I knew I couldn't do it in the end (Any Other White Background, S4).

Despite a general acceptance of Irish as a curricular and exam subject, students in school three discussed the way in which Irish is currently taught, referring to the writing of 'long essays' and 'just trying to memorise everything' (Black/Black Irish, S3). They stressed the need to learn 'more conversational Irish, [rather] than textbooks Irish' (White Irish, S3) to avoid the progression to post-primary school without knowing 'any grammar' (Any Other White Background, S3).

You did it every day, but you just didn't really know it because you learned it off, rote learning and you don't need to know it anymore, you don't speak it every day (Any Other White Background, S3)

While students acknowledged the importance of Irish as a language, they emphasised that it should not be a 'requirement for every teacher to have Irish' (Any Other White Background, S4). The next section, theme two, considers the influence of family members, the contribution teachers make to society and one's desire to influence the next generation.

## **Theme 2: Influence of Family Members**

The perceived support, or lack of support, from family members had a significant impression on students' motivations and perceptions of teaching as a choice of career. Participants with family members in the teaching profession had conflicting perceptions of teaching as a career. Some students with family members in the profession expressed their families wish for them to be 'something else, maybe like an engineer, a doctor, a pilot. Like something that... they didn't get a chance to do' (Black/Black Irish, S4). Moreover, one student described the way in which his mother 'has been a teacher for twenty years and has recently been appointed to principal of a school' (White Irish, S3), however he did not want to become a teacher. Contrastingly, in the open-ended questionnaire students also shared that becoming a teacher would be their 'first thoughts' due to a number of family members in the profession, 'my dad, mam and brother are teachers' (White Irish, S1, Open-Ended Questionnaire Response). Furthermore, the following student fondly expressed the support of his family to become a teacher:

I think my family would be really supportive. Because my grandma from my mum's side was a primary school teacher, so, and then my mum taught in play school as well for a while. So if I were to become a teacher, she would probably be like, both her and my dad would be really happy. They'd be really happy and supportive about becoming a teacher (Black/Black Irish, S1).

While some students felt that it was 'expected' with a number of family members in the teaching profession (White Irish, S1), others felt 'a lot of pressure from family' to 'be more' (Asian/Asian Irish, S2). One student highlighted his family's struggles and the need to get the 'best of jobs' in order to later support himself and his family:

There's a lot of pressure from family... They've come to this country, through their own struggles and problems, and they really want us to go to the best of jobs. To get the best opportunities. And teaching isn't really seen as the best job to go for. It'd be more like a lawyer, doctor, engineer (Asian/Asian Irish, S2).

Later, the student stated that his 'family personally wouldn't support it' and he is 'pushed a lot to go for something that would be more of like, a lawyer, doctor, engineer'. He candidly spoke of his family wanting more for him:

..what they didn't have... they don't want to see you struggle the same way they struggled. So... they try to push you to your limit (Asian/Asian Irish, S2).

Although a number of parents warned that teaching was 'a lower paid job', in the focus group interviews White Irish students generally felt that their families would support their choice to become a teacher and remarked on their families support 'regardless of how it was paid' (White Irish, S2). For one student, the main reason for potentially choosing to enter the teaching profession was simple: 'I've always wanted to be a teacher' (White Irish, S2). Despite some students expressing an interest in the profession, one student discussed her goal to achieve high grades and described wanting to be a teacher as a 'drop down' (Black/Black Irish, S2) that would upset her family. Later, the path to becoming a teacher was characterised as a long one, that would not support the students themselves, or their families, adding the extra pressure of securing a job quickly:

We don't really have something to fall back on. Like, say if we dedicate ourselves to becoming teachers, we can't really always rely on our parents to keep supporting us until we become what we want to. So there's also that pressure of... like getting educated quickly, getting a job quickly, supporting ourselves so we can support them (Asian/Asian Irish, School 2).

The perceived level of family support is significant in students' motivations or perceptions towards teaching as a choice of career. The next subsection considers the contribution teachers make to society and one's desire influence the next generation

### **Contribution to Society**

Participants were invited to share their perceptions of becoming a teacher concerning their contribution to society and the influence their choice may have on the future generation. Students spoke about the responsibility of teachers 'to help your students [be] the best that you can' and the way in which teachers 'impact the world' (Black/Black Irish, S2). They emphasised not only the impact teachers have on the world, but the 'big impact' of teachers on individual students' lives that may come from 'one thing you might say to them' (White Irish, S1). One Asian student underlined the influence of a teacher as one that 'would indirectly always impact them. And their choices' (Asian/Asian Irish, S2).

A number of post-primary students conveyed their wish to become a teacher to 'help people and have a positive influence on people's lives' (White Irish, S2). They highlighted

teaching as a ‘rewarding job’ that supports the ‘maturing and... progressing’ of students over time (Any Other White Background, S4). The notion of ‘passing down... knowledge to the next generation’ is prevalent among students who wish to influence and contribute to society and shape ‘future’ generations of children (White Irish, S3, Open-Ended Questionnaire Survey).

I would love to influence the next generation and be the reason why... I made her be like a doctor, an engineer, like I taught this person, that’s like really cool (Black/Black Irish, S4)

Students considered the role of a teacher to be greater than teaching ‘just the subject, you are also there to guide them down a good path in the future’ (White Irish, S4, Open-Ended Questionnaire Response). While students admired teachers and their contribution to society, they also expressed that ‘they’re definitely under-appreciated’ in our society (Any Other White Background, S4). The next theme explores students’ motivations and perceptions concerning their prior teaching and learning experiences, and the choice of teaching as a career.

### **Theme 3: Prior Teaching and Learning Experiences**

This theme considers students’ prior experience of school at primary and post-primary level, teachers as good role-models and ability related beliefs concerning teaching as a career. Students discussed a range of school experiences and mixed feelings concerning their primary and second level education. In the open-ended questionnaire survey, a number of students explicitly stated that they ‘don’t particularly enjoy the school environment’ and as a result ‘would not choose teaching’ (White Irish, S1, Open-Ended Questionnaire Response). Despite mostly positive experiences of primary school, students acknowledged ‘issues in terms of teaching’ Irish and recalled Maths as being ‘vastly prioritised’ (White Irish, S3). Participants highlighted a need for ‘a balance... to be struck’ in order ‘to give everyone the best opportunity in every subject possible’ (White Irish, S3). The perceived lack of a ‘fixed curriculum... based on the teacher’ (White Irish, S3) was a concern for students, where siblings have since encountered largely different school experiences with different teachers. The absence of history, geography, science and music was remarked as restrictive for students progressing to post-primary school:

And I think restricts, in terms of, when you go into secondary school, in terms of your choice subjects, because a lot of that you barely experienced the subject, so you're picking off the bare pickings of knowledge that you have gotten over the course of primary education (White Irish, S3).

The research findings suggest that students from diverse racial, ethnic or cultural backgrounds have a similar concerns when choosing to become a teacher – the manner in which a teacher is treated by students in a classroom where ‘some teachers get treated better than others’ (White Irish, S2). Participants perceived teachers to be treated inadequately by students in school, which was notably ‘more prominent in teachers that aren't Irish’ (White Irish, S2). Moreover, one student expressed his concern for a teacher in class and the despair it caused him as a ‘foreigner’ that discouraged him from considering teaching as a choice of career:

There's times you're sitting in a class, and as said before, you see a teacher that's a foreigner. And the way the class treats that person, and then you're sitting there like, I would not want to be in his shoes right now. And that really discourages people (Asian/Asian Irish, S2).

However, others felt that it didn't matter ‘where you are from, or what colour you are, or what accent you have’, it was the ‘new’ teachers who were the most vulnerable to mistreatment from students in class (White Irish, S2). Participants also explained a perceived lack of passion in a number of ‘older teachers... going on towards retirement’ that don't have ‘as much passion or drive anymore’ (Any Other White Background, S3).

Some teachers are just in it for the job. Like, older teachers, they would be... they're kind of over the whole, yes I want to help kids. It's more, this is my job, this is my life, I just have to get on with it ‘til retirement (White Irish, S3).

Students in school three acknowledged that ‘everyone in the school probably has had some issue or another regarding... school work being too stressful and just the teachers not caring basically’ (White Irish, S3). Contrastingly, respondents in school four believed that ‘you're given more of an opinion’ in post-primary school and everyone has their own voice (Any Other White Background, S4).

It's the equality. Like we can call our teachers by names, and it's like we're all friends here. It's not, oh you're the teacher, you're the student, it's like we're all friends (White Irish, S4).

Students had ‘less of a teacher-student relationship and just more of one person and another person relationship’ with their teachers (Any Other White Background, S4). This signifies that school experience differs vastly among individual primary and post-primary schools. The next subsection examines students’ perceptions of their teachers as role-models.

### **Teachers as Role-Models**

The researcher invited students to describe a teacher whom they regarded as a good role-model at primary or second level. Students thoughtfully depicted their teachers in colourful ways, with passion for their subject and care for their students at the heart of their descriptions. One student admired her teacher for ‘his passion for teaching, passion for teaching kids’ and ‘passion for his subject’ (Any Other White Background, S3). Another described the way in which a teacher ‘acts towards you’ and ‘life morals they teach you’ as a formative period in one’s life:

I’ll take away so much from my school years and like certain teachers. And I think even just the way that they talk to students, and like what they teach is, like even sometimes, not even the curriculum that they teach is what we’ll take away forever, it’s how they act towards you even and the kind of like life morals they teach you. So, I think if I was to become a teacher, I would like try to have that influence (Any Other White Background, S4).

Similarly, students acknowledged the amount of time spent at school each day and week, and the importance of having a role-model to ‘look up to’ in order to strive to ‘be like that person’ (White Irish, S2). The desire for a teacher that ‘really cares and is really trying’ is important to students (Any Other White Background, S3). Interestingly, one student pointed out the lack teachers in the media and television programmes whereby characters usually hold a higher profession:

You always see the people in the cartoons or movies working as something higher. And like you aspire to be like them, and to have what they have. You don’t really see a teacher in a movie (Asian/Asian Irish, S2).

Finally, students concluded that ‘if students start seeing more ethnic teachers... they might see it as a potential career choice. It could influence them’ (Asian/Asian Irish, S1). Next, this CS explores students’ ability related beliefs and the choice of teaching as a career.

## Ability Related Beliefs

While one student (Asian/Asian Irish, S1) felt uncertain about his knowledge of the qualities or skills needed for teaching, others believed ‘everyone here does have the qualities to become a teacher’ although ‘you just don’t wish to exercise them’ (Asian/Asian Irish, S2).

Obviously if we do our Leaving Cert now and get the right points, we could all be a primary school teacher or a secondary school teacher, or even like a professor. Like, we could, but there’s just some things that would be like, holding us back in a way (Black/Black Irish, S4)

Teaching was regarded as a possible career with ‘the right points’. While students often referenced the need for a teacher to have ‘patience’, others regarded teaching as an ‘emotionally demanding’ career and considered the responsibility to ‘mould the minds of a future generation’ too daunting (Black/Black Irish, S4, Open Ended Questionnaire Survey). Classroom management was a concern, while students recalled the difficulty teachers had encountered as a warning signal concerning their choice of career:

That one teacher couldn’t really control the class, and found it difficult to keep students quiet and focused so it was kinda like, that’s the negative side about it (Black/Black Irish, S1).

The ‘emotional trauma’ (Other Mixed Background, S2, Open-Ended Questionnaire Survey) of teaching was too much for some students who felt they were ‘too shy to do something like that’ and didn’t have ‘much confidence then to teach other people’ (Other Mixed Background, S1). In stark contrast to some students’ concern regarding their qualities and skills to become a teacher, others believed that they could become a teacher right now, highlighting the inescapable apprenticeship of observation (Lortie, 1975):

We’ve been through it already so we know what to like... If we were in that position of our teachers right now, then we’d know what to do (Black/Black Irish, S4).

One student recalled a simple question his teacher had asked him when he was considering becoming a teacher: ‘Would you want to teach yourself?’ (White Irish, S1). He laughed joyfully and regarded this as a question that has given him much to think about. The following theme contemplates teaching as a career, and indeed a ‘fallback’ career, and analyses students’ motivations and perceptions of teacher salary and working with children/adolescents.



#### **Theme 4: Teaching as a Career**

This theme explores students' motivations and perceptions of teaching as a choice of career relating to the notion of teaching as a 'fallback' career, teacher salary and teaching as a profession that works with children or adolescents. Students immediately expressed their concern relating to 'financial side' of teaching discussing an undergraduate degree and Masters in Education in order to becoming a secondary school teacher:

Secondary school teaching is a whole... you have to go down the route of, you do those subjects as part of a degree. And then do a Master's in Education afterwards. However, most people after the normal degree would just go into a job with a higher pay. Which is leading to the less amount of teachers, or people if they've already done the Masters in Education, just thinking maybe going into lecturing instead (White Irish, S3).

Perhaps surprisingly, just one student referred to the 'three month holiday during the summer' when considering to become a teacher (Any Other White Background, S4). Do students 'just want the bigger option' like one suggests? (Black/Black Irish, S2). Teaching as a 'fallback' career is considered in the next subsection.

#### **Teaching as a Fall-Back Career**

Teaching as a fall-back career has been referred to in the Literature Review, and in this research study where students discussed their teachers' alternative positions prior to becoming a teacher:

Even if you speak to the current teachers, they always tell you that they were a certain job before. Like, say an accounting teacher, used to teach. They were an accountant, then they were like a broker, or shares or something. And then, now they're a teacher. There's never someone that went into a course to become a teacher directly (Asian/Asian Irish, S2)

Students perceived teaching as a 'good back up' for those that don't succeed in getting the points for their 'first choice' (White Irish, S3, Open-Ended Questionnaire Response) degree on the CAO:

I think people feel like it's just a good back up. Like secondary school teaching is a good back up, for say, like they're aiming for something higher, they don't get the points for it. So like, I'll just do an arts, and become a teacher (White Irish, S2)

Additionally, research participants highlighted that one teacher had referred to the fact that he/she was ‘only doing this until I can get up to the point where I can teach college’ (White Irish, S3). Students readily regarded teaching as ‘a career you chose when you didn’t get enough marks to further your career so decide to teach’ (Asian/Asian Irish, S4, Open-Ended Questionnaire Response). Despite Richardson and Watt’s (2006) argument that teaching is ‘a career of choice’, the question remains, is it a first choice among ethnically and culturally diverse students in Ireland? The following subsection explores teacher salary as a motivational factor for choosing teaching as a career.

### **Teacher Salary**

This research study revealed that teacher salary is a significant ‘financial issue’ (Asian/Asian Irish, S2) for a number of students from diverse racial, ethnic or cultural backgrounds. One student referred to Finland’s ‘diverse teaching culture’ as ‘one of the best educations... where teaching is one of the best paid jobs that there is in the country’ (White Irish, S3). Students shared their concerns in respect of becoming a teacher, which they regard as ‘risky’ (Asian/Asian Irish, S2) with reference to teacher pay in the media: ‘You see all the strikes and the ASTI teacher pay stuff, it... might put you off. You might think it’s just too much stress I guess (Asian/Asian Irish, S1). The media ‘indirectly influences’ an individual’s perception of teaching as a career choice and students felt they would not choose to become a teacher as a result of the ‘teachers protests for pay rises’:

I feel like if I went down that road, I’d sort of be signing up to have problems like that. And that I wouldn’t really... I don’t think I could cope with that (White Irish, S2)

This raises the question, has the fight to end pay inequality affected the diversity of the teaching profession? Despite the feeling that teaching may be a type of ‘vocation’, some students consider ‘it could be more of a financial issue for people of different races that are coming to the country’ (White Irish, S3).

I’m going to be in college for so many years and I can get paid the same amount as something people don’t go to college for necessarily, and be on the same pay, like, wage as them, so I think that’s a factor that kind of puts people more against the idea of teaching so much (Any Other White Background, S4)

Students shared the perception that ‘teachers work really really hard, to... make the student be the next thing in life. And... they get paid really low’ (Black/Black Irish, S4). Furthermore, students highlighted a concern for the stability of teaching positions, where teachers often ‘do not have a stable income until you have a permanent position’ (White Irish, S3, Open-Ended Questionnaire Response). Post-primary students openly shared their fear of losing teachers each year:

Right now, we’re all scared about next year. You know, if we’re gonna change our teachers, if we’re gonna lose our teachers, you know. My Irish teacher was saying today that she doesn’t even know if she’s gonna have a job here next year (Any Other White Background, S3).

Participants have made calls to ‘increase the pay’ in order to subsequently increase the diversity profile of people that may ‘choose to become teachers’ (Black/Black Irish, S4, Open-Ended Questionnaire Response). One student shared the belief that ‘if the pay was more sustainable for people... it would attract more diversity’ (White Irish, S3). Finally, the next section examines students’ desire to work with children or adolescents as a motivational factor for a career in teaching.

### **Working with Children**

Working with children has remained an important factor in the choice to become a teacher. The research findings in this study suggest that students who enjoy working with children are more open to potentially becoming a teacher, while others ‘think it would be stressful’ to work with children (Asian/Asian Irish, S1, Open-Ended Questionnaire Response) and worried if they have ‘the skills to deal with children’ (White Irish, S3).

I would like to become a primary school teacher for many reasons. I love working with children and watching their understanding of the world grow and develop. I have always been heavily influenced by my teachers so I would love to influence the next generation (White Irish, S2, Open-Ended Questionnaire Response).

Despite a longing to be a teacher from a number of diverse participants with family members in the teaching profession, some students felt obligated to find ‘another way’ to work with children following discouragement from family members:

I have always wanted to be a teacher but I've not been encouraged to by my family as they believe I have the brains for more than primary school teaching. Although ironically my mum is a math's tutor ... My grandfather was a professor and both my grandmothers were secondary school teachers and my aunt currently teaches in a primary school so it runs in my blood to teach and has always been a passion of mine but seen as I've been discouraged I'm leaning into pharmacy as an alternative option or another way I can work with kids' (Black/Black Irish, S4, Open-Ended Questionnaire Response)

Work experience placements proved to be a turning point regarding a student's decision or not to become a teacher. A total of twenty-seven 5<sup>th</sup> year students completed a work experience placement in a primary or post-primary school. For some, it was an easy decision to become a primary school teacher, linking their decision to teach to their love of working with children:

It was an experience that I really enjoyed. Like I thought it was so interesting, you know, being around kids, and seeing how the student-teacher dynamic works having been that few years older (White Irish, S3)

However, participants also gained an glimpse into the real world of teaching and those that did not enjoy working with children were opposed to becoming a primary school teacher following their work experience, although some expressed they 'might consider secondary school' (Asian/Asian Irish, S1). The final theme discusses the issues highlighted by students concerning diversity in teaching, and their perceptions of becoming a teacher from a minority-ethnic background in Ireland.

### **Theme 5: Diversity in Teaching**

In this section, students outline their understanding of the word 'diversity'. This theme also considers the student/teacher 'mis-match' and post-primary students' motivations and perceptions of becoming a teacher from a minority-ethnic background in Ireland. Firstly, students described the word 'diversity' as 'a mix in cultures' (Black/Black Irish, S2), as well as a 'different skin tone, a different social' and 'economical class' (White Irish, S3). Participants also shared an awareness of 'diversity of thought' relating to 'different ideas' and 'different perspectives' (White Irish, S3). One student recalled 'growing up in different places' with different family experiences:

I think it's coming from different backgrounds, and maybe having different like culture, like culture in your community, or like understanding different things, and like growing up in different places, or even just having your families experiencing different things to each other (Any Other White Background, S4)

Diversity, put so simply and openly, is 'what makes you, what makes you as a person, your traits, your looks' (Other Including Mixed Background, S4). The next subsection considers the student/teacher 'mis-match' concerning the four participating post-primary schools in the research study.

### **Student/Teacher 'Mis-Match'**

Participants described both the student and teacher populations in distinctly different ways. They acknowledged 'good diversity' (Asian/Asian Irish, S1) among the student populations in each of the participating post-primary schools with 'people from all over the world' (Black/Black Irish, S2). However, a number of students sensed that there was 'much more diversity in Dublin' (Black/Black Irish, S1) that 'hasn't spread anywhere else yet' (White Irish, S2). Subsequently, students referred to the teacher population in Ireland as one that consists of 'mostly white Irish women' (White Irish, S2), where it is a 'shock if you see anybody else' (Black/Black Irish, S2). 'Growing up all you see is white' (White Irish, S2). One Black Irish student expressed the need for more ethnically or culturally diverse teachers to further encourage diverse students to enter into the teaching profession:

I believe, like, teaching right now is kind of like dominated by Irish, white Irish, so I think it's kind of like, I wouldn't say they're afraid, but ... there's not enough. There's not enough cultural diverse teachers to like give them encouragement, more to stand up and become teachers I guess (Black/Black Irish, S1)

While members of the focus group 'wouldn't go as far as to say it's an issue' (Black/Black Irish, S1), students anticipated that having a teacher from a diverse racial, ethnic or cultural background would be beneficial and open the path to teaching for diverse students:

I don't really think that it really matters where you're from if you're teaching, but it's nicer to see people from different ethnic backgrounds cos as someone from a different ethnic background, you see, someone else who's like, Pakistani, and you have more of like a relation to them. And it's like, I could also become that, it's not impossible for me, to go down that route (Asian/Asian Irish, S2)

Students shared their experiences of ‘one foreign teacher’ (Asian/Asian Irish, S1) from Vietnam who shared his ‘personal background’ and ‘different upbringing’ (Black/Black Irish, S1), as well as his passion for teaching with the class group. Furthermore, students felt that they could ‘relate’ to teachers from different ethnic backgrounds and ‘it might be easier... to learn from them’ (Asian/Asian Irish, S1). Students’ few encounters with teachers from diverse backgrounds were primarily through the languages, which they later perceived as the ‘best way to become a teacher currently’ through ‘a specific language like Spanish, or French, or Chinese if you’re from that country’. (Any Other White Background, S4).

There were calls for the teacher population to ‘be similar to the students’ (Black/Black Irish, S2), where ‘the lack of teachers from various ethnic backgrounds’ hinders [the] interest’ (Asian/Asian Irish, S1, Open-Ended Questionnaire Response) of students considering teaching as a choice of career. Nonetheless, participants remained optimistic for the future generation of teachers and proudly indicated that ‘it’s going to change’ (Black/Black Irish, S4).

I feel like the diversity in Ireland has only started currently. So we’d be more of less the first generation of foreigners to come into Ireland. So down in two or three generations time, people will be more comfortable as teaching as a career choice, but not right now (Asian/Asian Irish, S2).

However, the question remains, why do students feel the time is ‘not right now’? (Asian/Asian Irish, S2). The final subsection examines participants’ willingness to become a teacher from a minority-ethnic background in Ireland.

### **Becoming a Teacher From a Minority-Ethnic Background**

Research participants explained that ‘it’s a background thing’ (Black/Black Irish, S4), where culture plays a central role in their decision or not to become a teacher. There is an inherent pressure ‘to be something way higher and better than the rest’:

It’s like, the culture as well, like they would want you to be something way up higher and better than the rest ‘cos like, because I’m from Lithuania, they’d be like oh you’re in Ireland, you should be better than everyone in Lithuania. It’s like, it’s like a thing. It’s like, oh you’re in a different country, you gotta be better than that (Any Other White Background, S4)

Students were supportive of their experience of teachers from diverse backgrounds and found it ‘very interesting and intriguing to be in their classes’ (Asian/Asian Irish, S2). While students agreed on the need to diversify the teaching population, they cautioned the need ‘to

get people [with] more passion to teaching’ and ‘not just throw anybody in’ (Any Other White Background, S3).

I know we want more diversity in teaching but we don’t just want anybody to become a teacher, and anybody to be teaching the future population of Ireland (Any Other White Background, S3)

Despite an eagerness to have ‘someone you can relate to’ (Black/Black Irish, S3) with ‘similarities in... representation’ (White Irish, S3), some students felt that it was their time ‘to go ahead’ and become teachers, following their families journey to Ireland for a ‘better life’:

People from diverse countries only started coming around like the 90s or the 2000s, so most of them don’t really have the, I don’t know, the education to go into the third or fourth level education and be a teacher. And they all came from like their own countries to here to find a better life, so they weren’t really like ready to be teachers, it’s more for like their children to go ahead and do that for them (Black/Black Irish, S4)

Participants also considered the notion of themselves as the ‘change agent’ that would ‘do it a bit differently’ (White Irish, S4):

I would ... share the subject that I like, the way the teachers didn’t really show me how, they wouldn’t express it the way I wanted, so I would do it a bit differently. The way I would want it to be (White Irish, S4)

Section two concludes with a summary of the research findings from the qualitative phase of this work involving a single CS design.

## **Section Two: Summary**

This study has identified students’ motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. The qualitative phase of this work has highlighted students’ concerns for entry and access to ITE, regarding the H4 level of Irish and high LC points required for entry through the CAO. Participants expressed the support, or lack of support, from family members, which had a perceived significance concerning their choice of teaching as a career. Despite concern from family members regarding the teaching profession, students acknowledged the important contribution of teachers to society, and the positive influence of teachers on an individual’s life. Prior teaching and learning experiences varied among students at primary and second level and in each of the

four participating post-primary schools. However, the research findings suggest that those who did not enjoy the school environment, did not wish to pursue teaching as a choice of career.

Students fondly described a teacher or teachers whom they regard as a good role-models at primary or second level, with ‘passion for teaching’ and ‘care’ at the heart of their descriptions. Although some students expressed their uncertainty at the necessary qualities or skills for teaching, others felt they ‘know what to do’, highlighting the presence of the apprenticeship of observation (Lortie, 1975). Teaching as a ‘fall-back’ career was discussed among participants within the focus group interviews, and a spotlight was placed on the issue of teacher salary. Furthermore, students shared their concerns regarding ‘risky’ temporary teaching positions and the need to increase teacher salary in order to attract more diversity to the profession. This research study highlights that working with children has remained an important factor for students concerning the choice of teaching as a career, with those who enjoyed working with children expressing further motivation to become a teacher.

Finally, students shared few experiences of diversity in teaching and expressed a desire for the teacher population ‘to be similar to the students’ (Black/Black Irish, S2). Respondents acknowledged the influence of their background and culture on their decision or not to become a teacher. While students agreed on the need to diversify the teaching population, they stressed the need to select only those with a keen ‘passion to teaching’ (Any Other White Background, S3). This chapter concludes with a summary of the quantitative and qualitative research findings concerning the MMR study within a CS design.

## **Chapter Summary**

This chapter presented the results from the MMR approach and data analyses which sought to investigate the following primary research question:

*What are 5<sup>th</sup> year post-primary students’ motivations and perceptions concerning teaching as a choice of career and why are less students from diverse racial, ethnic or cultural backgrounds considering teaching?*

Stage one of this study involved the gathering of quantitative data from four purposively selected post-primary schools within a single geographic location using a questionnaire survey. Although students regarded teaching as a ‘rewarding’ profession that makes a worthwhile contribution to society, *less* students from diverse racial, ethnic or cultural



backgrounds were willing to become a teacher. Moreover, students from Asian or Asian Irish (Any Other Asian) cultural backgrounds had the strongest negative correlations concerning teaching as a career, where statistically significant negative correlations existed concerning their *family's thoughts on becoming a teacher* ( $\rho = -.26$ ). The qualitative phase of this work in stage two encompassed a focus group interview within single CS design involving a small number of volunteer participants. TA with the use of NVivo (Version 12) revealed five main themes, which were explored and discussed in detail within this chapter; 1) *access and entry to ITE*; 2) *influence of family members*; 3) *prior teaching and learning experiences*; 4) *teaching as a career*; and 5) *diversity in teaching*. The findings from both the quantitative and qualitative analysis indicate that 5<sup>th</sup> year post-primary students are divided in their decision or not to become a teacher. Moreover, students from ethnically and culturally diverse backgrounds were *less* likely to consider teaching as a career.

Participants also highlighted tensions in the media concerning teacher pay and the immense teacher workload, as well as the perceived inadequate treatment and under-appreciation of teachers in primary and post-primary schools. Respondents clearly outlined a desire for the teaching profession to be both a higher paid and higher respected profession, encompassing passionate individuals who are diverse in their thinking and their ethnic or cultural backgrounds. This research study indicates that family support, or a perceived lack of family support, have significance concerning students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. Furthermore, while students advocate for a diverse teaching population to mirror the current student population in Ireland, they are clear in the need to attract only those with a passion for teaching into the profession.

Despite major changes and the reconceptualisation of ITE at both programme and policy level, further changes are necessary in order to diversify the teaching profession. Students expressed the need for change concerning the H4 requirement level of Irish for primary ITE, despite an acknowledgement and appreciation of the Irish language as part of Ireland's cultural heritage. The literature reviewed in Chapter Two highlights the concerns regarding diversity in ITE and will contribute to the discussion of the findings in the subsequent chapter. Chapter Five will summarise the findings of this work and closely examine the contribution of the research study in relation to the literature. The final chapter will consider the potential limitations of this work concerning the MMR design, data collection and analysis techniques employed. Next, the research questions will be considered and further questions regarding this study will be presented. Finally, this work will offer recommendations for future

research concerning access and entry to ITE and support within TE programmes for potential applicants and entrants.

## Chapter Five: Discussion and Conclusion

### *Faces of Change: Becoming 'A Teacher Like Me' (Dee, 2005).*

#### Introduction

This chapter presents a summary and discussion of the main research findings from this MMR study. Data triangulation has been performed in an effort to validate quantitative and qualitative findings concerning students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. Firstly, this chapter highlights the contribution of this study to research, with reflection upon the limitations of the work. The main findings are explored in relation to the results of alternative research studies in the context of the literature previously reviewed in Chapter Two. Finally, this work outlines the directions for future research and offers recommendations and proposals to attract and support potential applicants and entrants to ITE from diverse racial, ethnic or cultural backgrounds. This research study has been guided by the primary research question:

- *What are 5<sup>th</sup> year post-primary students' motivations and perceptions concerning teaching as a choice of career and why are less students from diverse racial, ethnic or cultural backgrounds considering teaching?*

'Why do students all over the world choose to become a teacher?' This question has been subject to many studies around the world (Watt, Richardson & Smith, 2017). However, this work argues that an equally, if not more, compelling question concerns **why others do not**. Similarly to previous chapters, the final chapter is divided into three sections, which are as follows: (1) *contribution of the research study*; (2) *summary and discussion of key findings* and (3) *directions for future research*. Firstly, section one highlights the contributions of this research study and further outlines the limitations associated with this work.

## **Section One: Contribution of the Research Study**

This section outlines the contribution of the research study, which addresses the primary research question concerning students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. In summary, to the best of the author's knowledge, this thesis presents: i) the first study to investigate diverse post-primary students' motivations and perceptions of teaching as a choice of career in Ireland; ii) the first study to utilise the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007), with *potential* applicants and entrants to ITE in Ireland; and iii) the first study to offer an insight into *why* less students from diverse racial, ethnic or cultural backgrounds consider teaching in Ireland. This thesis aims to complement previous national and international research concerning student teachers' motivations and perceptions of teaching, and explore students' motivations and perceptions of teaching as a choice of career, *prior* to their entry to ITE.

### **First Study to Investigate Diverse Post-Primary Students' Motivations and Perceptions of Teaching as a Choice of Career in Ireland**

This thesis represents the first study to investigate racially, ethnically or culturally diverse students' motivations and perceptions of teaching as a choice of career in Ireland. It recorded students' demographic background data concerning their gender, place of birth, nationality, ethnic or cultural background, religion, ability to speak Irish and languages other than English or Irish at home. Furthermore, this work reported parents/guardians' occupations in an effort to recognise participants' social class and socio-economic background. Respondents were also invited to describe their experience of working in a primary or post-primary school on work placement or alternative work placements. Students' motivations for and perceptions of becoming a teacher were then analysed in relation to their demographic data and background information.

### **First Study to Utilise the Motivational Assessment Instrument with *Potential* Applicants and Entrants to ITE in Ireland**

This is the first research study to utilise the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007), with post-primary students in

Ireland, and thus *potential* applicants and entrants to ITE. Research has been conducted nationally and internationally into student teachers' motivations and perceptions of teaching as a choice of career, however only one US research study (Leech et al., 2019) to date has utilised the FIT-Choice scale (ibid, 2007) with high school students, to explore the motivations and perceptions of those who have not yet chosen to enter ITE. The results of this study will make a useful contribution to international comparisons of motivations to teach with *potential* applicants and entrants to ITE in Ireland.

### **First Study to Offer an Insight into Why Less Students From Diverse Racial, Ethnic or Cultural Backgrounds Consider Teaching in Ireland**

This study offers an insight into *why* less students from diverse racial, ethnic or cultural backgrounds consider teaching in Ireland. This work purposively involved a diverse population in a MMR study in an effort to answer the '*why*' concerning the research question in this study. Through participation in focus group interviews, post-primary students were invited to share their motivations and perceptions of teaching as a career choice, and consider the issues of diversity in ITE from diverse perspectives. The insights gained from this doctoral research study provide important data for the future composition of ITE and the teaching population in Ireland.

### **Limitations of the Research Study**

This study sought to challenge and reduce the limitations associated with specific research design, generalisability, validity and reliability. This section reflects upon and acknowledges the limitations of this study, some of which have previously been identified throughout the work. Firstly, it is necessary to acknowledge the purposive sample of post-primary schools involved in the study. The researcher aimed to present a representative case of post-primary students in one geographical area in South Dublin County. A purposive random sample of post-primary students participated in this MMR study to enhance the representativeness of the sample. However, the findings of this study are not representative of the entire population. This study could have been improved by further participation of post-primary schools in a range of geographical areas. Furthermore, it is necessary to examine students' motivations and perceptions of teaching as a choice of career in different rural and

urban contexts, including students from what is considered high SES and low SES backgrounds (Gore et al., 2015).

While every effort was made to include a random sample of post-primary students in the quantitative phase of this study, the researcher is aware that students who volunteered to participate in the qualitative focus-group may have been motivated by a desire to express strongly held views, which may not embody the views of their peers. The findings of this research study concerning diversity in ITE are also limited in scope due to the lack of data describing students' educational backgrounds and the rate of participants with disabilities. Although this research focused on students' ethnicity or cultural background, this study could have been improved by inviting students to describe their disabilities, if any. Additionally, the educational backgrounds of students could have been explored through previous school examinations or indicators of results in the core subjects required for entry to ITE.

This research study strived to involve a high number of participants, however the participation of post-primary schools and response rate was lower than expected. This resulted in the involvement of 155 post-primary students enrolled in 5<sup>th</sup> year, with a 95% confidence level and a 6% margin of error. The margin of error and ultimately the accuracy of relevant data in this study could be improved with further participation of post-primary schools and post-primary students in the study. Furthermore, Alexander (2008, p. 489) has argued that 'humans are notoriously bad at identifying some of the deep and core motives that give rise to their perceptions or fuel their actions'. Therefore, it is necessary to acknowledge that this work is limited to students' self-reports of their motivations and perceptions concerning teaching as a choice of career. However, the researcher employed a MMR design in an effort to portray less biased and more accurate conclusions, and reduce the limitations associated with independent quantitative and qualitative approaches. The next section presents the main findings of the research study and considers the research findings in relation to the previously reviewed literature in Chapter Two.

## Section Two: Summary and Discussion of Key Findings

Section two presents a summary of the main research findings within the MMR study (Figure 20). The primary findings of this research study are discussed in relation to the previously reviewed literature and split into the following five themes, which previously emerged from the TA conducted and presented in Chapter Four: 1) *access and entry to ITE*; 2) *influence of family members*; 3) *prior teaching and learning experiences*; 4) *teaching as a career* and 5) *diversity in teaching*. First, this section considers the findings in relation to access and entry to ITE in Ireland.

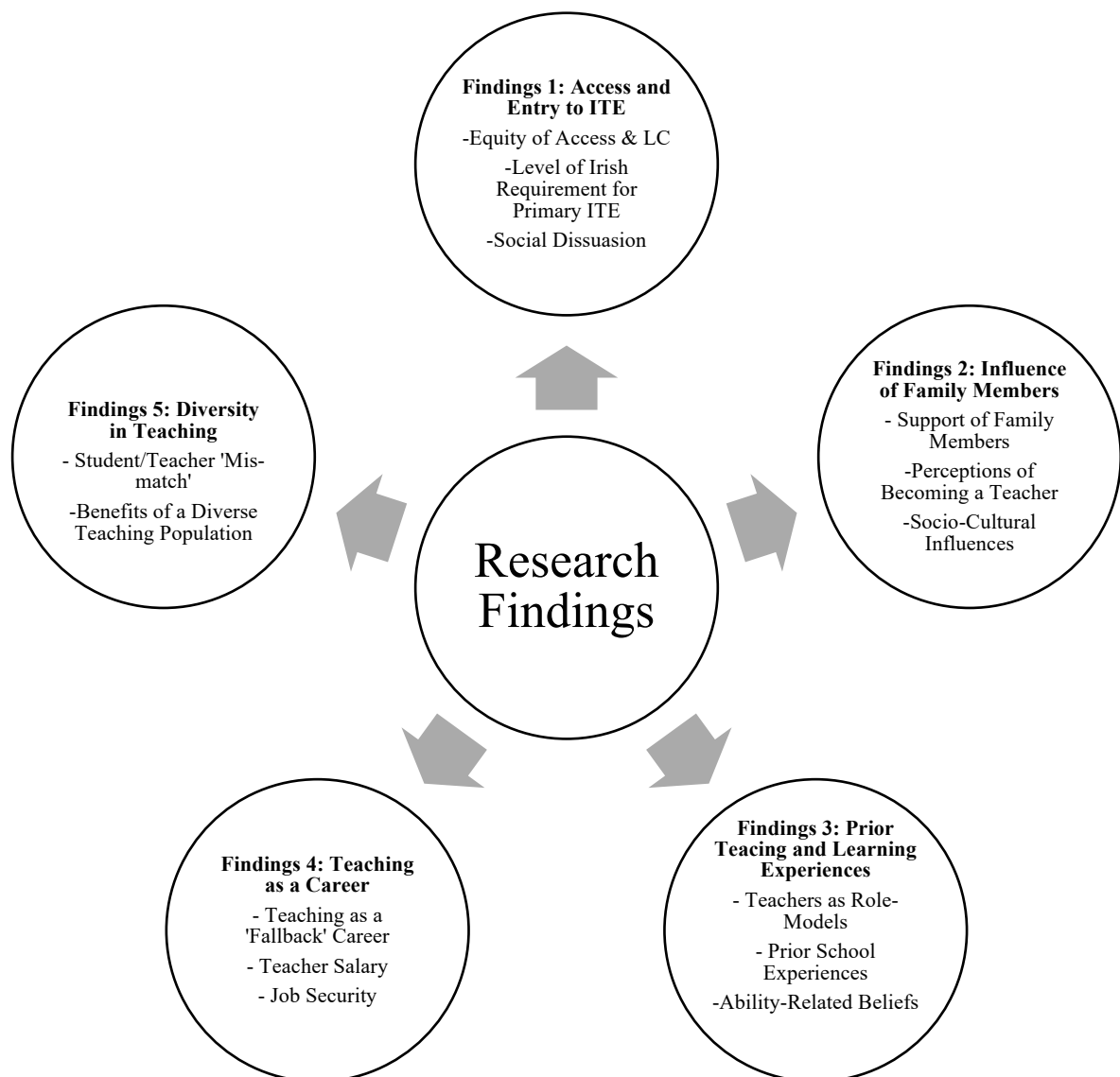


Figure 20. Overview of research findings in the study.

## Findings 1: Access and Entry to Initial Teacher Education

This section considers access and entry to ITE, including students' perspectives of equity of access, the LC examination, and cases of social dissuasion. Students shared their concern for the CAO points system and considered the LC points needed as 'really high for teaching' (White Irish, S2), where a significant proportion of students entering primary undergraduate (concurrent) ITE enter with 500 or more LC points (Darmody & Smyth, 2016). Ireland is ranked among the most competitive TE selection systems in 'in the world' (Sahlberg, 2012). Literature suggests that most TE programmes consider students' grade point average as a selection criteria for admission (Darmody & Smyth, 2016), though recent increases to entry requirements for student teachers in Ireland have reinforced a LC selection process. Moreover, the use of grade point averages have been criticised for creating barriers for under-represented groups who would otherwise contribute to a diversely representative teaching population (Archibald et al., 2002; Holden & Kitchen, 2018). There is a need for access and entry requirements for ITE to reflect the qualities needed to be an effective teacher (OECD, 2014). Thus, ITE must consider the research findings in this study in an effort to create equity of access and diverse avenues to the teaching profession in Ireland.

Students also shared their concern for the level of Irish language requirement for primary ITE, which has been regarded as 'part of the problem' (Asian/Asian Irish, S1) in relation to the diversity profile of the teaching population in Ireland. The Irish-language requirement for primary level teachers has previously been recognised as a contributing factor to the homogeneity of the profession (O'Donoghue & Harford, 2011; Keane & Heinz, 2016), and a barrier when recruiting new entrants from diverse backgrounds (Hyland, 2012; McDaid & Walsh, 2016; McMahan, 2017). This finding further highlights the need to 'rethink' exemptions from the Irish language with the principles of inclusion and differentiation as a solid basis (DES, 2018).

This research study identified that 20% of students reported that they were '*told not to go into teaching*'. Furthermore, the findings in this study indicate that 70% of students were actively *encouraged to consider careers other than teaching*, where a number of focus group participants reported that they were advised by their teachers 'not to go into teaching' (Black/Black Irish, S3). This is an important finding that must be addressed further by future research. In Iraq, Celik (2019) previously highlighted the fact that teachers themselves and society in turn do not encourage students to become a teacher. Similarly in Ireland, previous research findings reveal little encouragement or support from teachers or career guidance



teachers, and highlight cases where students were actively discouraged from pursuing a career in teaching in Ireland (Keane, Heinz & Lynch, 2018). Furthermore, positive links were recorded between students with Dual-Irish nationalities and the statement *'I have been encouraged to consider careers other than teaching'* ( $\rho = .18$ ). Beltman and Wosnitza (2008) found that negative comments and a lack of support from significant others could lead to social dissuasion and the distinct move away from a career in teaching. This finding suggests that teachers also have a role in discouraging students from going into the profession in Ireland. The CA findings from this study further suggest that students who are from minority-ethnic backgrounds are *less* motivated than students from White Irish backgrounds to choose teaching as a career. Next, this work examines the influence of family members on post-primary students' motivation and perceptions of teaching as a choice of career.

## **Findings 2: Influence of Family Members**

This section considers the influence of family members on students' perceptions of becoming a teacher. Prior research found the influence of family, friends and role-models to be important and consistent with student teachers' from a range of social and cultural backgrounds (Gore et al. 2015). This research study outlined that 66% of participants reported that their family disagreed or strongly disagreed with the choice of teaching as a career. Students from diverse ethnic or cultural backgrounds had a negative correlation with the statement *'I am interested in becoming a teacher'* ( $\rho = -.27$ ) and their *family's thoughts on becoming a teacher* ( $\rho = -.31$ ) at the statistically significant level of 0.01. Contrastingly, the largest correlation positively existed between White Irish students and the motivation concerning their *family's thoughts on becoming a teacher* ( $\rho = .31$ ). Similarly, a comparison of the mean values concerned the statement *'my family think I should become a teacher'* revealed differences among White Irish (mean score = 2.6) and Asian/Asian Irish (mean score = 1.5) students. Beltman and Wosnitza (2008) have found that immediate family members had an important influence on students' desire to teach, however similar to the findings in this research study, previous research also acknowledge that the influence could be negative through a lack of support and negative comments about the decision to become a teacher (Gore et al., 2015).

The study revealed that students were under a 'lot of pressure from family' to 'be more, to be 'better than that'(Asian/Asian Irish, S2). Focus group participants also voiced concerns regarding the 'financial side' of teaching, describing it as a 'risky' choice with few permanent

teaching positions available. This research study suggests that although students from low socio-economic backgrounds may give higher priority to teacher salary (Heinz, 2011), the current financial rewards for teaching in Ireland do not suggest a ‘better life’ for struggling families. There is a ‘need to develop strategies to raise the economic status of the teaching profession’ in order to attract more students from high SES families to TE (Aksu et al., 2010, p. 98). Despite a desire to ‘influence the next generation’ and ‘impact the world’ (Black/Black Irish, S4), there was significant influence from family members to choose a career, *other* than teaching. The following section considers prior school experiences as a motivational factor concerning teaching as a choice of career.

### **Findings 3: Prior Teaching and Learning Experience**

The findings from this study concur with previous research studies, and highlight the influence of students’ prior schooling experiences and teachers as role-models as important motivational factors. This research study revealed that over 85% reported having had teachers whom they considered to be a *good role-models* throughout their schooling experiences. Participants acknowledged that teachers are so much more than ‘the curriculum they teach’ and stressed the importance of the way a teacher ‘acts towards you’ and ‘the life morals they teach you’ (Any Other White Background, S4). The desire to have a teacher that ‘really cares’ (Any Other White Background, S3) is a primary influence on students’ potential career choice in teaching. This finding is linked with the notion that a good teacher is someone who not only feels passionate about their subject, but also creates a respectful and caring environment in the classroom (Smyth et al., 2004). Contrastingly, an investigation into secondary school students’ attitudes to the teaching profession reported that students did not consider teachers as good role-models due to frequent complaints from teachers regarding a ‘shortage of resources, large classes, poor teaching and learning environments, and low salaries’ (Mosha, 2016).

Over 78% of research participants highly rated the statement concerning *positive learning experiences in school*. In the UK, Younger et al. (2004) reported that one third of respondents’ motivations to teach were as a result of their own positive educational experiences. Furthermore, Heinz (2013) reported that ITE applicants in Ireland often reveal very positive prior education and school experiences, and come from academically strong secondary schools. However, only 15% of participants rated their *interest in becoming a teacher* positively, while students that reported the ability to speak an additional language at

home, other than English or Irish, had a small negative link with the statement *'I had positive learning experiences in school'* ( $\rho = -.16$ ). In school two, students discussed the inadequate treatment of teachers 'that aren't Irish' (White Irish, S2), with one Asian Irish student reporting his discouragement and unwillingness to become a teacher as a result. This finding is similar to previous research, which found that high school students in South Africa held negative attitudes towards the teaching profession as a result of disrespectful treatment of teachers (Mutshaeni et al., 2015). This suggests that there are alternative significant influential factors contributing to students' lack of interest in the teaching profession, that cannot be outweighed by positive learning experiences.

This thesis also addresses Lortie's (1975) inescapable 'apprenticeship of observation', where students believe that 'everyone' has the 'qualities to become a teacher' (Asian/Asian Irish, S2) and could become a primary or post-primary school teacher with 'the right points' in the LC examination (Black/Black Irish, S4). Students' perceived teaching ability was the second highest rated reason for choosing a teaching career in previous research (Heinz, 2011). This work highlights that 42% of students believe they have the qualities and skills to become a teacher, although they 'just don't wish to exercise them' (Asian/Asian Irish, S2). The next section considers students' motivations and perceptions concerning teaching as a choice of career.

#### **Findings 4: Teaching as a Choice of Career**

This section offers an insight into diverse post-primary students' motivations and perceptions concerning teaching as a choice of career and consequently a 'fallback' career. Interestingly, students' ratings of the motivational factor *'interest in becoming a teacher'* varied considerably according to their ethnicity or cultural background, involving White Irish (mean score=2.7) and Asian/Asian Irish (mean score=1.8) students. This research study highlighted that teaching as a career was depicted as *'hard work'* (78%) with a *'heavy workload'* (67%). Additionally, the *'emotionally demanding'* (56%) nature of the teaching role and perceived poor salary were contributing factors concerning students' motivation and perception of teaching as a choice of career. Teaching, and learning to teach, have been regarded as stressful in previous research studies (Harmsen et al., 2018; Oberle & Schonert-Reichl, 2016), where the 'emotional labour' of teaching has been previously reported (Kyriacou, 2001). Furthermore, Mutshaeni et al. (2015) found that high school students in

South Africa held further negative attitudes towards the teaching profession as a result of salary and the stress that comes with work overload and added responsibilities on a daily basis.

The notion of teaching as a ‘fallback’ career was prevalent in the qualitative phase of this study, where students regarded teaching as a ‘drop down’ (Black/Black Irish, S2) and a ‘good back up’ (White Irish, S2), highlighting a reluctance to enter the teaching profession as a first choice. The open-ended aspect of the questionnaire survey revealed the notion of teaching as ‘a career you chose when you didn’t get enough marks to further your career so decide to teach’ (Asian/Asian Irish, S4, Open-Ended Questionnaire Response). Moreover, throughout the focus group interviews, students’ clearly perceived teaching as a ‘good back up’ when one’s ‘first choice’ on the CAO became unachievable. This is a similar finding to findings internationally, where research has indicated that teaching may be a consideration if other options were not available or did not work out (Akar, 2012; Klassen et al., 2011; Topkaya & Uztosun, 2012). Furthermore, participants were explicit in their discussion of their own teachers, who had a ‘certain job before’ becoming a teacher (Asian/Asian Irish, S2). This research study contends that teaching may not always be ‘a career of choice’ as previously suggested by Richardson & Watt (2006).

The extrinsic motivation of teacher salary is an issue that has gained greater attention in Ireland, where significant changes have occurred for entry-level teacher salaries, (Clarke & Killeavy, 2012, p. 131). The research study findings further highlight that only 15% of students surveyed indicated that ‘*teachers earn a good salary*’, while teacher salary was also a significant ‘financial issue’ among focus group participants (Asian/Asian Irish, S2). Moreover, ethnic Asian students negatively correlated with the notion of teaching as a *secure job with a good wage* ( $\rho = -.16$ ). Students have made calls to ‘increase the pay’ in order to increase the diversity profile of people that ‘choose to become teachers’ (Black/Black Irish, S4, Open-Ended Questionnaire Response). This research finding is echoed by Darmody & Smyth’s (2016, p. 11) conclusion that ‘higher salaries are likely to attract the best candidates into the profession’. Furthermore, teaching was considered ‘risky’ (Asian/Asian Irish, S2), not only due to salary concerns, but also due to the stability of teaching positions which could result in no ‘stable income until you have a permanent position’ (White Irish, S3, Open-Ended Questionnaire Response). This highlights the need for ‘good contractual and employment conditions’ in an effort to ‘enhance the attractiveness of the profession’ (EC, 2018, p. 18). The extrinsic factor of job security has been highlighted as a motivational factor in this study, which has previously been reported as a strong motivational influence for students choosing to become a teacher in Germany (König & Rothland, 2012). Although Hobson (2009) highlighted

the need for applicants and entrants to TE to be aware of the demands of the teaching profession, this work suggests that perhaps this awareness of the demands associated with teaching has altered the face of the teaching profession. Subsequently, the next section discusses the findings concerning diversity in teaching in relation to the literature reviewed in Chapter Two.

### **Findings 5: Diversity in Teaching**

This research study reflects a diverse student population among the participating post-primary schools concerning students' 'nationality, language, ethnicity and religious affiliation' (Smyth et al., 2009). CA revealed that students from minority-ethnic backgrounds had negative correlations with the statement '*I am interested in becoming a teacher*' ( $\rho = -.27$ ) and their *family's thoughts on becoming a teacher* ( $\rho = -.31$ ) at the statistically significant level of 0.01. Additionally, participants who reported the ability to speak an additional language at home, other than English or Irish, had a statistically significant (0.01 level) negative correlation with their *interest in becoming a teacher* ( $\rho = -.24$ ) and their overall willingness to *consider a career in teacher* ( $\rho = -.19$ ). Negative correlations were also associated with students' ethnicity or cultural background and the view of *teachers as professionals* ( $\rho = -.22$ ) and their willingness to *consider a career in teaching* ( $\rho = -.24$ ) at the statistically significant level of 0.01. Similarly, students' ratings for the statement '*I would consider a career in teaching*' varied considerably according to their ethnicity or cultural background, involving White Irish (mean score= 2.9) and Asian/Asian Irish (mean score= 1.9) students.

Although we lack adequate data to describe our national context (Keane & Heinz, 2015), research in Ireland suggests that the teaching population of Ireland matches an international phenomenon and homogeneity of the teaching profession. Students acknowledged the 'lack of teachers from various ethnic backgrounds' (Asian/Asian Irish, S1, Open-Ended Questionnaire Response) and emphasise its importance as a factor that contributes to a disinterest in the profession. The 'diversity gap' (Boland & Keane, 2012) in the teaching profession was acknowledged by participants in this study. While students describe a student population that embraces 'good diversity' (Asian/Asian Irish, S1), they report that the teaching population is now 'dominated by Irish, White Irish' (Black/Black Irish, S1). There were calls for the teaching population to be 'similar to the students' (Black/Black Irish, S2).

The benefits of minority teachers were uncovered in this research study, where students were supportive of their limited experience of diverse teachers and found it 'very interesting

and intriguing to be in their classes' (Asian/Asian Irish, S2), where teachers could share their 'personal background' and 'different upbringing' with their students (Black/Black Irish, S1). This finding is linked with previous research studies, where Santoro (2015), Keane and Heinz (2015) acknowledge that all students benefit from being taught by teachers who can contribute different cultural perspectives to the curriculum. Furthermore, there were calls for the teaching population to be 'similar to the students' (Black/Black Irish, S2). This finding signifies that a diverse teaching population could serve as powerful role models that encourage students to enter ITE in the future (OECD, 2010; Sleeter & Thao, 2007, Goldhaber et al., 2015). Although students were supportive of the notion of a diverse teaching population, focus group participants disagreed with 'anybody' becoming a teacher and ultimately stressed the need to 'get people [with] more passion to teaching'. Finally, this doctoral study will present a comprehensive summary of the research findings and suggest students' primary motivations and perceptions concerning teaching as a choice of career from minority-ethnic backgrounds.

### **Summary of Findings**

In summary, the findings of this study have revealed that 53% of students would **not consider a career in teaching**. Students from minority-ethnic diverse backgrounds had negative correlations with the view of *teachers as professionals* ( $\rho = -.22$ ), *interest in becoming a teacher* ( $\rho = -.24$ ), *family's thoughts on becoming a teacher* ( $\rho = -.31$ ) and their willingness to *consider a career in teaching* ( $\rho = -.24$ ) at the statistically significant level of 0.01. Contrastingly, students with an ethnicity of White Irish held positive associations and ratings with the same motivational factors. This thesis suggests that students from minority-ethnic backgrounds are *less* interested than students from White Irish backgrounds in becoming a teacher and have *less* encouragement from family members to pursue teaching as a career choice, which may be contributing to the less diverse profile of the teaching population at present.

From the research findings, this thesis proposes that students from minority-ethnic backgrounds are *less* motivated than students from White Irish backgrounds to become a teacher for following five primary reasons: (1) the influence of family members; (2) encouragement from others to consider alternative careers; (3) teacher salary and the 'hard work' associated with teaching; (4) the level of Irish requirement for primary ITE and (5) the notable 'diversity gap' (Boland & Keane, 2012) within the teaching profession. The findings in this study confront the current lack of diversity in the teaching profession in Ireland and

offer an insight into students' motivations and perceptions of teaching as a choice of career from diverse perspectives. The research findings have implications for TE at institutional and programme levels, as well as policy levels. The next section will delineate clear directions for future research. This thesis will make a number of recommendations concerning ITE institutions and programmes and teacher education policy.

### Section Three: Directions for Future Research

Finally, section three offers directions for future research, subsequent recommendations and proposals to attract and support culturally diverse applicants and entrants to ITE. This research study explored fifth year post-primary students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. The reviewed literature and results of this thesis have shown that the aim to diversify the teaching population in Ireland remains highly relevant (Heinz, 2011). Future research is necessary to explore the following:

*The CAO and Leaving Certificate:* This work signals a need to further explore the impact of the grade point average selection system, specifically the CAO and the LC examination, on the career choices of students from minority-ethnic backgrounds in Ireland. Future research could address the following questions: How has the Leaving Certificate examination impacted the choices of minority-ethnic students in Ireland? What is the association, if any, between the grade point average selection system and students' choice of teaching as a 'fallback' career?

*The Selection Criteria to ITE and Teacher Quality:* Following a detailed review of literature in this work, it is evident that a gap exists in the research in the link between the selection criteria to ITE and teacher quality following engagement with an ITE programme. There is a need for research to explore this link in an effort to further understand the impact of the selection criteria on the quality of teachers in the profession. Future research could address the following questions: What is the relationship, if any, between the current selection criteria to ITE and teacher quality? How does selection criteria to ITE effect teacher quality?

*The Media's Portrayal of the Teaching Profession:* This work highlights the need for additional research concerning the media's portrayal of the teaching profession. Future research could address the following questions: Are there a number of professions and careers which are more admired than others through the media? How has the media influenced students' motivations and perceptions of teaching as a career in comparison to alternative careers?



*Teaching as Fallback Career:* Further research is necessary to examine the motivations and perceptions of those who choose teaching as a ‘fallback’ career in Ireland. There is also a need to further consider the diversity profile of individuals that enter TE as an alternative career, and students who enter ITE concurrently. Future research could address the following questions: Why do individuals choose teaching over alternative careers when changing careers? How does an individual’s perception of teaching as a choice of career change over time?

*Influence of Teachers:* There is a need for research to further examine the influence of teachers, and specifically Career Guidance teachers, on students’ career choice. Future research could further address the following questions: How do teachers influence students’ motivations and perceptions of teaching as a career? What impact do Career Guidance teachers have on students’ choice of career?

*The Role of the Teacher Unions:* It is necessary to consider and examine the role of the Teacher Unions and the influence of their actions on students’ entry to ITE and the teaching profession. Future research could address the following questions: How are teacher unions influencing students’ motivations and perceptions of becoming a teacher?

From the research findings, this work presents a number of recommendations regarding ITE institutions and TE programmes, and offers policy proposals to attract diverse students’ to TE. TE in Ireland requires criteria, guidelines and entry requirements aimed at teacher diversification (Villegas et al., 2012).

### **Thesis Study Recommendations**

The findings from this doctoral research study have generated the following recommendations relating to: (1) *ITE institutions* (2) *teacher education programmes* and (3) *teacher education policy*. This research offers further proposals for attracting applicants from underrepresented groups to ITE, specifically those different ethnic backgrounds (Devine, 2005). Holden and Kitchen (2018) stress that ITE programmes do not need to choose *between* a diverse population and a qualified one, and programmes should strive for *both* characteristics as ‘two interrelated conditions’ (DeLuca, 2015, p. 270). Therefore, it is necessary to re-imagine ITE (Waldron, Smith, Fitzpatrick & Dooley, 2012) and the avenues of access to ITE in Ireland.

## **Recommendations Concerning ITE Institutions**

There is a need for specific selection criteria and methods to ITE in Ireland, and indeed around the globe. This section outlines recommendations concerning the CAO and LC grade requirements, specific selection criteria and alternative pathways to ITE. Furthermore, there is a need to continue to monitor the socio-demographic composition of the teaching population in an effort to create entry criteria that reflect equity, diversity and quality in the student teacher population.

### **Recommendation 1: Consideration to the CAO and Leaving Certificate Grade Requirements**

Consideration must be given to the entry system to ITE in Ireland through the CAO and higher-level Irish requirement for primary level ITE that may contribute to our selective teaching population. Bullock (2011) suggests that TE programmes have the affinity to attract “winners” from an educational system, whereby the process of education can be said to favour a safeguarding of the status quo. The time is now to interrupt the status quo, and create opportunities for students from minority-ethnic backgrounds to enter ITE. Like Keane and Heinz (2016), this work proposes that there may be an issue at the ‘decision or not to apply’ stage, prior to a students’ CAO application completion. Therefore, there is a need for students to feel that they can justly consider teaching through grade requirements that reflect a more diverse teacher education.

Firstly, it is necessary to continually and clearly communicate the requirements for entry to ITE, and available ‘equity of access’ initiatives in Ireland to all students. The access and entry routes to teaching in Ireland ‘has to be talked about a bit more’ (Black/Black Irish, S1). There is a need to provide further incentives for students from minority-ethnic backgrounds who achieve the H4 Levels for primary ITE through additional points in the LC. The level of Irish required for primary teaching was considered to be ‘part of the problem’ (Asian/Asian Irish, S1) and participants in the research study stressed the need for ITE institutions to ‘recognise the students that have come from different countries’ (Any Other White Background, S4). Alternatively, the level of Irish language requirement may be reduced for diverse applicants, with further support offered in ITE programmes upon successful entry. Presently, the list of LC language subjects includes the following: Irish, English, Ancient Greek, Arabic, French, German, Hebrew Studies, Italian, Japanese, Spanish and Russian (SEC,

2020a). In 2019, the SEC also offered LC examinations in eighteen non-curricular EU languages (Latvian, Lithuanian, Romanian, Slovenian, Modern Greek, Finnish, Polish, Estonian, Slovakian, Swedish, Czech, Bulgarian, Hungarian, Portuguese, Danish, Dutch, Croatian, Maltese). However, in this research study, a total of thirty-two distinct languages were recorded among 155 research participants in four participating post-primary schools. Therefore, there is also a need for additional recognition of diverse students' additional languages where such languages can be examined and considered as part of the State Examination in order to create further grade and point achievement opportunities in the LC examination.

### **Recommendation 2: Additional Selection Criteria to ITE**

Research participants felt as though 'the points needed are really high for teaching' (White Irish, S2) and remarked on what they perceived to be an unfair system that is 'biased towards Irish people' (White Irish, S3). The use of grade point averages have been criticised for creating barriers for under-represented groups (Holden & Kitchen, 2018), who could contribute to a more diverse teaching population (Archibald et al., 2002). It is necessary for TE institutions to consider students' motivations and perceptions concerning teaching from minority-ethnic backgrounds and create specific selection criteria that recognise applicants' affective and personal beliefs for teaching as a career. Thus, this study suggests that personal statements concerning applicants' desire to teach and interviews should be introduced to selection criteria to ITE at undergraduate level (Heinz, 2011). Furthermore, like Gaeltacht applicants, there is a need for 10% of places to be equally allocated for students from minority-ethnic backgrounds. It is necessary to challenge the entry criteria to strive for an 'equity of access' perspective in ITE (Keane & Heinz, 2015).

### **Recommendation 3: Alternative Pathways to ITE**

In this research study, participants stressed the need for ITE institutions 'to be more open' (White Irish, S2) and recognise students' cultural backgrounds through alternative routes to teaching such as a PLC programmes specifically created for the teaching and learning of the Irish language at primary level. From the research findings, it is clear that 53% of students would not *consider a career in teaching*. The 'requirement for every teacher to have Irish' (Any Other White Background, S4) at primary level must be reviewed with the aim of

supporting those interested in becoming a teacher from diverse ethnic or cultural backgrounds. Research has proved that ITE, especially at primary level, is less ethnically diverse than any other OECD country (Hyland, 2012). Therefore, alternative pathways to ITE may also be created through programmes that support the entry of students from minority-ethnic backgrounds to ITE.

#### **Recommendation 4: Monitor the Socio-Demographic Composition of Applicants and Entrants**

There is notably a lack of solid data concerning backgrounds of teachers and ITE applicants and entrants, which Heinz and Keane (2018) argue has inhibited informed policy regarding application procedures and selection criteria. The research findings revealed that students from diverse ethnic or cultural backgrounds had negative correlations with overall *interest in becoming a teacher* ( $\rho = -.27$ ) and their *family's thoughts on becoming a teacher* ( $\rho = -.31$ ). This work contends that it is necessary for ground-breaking research projects such as the national DITE study and *Turn to Teaching* project to continue to monitor the socio-demographic composition of applicants and entrants to ITE. Further data systems that monitor the racial, ethnic or cultural diversity of applicants and entrants to ITE must be supported. There is a need for continued financial support in relation to studies that contribute greatly to a further understanding of the composition of the teaching profession in Ireland.

#### **Recommendations Concerning Teacher Education Programmes**

TE must react to issues of diversity due to the changing demographics and changing landscape of education (Smith, Robb, West & Tyler, 2010). There has been detailed discussion about what teachers need to know and be able to do (Darling-Hammond & Bransford, 2005; Darling-Hammond, 2017) and *who* should be prepared as teachers in an effort to diversify the teaching population (Villegas & Irvine, 2010). This section offers recommendations for TE programmes concerning programmes for diversity, additional supports for a diverse student teacher population and school placement.

### **Recommendation 1: Teacher Education Programmes for Diversity**

It is fundamental to support student teachers to rethink race, culture and ethnicity (Banks, 2001) and reconstruct a caring, diverse TE from within as cultural and racial human beings (Korthagen, Loughran & Russell, 2006). There is a need for ITE programmes to confront the issue of diversity in teaching, and respond through the careful preparation of homogeneous student teachers to teach a diverse student population. Despite a student population with ‘people from all over the world’ (Black/Black Irish, S2), students referred to the teaching population as one that consists of ‘mostly white Irish women’ (White Irish, S2). TE in Ireland faces the challenge of facilitating intercultural sensitivity and learning among student teachers (Causey et al., 2000) with limited or no experience with persons from another ethnicity or social class (Banks, 1991; Finney & Orr, 1995; Grant, 1991; Irvine, 1990, 1992).

### **Recommendation 2: Additional Supports for a Diverse Student Teacher Population**

Students expressed a desire for the teaching population ‘to be similar to the students’ (Black/Black Irish, S2). It is fundamental that TE institutions and programmes consider additional supports for a more diverse student teacher population. Provisions are necessary for ITE students from minority-ethnic backgrounds, as well as students with disabilities, such as: (i) support concerning the Irish language for primary level ITE (ii) support groups/societies for diverse students and (iii) financial support concerning university/college educational costs and specifically costs incurred on school placement. The cost of the entering the ITE was considered by students in the research study, with the view that ‘you had to have money to be able to get more money’ (Any Other White Background, S4). Further support for diverse candidates could be provided by underwriting a significant portion of educational costs of ITE (Carver-Thomas, 2018). This work implores the TC to ask those who are under-represented what they need and identify the barriers they face when applying and entering the teaching profession, ‘rather than jumping into another initiative’ (McMahon, 2017).

## **Recommendations Concerning Teacher Education Policy**

This research study acknowledges that a diverse teacher population is a key factor in the successful growth of the education system and indeed society (Heinz & Keane, 2018). It is essential that policymakers continuously adjust policies in TE with the goal of increasing the diversity of perspectives and experiences within the teaching population (Villegas et al., 2012). It is necessary to consider policies to attract diverse students to ITE and resolve issues concerning pay inequality and teacher salary. Furthermore, there is a need for policymakers to consider policies that address the length of teacher contracts and create campaigns to promote the teaching profession in Ireland.

### **Recommendation 1: Policies to Attract Diverse Students to ITE**

This thesis suggests that students from minority-ethnic backgrounds are *less* interested than students from White Irish backgrounds in becoming a teacher and have *less* encouragement from family to pursue teaching as a career choice, which may be contributing to the less diverse profile of the teaching population at present. There is a need for minority teacher recruitment policies in Ireland that provide financial incentives aimed at teacher diversification; promote specific recruitment programmes and encourage the recruitment of minority student teachers through alternate route programmes with strategies to retain minority teachers within TE and in the classroom (Villegas et al., 2012). Policymakers must create ‘positive action strategies’ such as alternative entry requirements, grants or scholarships to increase participation of students from under-represented groups in ITE (Heinz, 2011). This study revealed that teacher salary is a ‘financial issue’ (Asian/Asian Irish, S2) for students from minority-ethnic backgrounds and it is necessary for policies in Ireland to provide financial incentives for diverse applicants and entrants to ITE. It is crucial that policy is attentive to the recruitment of teachers from ethnic or cultural groups with available financial supports to enable under-represented groups to undertake long-duration, expensive courses in TE (Coolahan et al., 2017).

## **Recommendation 2: Teacher Salary**

Teaching has been perceived as *'hard work'* by almost 80% of the study's population, with 67% of participants further highlighting the *'heavy workload'* associated with the profession. Despite years of negotiation, primary and post-primary teachers who entered the teaching profession between 2011 and 2014 remain unfairly paid and continue to face future losses over their career (Wall, 2019). This policy has been part of the discourse of TE for over a decade in Ireland and this study has revealed the toll teaching as a profession has taken as a result of pay inequality. Students shared their concerns in respect of becoming a teacher, which they regard as 'risky' (Asian/Asian Irish, S2) with reference to teacher pay in the media. The drive for 'equal pay for equal work' may have resulted in the perception that teachers are not *'well-paid'* and an unwillingness to *consider teaching as a choice of career*. This is a significant motivational factor concerning students' choice of teaching as a career, and could be contributing factor for the lack of diversity in the teaching profession in Ireland. Darmody and Smyth (2016, p. 11) have concluded that 'higher salaries are likely to attract the best candidates into the profession'. Thus, a commitment is necessary from the government and teacher unions in Ireland to swiftly resolve teacher pay inequality in an effort to protect the high status of the teaching profession and attract students from diverse racial, ethnic or cultural backgrounds.

## **Recommendation 3: Policies to Address Teacher Contracts**

'We're all scared about next year... if we're gonna lose our teachers' (Any Other White Background, S3). In this research study, students openly shared their fears of losing teachers each year and highlighted concerns for teachers with temporary teaching positions, where teachers 'do not have a stable income until you have a permanent position' (White Irish, S3, Open-Ended Questionnaire Response). There is a need for TE policy to address the issue of fixed term contracts and substitute positions in the teaching profession. Furthermore, the allocation of panel rights at primary level requires teachers to hold a position for a period of two years or more in order to apply for a permanent redeployment position (DES, 2020). Teachers require further stability and job security, which this work suggests may contribute to raising students' motivations and perceptions concerning teaching as a choice of career and attract students from minority-ethnic backgrounds to ITE.

#### **Recommendation 4: Campaigns to Promote the Teaching Profession**

Almost 100 research participants (63%) disagreed or strongly disagreed with the statement *'I am interested in becoming a teacher'*. There have been large scale campaigns and programmes to attract students to careers in STEM (Smart Futures, 2020), where a focus has been placed on primary and post-primary schools to prepare students to enter STEM careers. This work argues that there is a need for similar campaigns to attract diverse individuals to teaching and ITE. 'The field of teaching can't sustain itself let alone flourish if the profession does not self-promote' (Houdyshell, 2019, p. 33). It is essential that TE policy create campaigns to communicate the career and financial benefits associated with the teaching profession, as well personal and professional fulfilment associated with teaching as a choice of career. Notably, over 70% of students reported that they were being encouraged to consider careers other than teaching, where a number of focus group participants reported that they were advised by their teachers 'not to go into teaching' (Black/Black Irish, S3). Therefore, it is necessary to positively promote the teaching profession, and strive to protect the affective dimension of teaching.

#### **Chapter Summary**

'Ethnic diversity matters in Irish classrooms' (O'Kelly, 2020). Moreover, post-primary students' motivations and perceptions concerning teaching as a choice of career from ethnically and culturally diverse backgrounds matter. Firstly, this chapter outlined the contribution of this study to research. This is the first study to investigate diverse post-primary students' motivations and perceptions of teaching as a choice of career in Ireland and offer an insight into the lack of diversity in Irish TE. Furthermore, this is the first study to utilise the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007) with *potential* applicants and entrants to ITE in Ireland. The limitations of this research study were considered in association with the specific research design, generalisability, and validity and reliability. This work embodied a MMR design in an effort to reduce the limitations associated with independent quantitative and qualitative research approaches.

This chapter presented a summary and discussion of the main research findings. The primary findings indicate that students from minority-ethnic backgrounds are *less* interested in becoming a teacher than students from White Irish backgrounds. The 'really high' LC points and H4 level requirement in Irish language for primary ITE have been recognised as 'part of



the problem' in relation to the diversity profile of the teaching population in Ireland. However, this study revealed the significant influence of family members on students' choice of career, and the perception of teaching as financially risky with a 'heavy workload' and poor salary. Teaching was regarded as a 'fallback' career or a 'good back up' by a number of participants. Although students were cognisant of the current 'diversity gap' among the student and teacher populations and described the benefits of a diverse teaching population in Ireland, participants stressed the need to 'get people [with] more passion to teaching'.

This work outlined directions for future research in an effort to consider the impact of the CAO and LC system, and further explore the influence of teachers and specifically Career Guidance teachers on the career choices of students in Ireland. Furthermore, there is a need for research to consider the media's portrayal of the teaching profession, and the role of teacher unions concerning students' application and entry to ITE. Finally, this study suggests that further research is necessary to examine the motivations and perceptions of those who choose teaching as a 'fallback' career in Ireland and recognise the factors which contribute to a second choice of career in teaching.

The final chapter in the thesis study offered recommendations concerning ITE institutions, TE programmes, and TE policymakers. There is a need for specific selection criteria and alternative pathways that encourage and support students from diverse racial, ethnic or cultural backgrounds to access and enter ITE. It is necessary to consider applicants' desire to teach, attitudes to teaching through personal statements, and an interview process as selection criteria. It is vital that TE programmes offer additional encouragement for diverse student teacher populations through support with the Irish language for primary ITE, groups and societies for culturally diverse students, and financial support concerning educational costs and specifically costs incurred on school placement. Policymakers must adjust policies in TE with the primary goal of attracting diverse students to ITE and the teaching population.. This work also argues that there is a need for campaigns that promote teaching as a career and attract students from minority-ethnic backgrounds to the teaching profession. Finally, this work ends with a conclusion to this doctoral thesis study.

## **Thesis Conclusion**

There has never been a more important time to acknowledge cultural diversity in Irish society (Parker-Jenkins & Masterson, 2013) and offer proposals to create a TE that reflects the

demographic in Ireland. This doctoral research explored how the growth of a more diverse teaching population could be achieved in Ireland, through an investigation of post-primary students' motivations and perceptions concerning teaching as a choice of career. There is a need for minority teacher recruitment policies in Ireland that provide financial incentives aimed at teacher diversification; promote specific recruitment programmes and encourage the recruitment of minority student teachers through alternate route programmes with strategies to retain minority teachers within TE and in the classroom (Villegas et al., 2012).

This is the first research study to utilise the Motivational Assessment Instrument, an adaption of the FIT-Choice scale (Watt & Richardson, 2007), with *potential* applicants and entrants to ITE in Ireland, in an effort to gain a more detailed insight into post-primary students' motivations and perceptions concerning teaching as a choice of career. This thesis study has shown that students from minority-ethnic backgrounds are *less* interested in becoming a teacher than students from White Irish backgrounds. Moreover, students from Asian or Asian Irish (Any Other Asian) cultural backgrounds had the strongest negative correlations concerning teaching as a career, where statistically significant negative correlations existed concerning their *family's thoughts on becoming a teacher* ( $\rho = -.26$ ). This MMR study revealed that students from minority-ethnic backgrounds are *less* interested than students from White Irish backgrounds in becoming a teacher due to following five primary reasons: (1) the influence of family members; (2) encouragement from others to consider alternative careers; (3) teacher salary and the 'hard work' associated with teaching; (4) the level of Irish requirement for primary ITE and (5) the notable 'diversity gap' (Boland & Keane, 2012) within the teaching profession.

Findings have previously suggested why people choose teaching (Watt et al., 2012), however this doctoral research study strived to convey **why others do not**. The teaching profession in Ireland must be the author of its own identity (Sachs, 2001), where the expressed motivations and perceptions of our students are recognised in the re-imagining of ITE in Ireland (Waldron et al., 2012). We need teachers who are diverse in where they come from, their language, histories, and how they think (Banks, 2008). Post-primary students have indicated that 'in two or three generations time, people will be more comfortable [with] teaching as a career choice, but not right now' (Asian/Asian Irish, S2). This work argues that the time *is* right now. It is necessary to make changes *now* to ensure that the next generation justly considers ITE. It is vital to create opportunities for 'faces of change' in TE where children 'see themselves in the faces of their teachers' (Riley, 1998, p. 19).

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## Appendices

### Appendix A. Outline of Darmody & Smyth's (2016) case-studies of practice in the following eight jurisdictions concerning entry to ITE.

Country	Key Features of Education System for Entry to HE	Initial Teacher Education	Selection Criteria to ITE
<b>Australia, New South Wales</b>	<p>Centralised Admission Agency to HE</p> <p>Common ranking system: Australian Tertiary Admissions Rank (ATAR) for undergraduate admissions</p> <p>University places on the basis of ATAR ranking</p>	<p>Number of Distance Education options for ITE</p> <p><b>Primary ITE:</b> Accredited 4-year teaching degree (Bachelor of Education) /Undergraduate degree and then accredited graduate-entry teaching degree (Master of Teaching)</p> <p>Post-Primary ITE: 4-year teaching degree/Undergraduate degree and subsequent accredited graduate-entry teaching degree (Bachelor of Teaching or Master of Teaching)</p>	<p>ATAR ranking used as indicator of standard of entrants</p> <p>More than half of entrants enter without ATAR</p> <p>Alternative routes for students with low socio-economic status (SES) in New South Wales</p> <p>All entrants to undergraduate ITE programmes must have Higher School Certificate (HSC) Band 4 in English and Mathematics for primary, and HSH band 4 in English for secondary teaching.</p>

			Graduate entry programmes do not have their literacy or numeracy skills specifically assessed.
<b>Austria</b>	<p>School-leaving examination: The Matura is the prerequisite for HE.</p> <p>HE colleges offer training for teachers at primary schools, secondary schools, special school and polytechnic schools.</p>	<p><b>Two Tier ITE system:</b> (1) Compulsory school teachers (primary, secondary and special school) are educated at teacher training colleges. (2) High school teachers (junior and senior level) are educated at universities.</p>	<p>Admission to ITE is organised by institution.</p> <p>Applicants require qualified school Leaving Certificate of an upper secondary school.</p> <p>Preparatory courses offered for applicants with experience in various occupations who do not hold a school Leaving Certificate – entrance examination.</p> <p>Diverse procedures to assess qualifications of future teachers – individual qualifications and interviews</p>
<b>Canada, Ontario</b>	State-run system of public education	Concurrent ITE degrees require	Both general and level-specific

	<p>Each university sets its own admission standards which vary depending on the type of degree, programme and applicant personal situation</p> <p>Students apply through the Ontario Universities' Application Centre.</p>	<p>secondary school graduation.</p> <p>Consecutive and graduate programmes require undergraduate degree.</p> <p>Teachers in Canada typically require at least a Bachelor's degree and one year of teacher education prior to teaching.</p>	<p>admissions criteria – determined individually by programmes.</p> <p>Some require previous teaching experience.</p> <p>General studies teachers in Ontario's publicly funded schools require (1) Acceptable post-secondary degree (2) One year full-time study in teacher education programme</p>
<b>Finland</b>	<p>Finnish HE is provided by universities and polytechnics (universities of applied science).</p> <p>Highest participation in third level education of any OECD member country (Davies, 2009)</p> <p>Restricted entry to all fields of study</p>	<p>Teacher education can be concurrent or consecutive.</p> <p>Generally, all teachers are required to have a Master's degree.</p> <p>Teaching profession holds a high social prestige and subsequently there is strong competition for places on teacher education programmes.</p>	<p>Autonomous HEI's establish their own selection criteria for ITE.</p> <p>Selection of applicants varies between primary and secondary teaching courses.</p> <p>Only 10 percent gain entry to Primary ITE – most take VAKAVA exam.</p>

		<p>ITE is provided by public institutions only – no private teacher education.</p>	<p>Focus on academics in phase 1, while phase 2 involves interviews and showcase of particular talents.</p> <p>Interview process is an integral part of the selection criteria.</p> <p>Post-primary ITE applicant requirements include an aptitude test, interview and grade point average from first year of study. Considerably less competitive than entry to primary ITE.</p>
<p><b>The Netherlands</b></p>	<p>Admission to HE is open to all those who have successfully completed secondary education and passed one of three kinds of final examinations.</p> <p>Students apply to HE through an online central admission process (Studielink).</p>	<p>Largely centralised education system – national government establishes the criteria for hiring teachers, set criteria for admitting candidate to schools of education and set the curriculum for ITE institutions.</p> <p>Due to primary teacher</p>	<p>Two types of qualifications for a teacher: 1<sup>st</sup> and 2<sup>nd</sup> degree.</p> <p>2<sup>nd</sup> Degree: 4-year Bachelor's degree course at a University of Applied Science</p> <p>1<sup>st</sup> Degree: Postgraduate</p>

	<p>A weighted lottery system is used to determine access to a course/institution in cases where the demand exceeds the availability of places.</p> <p>Higher results raise the chance in being selected for chosen course or institution.</p>	<p>shortages and a desire to vary the profile of applicants – possible for graduates without teaching qualification to teach in primary and secondary schools following successful aptitude tests in literacy and numeracy.</p> <p>Salary increases for teachers with PhDs</p>	<p>programme required. Students selected based on prior academic qualifications and other criteria. Applicants must submit letter of motivation, CV, proof of qualifications. Participate in a group interview.</p>
<b>Scotland</b>	<p>Admissions system for entry to HE in Scotland is administered by HEIs in partnership with the Universities and Colleges of Admissions Service (UCAS).</p>	<p>ITE is provided in eight universities across Scotland.</p> <p>Two routes: (1) 4-year undergraduate programme or (2) 1-year Professional Graduate Diploma in Education (PGDE).</p> <p>Qualifications for entry to ITE defined by Scottish Credit and Qualifications Framework (SCQF).</p> <p>Applicants must have appropriate interpersonal skills and</p>	<p>PGDE primary programme requires validated degree by HEI.</p> <p>Minimum SCQF Qualifications: English (Level 5), Mathematics (Level 5), Languages (Level 6) required for primary education.</p> <p>Secondary school programmes: Require degree containing 80 SCQF credit points relevant to subject area; 40 credit points must be at SCQF</p>

		necessary qualities for a career in teaching – evidence of experience in the classroom/interview.	Level 8 or above. Applicants also require English SCQF (Level 6) and Mathematics (Level 5).
<b>Spain</b>	<p>2-year Baccalaureate acts as foundation for higher-level vocation training or access to university education.</p> <p>Admission to university system determined by a cut-off grad that is achieved in the baccalaureate.</p>	<p>Primary Teachers: General qualification or Specialised Qualification in one of the following areas: Music, Foreign Language Teaching, Arts, Special Education, Physical Education, Nursery School or Primary School.</p> <p>Secondary Teachers: Require degree in specialised subject from university.</p> <p>Public sector teachers must pass tenure examinations to be employed on permanent basis.</p> <p>Introduction of Certificate of Pedagogical Ability –</p>	<p>Language exams are included in the selection procedures for third level education (EC, 2013).</p> <p>Certificate of Proficiency in the official autonomous language required.</p> <p>All university students selected on the basis of their A level scores (Selectividad Exam) and scores in last two years of high school.</p>

		<p>competitive examination assessing specific knowledge for relevant field, aptitude for teaching and mastery of teaching techniques, merit-based selection phases (previous educational background and previous teaching experience) and probationary period where aptitude for teaching is demonstrated.</p> <p>Post-primary teachers require a Master's Degree in Secondary and Bacculaureate education, and assessment.</p>	
<b>Sweden</b>	<p>HE has two entry requirements: general (upper secondary school programme required/completed adult education ar upper secondary) and specific (vary according to field of HE).</p>	<p>ITE students must meet both general and specific entry requirements.</p> <p>Four Professional Degrees: Degree in Pre-school Education/Degree in Primary School</p>	<p>Leaving Certificate completion in upper secondary school and 'approved' grades at A and B levels (basic and intermediate) in Swedish, Mathematics and English.</p>

	<p>Restricted HE admission for all study programmes and courses.</p>	<p>Education/Degree in Subject  Education/Degree in Vocational Education  Some difficulties in recruiting sufficient number of teacher education students in Science and Technology and modern languages (with the exception of English) (Kallós, 2003).</p>	<p>Specialised subjects have specific entry requirements – ‘approved’ grades at higher level required.   One year foundation course available to recruit Science teachers and teachers from immigrant backgrounds who are under-represented among the teaching workforce.</p>
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**Appendix B. An adaption of the main factors influencing the choice of teaching as a career from previous research studies (Gore et al., 2015).**

<b>Intrinsic Motivations</b>	
Interest in Teaching	Heinz (2011); Howes & Goodman-Delahunty (2015); Manuel & Hughes (2006); Mc Kenzie et al. (2005); Struyven et al. (2013).
Desire to Work with Children/Adolescents	Fox (1961); Gratacós et al. (2017); Hennessey & Lynch (2017); König & Rothland (2012); Manuel & Hughes (2006); Olsen (2008); Sinclair et al. (2006); Taimalu, Luik and Täht (2017)
Interest in Specific Subject Area	Brandmo & Nesje (2017); Clarke (2009); Kyriacou et al. (1999); Kyriacou & Korbori (1998); Manuel & Hughes (2006); Menzie et al. (2015); O’Sullivan et al. (2009); Struyven et al. (2013); Valentine (1934); Younger et l. (2004)
Ability Related Beliefs	Brookhart et al. (1992); Richardson & Watt (2006); Watt & Richardson (2007); Younger et al. (2004).
<b>Extrinsic Motivations</b>	
Job Security	Aksu et al. (2010); Chivore (1998); König & Rothland (2012); Mc Kenzie et al. (2005); Yaakub (1990); Yong (1995)
Status of the Teaching Profession	Akar (2012); Chivore (1998); Celik (2019); Denzler & Wolter (2008); Gao & Trent (2009); Tomšik (2015); Yong (1995)
Working Conditions – Working Hours/Holidays	Aksu et al. (2010); Celik (2019); Han et al. (2018); Harmsen et al. (2018); Hoffman et al. (2015); Kyriacou (2001); Manuel & Hughes (2006); McKenzie et al. (2014); Oberle & Schonert-Reichl (2016); Sinclair (2008); Richards (1960)
Teacher Salary	Carver-Thomas & Darling-Hammond (2017); Clarke (2009); Chivore (1981, 1998); Drudy et al. (2005); Han et al. (2018); Heinz (2011); Houdyshell (2019);

	Lai et al. (2005); Mosha (2016); Mutshaeni (2015); Yong (1995);
<b>Altruistic Motivations</b>	
Working with Children and Young People	Flores & Niklasson (2014; Manuel & Hughes (2006; McKenzie et al. (2014); Sinclair et al. (2006); Tudhope (1944); Valentine (1934).
Improve/Contribute to Society	Aksu et al. (2010); Azman (2012); Clarke et al. (2009); Fox (1961); Gratacós et al. (2017); König & Rothland (2012); King (1993); Manuel & Hughes (2006); McKenzie et al. (2014); Richardson & Watt (2006); Watt & Richardson (2007); Su (1997)
<b>Influence of Others</b>	
Family and Friends	Book & Freeman, (1986); Cross & Ndofirepi (2015); Drudy et al. (2005); Flores & Niklasson (2014); Heinz (2015); Houdyshell (2019); King, (1993); Lovett (2007); Manuel & Hughes (2006); Su et al. (2001); Tudhope (1944); Valentine (1934); Yong (1995).
Inspirational Role-Models (Family/Friends/Teachers)	Chang-Kredl & Kingsley (201) Flores & Niklasson (2014); Houdyshell (2019); Keane, Heinz & Lynch (2018); Liu (2010); Lovett (2007); Manuel & Hughes (2006); McKenzie et al. (2014); Ralph & MacPhail, 2015); Topkaya & Uztosun (2012); Wilson et al. (2004)
Prior Teaching and Learning Experiences	Cushman (2005); Den Brok et al. (2004); Gratacós et al. (2017); Hennessy & Lynch (2017); Heinz (2011, 2013, 2015); Howes & Goodman-Delahunty (2015); Kass & Miller (2018); Klem & Connell (2004); Manuel & Hughes (2006); McCoy et al. (2014); Richardson & Watt (2006); Smyth et al. (2011); Watt & Richardson (2007); Wubbels & Berkelmans (2005); Younger et al. (2004)

Media	Lai et al. (2005).
<b>Socio-Cultural Influences</b>	
Religion	Klassen et al. (2011), Suryani (2017)
Social & Cultural Expectations	Akar (2012); Azman (2012); Butt et al. (2011); Gaeo & Tren (2009); Graham & Erwin (2011); Klassen et al. (2011); Neal, Sleeter & Kumashiro (2015); Watt, Richardson & Smith (2017)
Gender Roles	Akar (2012); Azman (2012); Balyer & Özan (2014); Bergey, Ranelucci & Kaplan (2019); Bruinsma & Jansen (2010); Chung & Yi-Cheng (2012); Klassen et al. (2011); Müller et al. (2009); Tomšik (2015); Watt & Richardson (2012)
<b>Other Influences</b>	
Teaching as a Fallback Career	Akar (2012); Fokkens-Bruinsma & Carrinus (2012); Klassen et al. (2011); McLean, Taylor & Jimenez (2019); Richardson & Watt (2006; 2013); Su et al. (2001); Wong et al. (2014).
Social Dissuasion	Beltman & Wosnita (2008); Keane, Heinz & Lynch (2018); Richardson & Watt (2006)

## Appendix C. Rationale for Discounting Alternative Worldviews

Paradigm	Description	Rationale for Discounting
<b>Postpositivism</b>	Creswell (2014) stated that this worldview can be referred to as the <i>scientific method</i> . It is a reductionist method used to determine effects or outcomes and assess the causes that effect outcomes.	This paradigm is often associated with quantitative research and disregards the possibility of socially constructed realities. This research study did not seek to prove a theory and the postpositivist paradigm would not enable the research to answer the research question in its entirety.
<b>Constructivism</b>	Social constructivists believe that individuals develop subjective meanings of their experiences through an understanding of the world in which they live and work (Creswell, 2014).	Typically seen as an approach to qualitative research (Creswell, 2014). This research paradigm relies on the participants' views of the situation being studied. While the researcher employs a constructivist approach to the qualitative phase of this work, the constructivist paradigm would not respond the whole research question.
<b>Transformative</b>	A transformative worldview argues that research inquiry needs to be connected with politics and a political change agenda 'confronting	While the researcher wishes to provide a voice for the participants from diverse racial backgrounds in this study, the purpose of this

	<p>social oppression at whatever level it occurs' (Mertens, 2014, p. 21). It places an emphasis on the study of lives and experiences of diverse groups (Mertens, 2010), with the aim of changing or transforming the inequalities or injustice being studied.</p>	<p>work was not to explore the concept of oppression. This study sought to explore students' perceptions concerning teaching as a choice of career through multiple methods as well as different forms of data collection and analysis.</p>
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**Appendix D: Steps taken to confront traditional prejudices as outlined by Yin (2009) in case study method.**

<b>Disadvantages of Case Study Method</b>	<b>Steps Taken to Confront Prejudices</b>
<p>The external <i>validity</i> or <i>generalisability</i> of case study research has been questioned by researchers whereby one asks how a single case may be representative (Bryman, 2016, Yin, 2009).</p>	<p>The researcher aimed to present a <i>representative</i> case of post-primary students in one geographical area in South Dublin County. A purposive random sample of post-primary students participated in this MMR study to enhance the representativeness of the sample. This research study may be expanded in the future.</p>
<p>Yin (2009) regards the lack of rigor in case study research as perhaps the greatest concern regarding the systematic procedures employed. This leads to the perception that case studies produce ‘soft data’ (Denscombe, 2010, p. 63).</p>	<p>This research employed a MMR approach with clearly outlined procedures in an effort to present an in-depth and accurate representation of students’ motivations and perceptions of becoming a teacher from diverse racial, ethnic or cultural backgrounds.</p>
<p>Case studies are regarded as lengthy studies that may produce ‘unreadable documents’ (Yin, 2009).</p>	<p>This work did not involve participant observation. Questionnaire surveys were precise and consisted of a 28 Likert scale type questions. Focus group interviews remained between 30 and 40 minutes in length.</p>

## **Appendix E. Information Letter to the Principal**

### **DUBLIN CITY UNIVERSITY**

#### **Information Letter to the Principal**

6<sup>th</sup> March 2019

Dear Principal,

I am writing to you concerning the possibility of conducting doctoral research in your post-primary school. My name is Yvonne Naughton and I am a Third Year Doctoral Student in the Institute of Education, Dublin City University. I am interested in the area of Diversity in Teacher Education and wish to conduct research under the supervision of Dr. PJ Sexton and Dr. Sabrina Fitzsimons. This research study aims to explore 5<sup>th</sup> Year students' motivations and perceptions of Primary Teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This work strives to further understanding for the lack of diversity of applicants to Primary Initial Teacher Education and offer proposals for attracting applicants from different ethnic backgrounds.

Your permission is respectfully sought to allow this research project to place in your school. This research project will involve participating 5<sup>th</sup> Year students in the following:

- A questionnaire consisting of open-ended and closed Likert-scale questions which will be distributed by a co-operating teacher and will take approximately 15 minutes to complete.
- An interview which will take place on the school campus in groups of generally 5 students and will last approximately 40 minutes in length.

Students may choose to participate in the questionnaire survey only. This research has been granted the approval from the Research Ethics Committee in Dublin City University.

This research study will be conducted carefully and in accordance with the Ethical Protocols of Dublin City University. The researcher can foresee no risks associated with this research, beyond those experienced in everyday life. Questionnaire surveys will be completed anonymously and data collected and analysed will be held in locked storage. Group interviews will be recorded and transcribed anonymously and students will be assigned an identifier code. The researcher, Dr. PJ Sexton and Dr. Sabrina Fitzsimons will have access to the data. All hard-copy data will be stored in locked storage, while electronic data will be stored under encryption for the duration of this research. After a period of five years, questionnaire data and group interview transcripts will be shredded by the researcher. Electronically stored data under encryption will also be deleted by the researcher and full anonymisation of the data will be carried out.

The results and findings of the research may be published in peer-reviewed journals and academic papers following the completion of the Doctoral Thesis. The school and students' names will be anonymous and treated with strict confidentiality.

Participation in this research study is voluntary and students may withdraw from this study at any point, without penalty.

If you wish to ask further questions about this research project, please do not hesitate to contact me by email or mobile below.

Thank you for taking the time to consider your school's participation in this research.

Yours sincerely,



Yvonne Naughton

**Principal Investigator:** Yvonne Naughton, DCU Institute of Education, Dublin 9.

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

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I have read and understand the information provided in the information letter provided with this consent form. I give my permission for Ms. Yvonne Naughton (The Principal Investigator) to conduct doctoral research in \_\_\_\_\_ (Post-Primary School).

**Principal's Signature:** \_\_\_\_\_

**Researcher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## **Appendix F. Information Letter to Board of Management (BOM).**

### **DUBLIN CITY UNIVERSITY**

#### **Information Letter to the Board of Management**

6<sup>th</sup> March 2019

Dear Chairperson,

I am writing to you concerning the possibility of conducting doctoral research in your post-primary school. My name is Yvonne Naughton and I am a Third Year Doctoral Student in the Institute of Education, Dublin City University. I am interested in the area of Diversity in Teacher Education and wish to conduct research under the supervision of Dr. PJ Sexton and Dr. Sabrina Fitzsimons. This research study aims to explore 5<sup>th</sup> Year students' motivations and perceptions of Primary Teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This work strives to further understanding for the lack of diversity of applicants to Primary Initial Teacher Education and offer proposals for attracting applicants from different ethnic backgrounds.

Your permission is respectfully sought to allow this research project to place in your school. This research project will involve participating 5<sup>th</sup> Year students in the following:

- A questionnaire consisting of open-ended and closed Likert-scale questions which will be distributed by a co-operating teacher and will take approximately 15 minutes to complete.
- An interview which will take place on the school campus in groups of generally 5 students and will last approximately 40 minutes in length.

Students may choose to participate in the questionnaire survey only. This research has been granted the approval from the Research Ethics Committee in Dublin City University.

This research study will be conducted carefully and in accordance with the Ethical Protocols of Dublin City University. The researcher can foresee no risks associated with this research, beyond those experienced in everyday life. Questionnaire surveys will be completed anonymously and data collected and analysed will be held in locked storage. Group interviews will be recorded and transcribed anonymously and students will be assigned an identifier code. The researcher, Dr. PJ Sexton and Dr. Sabrina Fitzsimons will have access to the data. All hard-copy data will be stored in locked storage, while electronic data will be stored under encryption for the duration of this research. After a period of five years, questionnaire data and group interview transcripts will be shredded by the researcher. Electronically stored data under encryption will also be deleted by the researcher and full anonymisation of the data will be carried out.

The results and findings of the research may be published in peer-reviewed journals and academic papers following the completion of the Doctoral Thesis. The school and students' names will be anonymous and treated with strict confidentiality.

Participation in this research study is voluntary and students may withdraw from this study at any point, without penalty.

If you wish to ask further questions about this research project, please do not hesitate to contact me by email or mobile below.

Thank you for taking the time to consider your school's participation in this research.

Yours sincerely,



Yvonne Naughton

**Principal Investigator:** Yvonne Naughton, DCU Institute of Education, Dublin 9.

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

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I have read and understand the information provided in the information letter provided with this consent form. I give my permission for Ms. Yvonne Naughton (The Principal Investigator) to conduct doctoral research in \_\_\_\_\_ (Post-Primary School).

**Chairperson's Signature:** \_\_\_\_\_

**Researcher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix G. Information Letter to Parents/Guardians**

### **DUBLIN CITY UNIVERSITY**

#### **Information Letter to Parent/Guardian**

7<sup>th</sup> March 2019

Dear Parent/Guardian,

My name is Yvonne Naughton and I am a Third Year Doctoral Student in the Institute of Education, Dublin City University. I am interested in the area of Diversity in Teacher Education and wish to conduct research under the supervision of Dr. PJ Sexton and Dr. Sabrina Fitzsimons. This research study aims to explore 5<sup>th</sup> Year students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds.

This research has been granted the approval from the Research Ethics Committee in Dublin City University. I am writing this letter to seek your permission to allow your child to participate in this research study. Permission for your child to participate in this research study would involve the following:

- A questionnaire consisting of open-ended and closed Likert-scale questions which will be distributed by a teacher and will take approximately 15 minutes to complete.
- An interview which will take place on the school campus in groups of approximately 5 students and will last approximately 40 minutes in length.

Students may choose to participate in the questionnaire survey only. This research study will be conducted carefully and in accordance with the Ethical Protocols of Dublin City University. The researcher can foresee no risks associated with this research, beyond those experienced in everyday life. Questionnaire surveys will be completed anonymously and data collected and analysed will be held in locked storage. Group interviews will be recorded and transcribed anonymously and students will be assigned an identifier code. The researcher, Dr. PJ Sexton and Dr. Sabrina Fitzsimons will have access to the data. All hard-copy data will be stored in locked storage, while electronic data will be stored under encryption for the duration of this research. After a period of five years, questionnaire data and focus-group interview transcripts


will be shredded by the researcher. Electronically stored data under encryption will also be deleted by the researcher and full anonymisation of the data will be carried out.

The results and findings of the research may be published in peer-reviewed journals and academic papers following the completion of the Doctoral Thesis. The school and your child's name will be anonymous and treated with strict confidentiality.

Participation in this research study is voluntary and students may withdraw from this study at any point, without penalty. If you wish to ask further questions about this research project, please do not hesitate to contact me by email or mobile below.

Thank you for taking the time to consider your child's participation in this research.

Yours sincerely,

A handwritten signature in black ink that reads "Yvonne Naughton". The signature is written in a cursive style with a large initial 'Y' and a stylized 'Naughton'.

**Principal Investigator:** Yvonne Naughton, DCU Institute of Education, Dublin 9. **Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

## **Appendix H. Plain Language Statement**

### **DUBLIN CITY UNIVERSITY**

#### **Plain Language Statement**

**Research Study Title:** Exploring Post-Primary Students' Motivations and Perceptions concerning Teaching as a Choice of Career

**University:** DCU Institute of Education, Dublin.

**Principal Investigator:** Yvonne Naughton

**Research Investigators:** Dr. PJ Sexton and Dr. Sabrina Fitzsimons

Dear Parent & Student,

This research study aims to explore post-primary students' motivations and perceptions concerning teaching as a choice of career. This work aims to involve students from diverse racial, ethnic or cultural backgrounds in an effort to further understand the lack of diversity in Initial Teacher Education in Ireland.

The following background information will be gathered before participation in an effort to recognise participants' cultural background: Students' gender, place of birth, nationality, religion, language spoken, and ethnicity or cultural background. This data will be gathered in the form of a questionnaire survey. The researcher and investigators will have access to this data and personal data will be safely recorded in Personal Data Security Schedule (PDSS) in accordance with the Data Privacy and Retention Policies (DCU).

Participation in this research study will involve the completion of a questionnaire consisting of open-ended and scale type questions which will take approximately 15 minutes to complete. Questionnaires will be completed anonymously and returned to the teacher in school. Participation in this study may also involve taking part in a face-to-face group interview of approximately 40 minutes in length on the school campus. The interview will generally consist of 5 students in each group and the group interview process will be audio-taped. Interviews

will be audio-taped and students will not be named to ensure privacy of participants and their perceptions of becoming a teacher. Students may choose to participate in the questionnaire survey only.

Interview participants will be given an identifier code which will be held separately to the list of participants in locked storage. Interview transcripts will not include participants' names. The researcher will be available to answer any questions you may have concerning the interview process. The researcher will seek to verify direct quotations with the participant for contextual correctness. Interview recordings will not be played in any public forum and the identity of the participant will be protected. The confidentiality of information provided can only be protected within the limitations of the law and inadvertent discovery of illicit activity may be reported.

It is intended that this data may be used in conference presentations and peer-reviewed academic journals. All information gathered will be safely disposed of five years after the completion of the research project.

Participation in this study is voluntary and participants may withdraw from this research study at any point.

If you wish to ask further questions about the research project and interview process, please do not hesitate to contact the principle investigator: Yvonne Naughton, DCU Institute of Education, Dublin 9. **Mobile:** (086) 2397200. **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

*If participants have concerns about this study and wish to contact an independent person, please contact:*

The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail [rec@dcu.ie](mailto:rec@dcu.ie)

## **Appendix I. Information Consent Form (Parents)**

### **DUBLIN CITY UNIVERSITY Informed Consent Form (Parents)**

- I. Research Study Title:** Exploring Post-Primary Students' Motivations and Perceptions concerning Teaching as a Choice of Career.  
**University:** DCU Institute of Education, Dublin.  
**Principal Investigator:** Yvonne Naughton  
**Research Investigators:** Dr. PJ Sexton and Dr. Sabrina Fitzsimons

#### **II. Clarification of the purpose of the research**

The purpose of this research is to explore post-primary students' motivations and perceptions concerning Teaching as a choice of career. The researcher seeks to involve students enrolled in 5<sup>th</sup> Year in Post-Primary school from diverse racial, ethnic or cultural backgrounds in an effort to further understanding for the lack of diversity of applicants to Initial Teacher Education. This research will be used to inform the development of future Initial Teacher Education programmes.

#### **III. Confirmation of particular requirements as highlighted in the Plain Language Statement**

Participant – please complete the following (Circle Yes or No for each question)

I have read the Information Letter to Parents/Guardians (or had it read to me)	Yes/No
I have read the Plain Language Statement (or had it read to me)	Yes/No
I understand the information provided	Yes/No
I have had an opportunity to ask questions and discuss this study	Yes/No
I have received satisfactory answers to all my questions	Yes/No
I am aware that my child will be invited to complete a questionnaire	Yes/No
I am aware that my child's interview will be audiotaped	Yes/No

**IV. Confirmation that involvement in the Research Study is voluntary**

Participants may withdraw from the research study at any point.

**V. Confirmation of arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

The principal investigator and research investigators will have access to the information provided. Interviews will be audio-taped and students will not be named in the recording of interviews to ensure their privacy and their thoughts concerning teaching as a choice of career. Participants will be given an identifier code which will be stored separately to the list of participants in locked storage. Interview transcripts will not include participants' names. Transcript copies will be password-protected and hard-copies will be remain in locked storage. Interview recordings will not be played in any public forum and the identity of the participant will be protected.

I am aware that the confidentiality of information provided can only be protected within the limitations of the law.

**VI. Confirmation of arrangements regarding retention/disposal of data**

All information gathered will be safely disposed of five years after the completion of the research project.

**Signature:**

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent for my child to take part in this research project.

**Parents Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Appendix J. Assent Form (Students)

### DUBLIN CITY UNIVERSITY Assent Form (Students)

- I. **Research Study Title:** Exploring Post-Primary Students' Motivations and Perceptions concerning Teaching as a Choice of Career

**University:** DCU Institute of Education, Dublin.

**Principal Investigator:** Yvonne Naughton,

**Research Investigators:** Dr. PJ Sexton and Dr. Sabrina Fitzsimons

#### II. Clarification of the purpose of the research

The purpose of this research is to explore students' thoughts concerning Teaching as a choice of career. The researcher wishes to gain a further understanding for few applicants to Initial Teacher Education from different cultural backgrounds. This research will be used to advise future Initial Teacher Education programmes.

#### III. Confirmation of particular requirements as highlighted in the Plain Language Statement

Participant – please complete the following (Circle Yes or No for each question)

I have read the Plain Language Statement (or had it read to me)	Yes/No
I understand the information provided	Yes/No
I have had an opportunity to ask questions and discuss this study	Yes/No
I have received satisfactory answers to all my questions	Yes/No
I am aware that I will be asked to complete a questionnaire	Yes/No
I am aware that my interview will be audiotaped	Yes/No

**IV. Confirmation that involvement in the Research Study is voluntary**

I may withdraw from the Research Study at any point.

**V. Confirmation of arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations**

The principal investigator and research investigators will have access to the information provided. Students will not be named in the questionnaire data or the recording of interviews to ensure their privacy and their thoughts concerning Teaching as a choice of career.

Participants will be given a code which will be stored separately to the list of participants in locked storage. A hard-copy of the interview will not include participants' names. Interview copies will be password-protected and hard-copies will remain in locked storage.

Interview recordings will not be played in any public forum and the identity of the student will be protected.

I am aware that the confidentiality of information provided can only be protected within the limitations of the law.

**VI. Confirmation of arrangements regarding retention/disposal of data**

All information gathered will be safely disposed of five years after the completion of the research project.

**Signature:**

I have read and understood the information in this form. My questions and concerns have been answered by the researcher, and I have a copy of this consent form. Therefore, I consent to take part in this research project

**Students Signature:** \_\_\_\_\_

**Name in Block Capitals:** \_\_\_\_\_

**Parents Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix K. Email sent to six post-primary schools through the school office in one geographic location requesting participation in the doctoral research study on 16<sup>th</sup> January 2019.**

Dear [REDACTED]

I am writing to you concerning the possibility of conducting doctoral research in your post-primary school. My name is Yvonne Naughton and I am a Third Year Doctoral Student in the Institute of Education, Dublin City University. I am interested in the area of Diversity in Teacher Education and wish to conduct research under the supervision of Dr. PJ Sexton and Dr. Sabrina Fitzsimons.

This research study aims to explore 5<sup>th</sup> Year students' motivations and perceptions of Primary Teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This work strives to further understanding for the lack of diversity of applicants to Primary Initial Teacher Education and offer proposals for attracting applicants from different ethnic backgrounds.

Your permission is respectfully sought to allow this research project to place in your school. This research project will involve participating 5<sup>th</sup> Year students in the following:

- A questionnaire consisting of open-ended and closed Likert-scale questions which will be distributed by a co-operating teacher and will take approximately 15 minutes to complete at home.
- An interview which will take place on the school campus in groups of generally 5 students and will last approximately 40 minutes in length.

This research has been approved by the Research Ethics Committee in Dublin City University.

If you wish to ask further questions about this research project, please do not hesitate to contact me by email or mobile below.

Thank you for taking the time to consider your school's participation in this research.

Yours sincerely,

Yvonne Naughton

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

**Appendix L. Reminder email sent to non-responding post-primary schools through school office on 25<sup>th</sup> February 2019.**

Dear [REDACTED]

I am writing to you concerning the possibility of conducting doctoral research in your post-primary school. My name is Yvonne Naughton and I am a Primary Teacher in [REDACTED]. I am also a Third Year Doctoral Student in the Institute of Education, Dublin City University. I am highly interested in the area of Diversity in Teacher Education.

This research study aims to explore 5<sup>th</sup> Year students' motivations and perceptions of teaching as a choice of career from diverse racial, ethnic or cultural backgrounds. This work strives to further understanding for the lack of diversity of applicants to Initial Teacher Education and offer proposals for attracting applicants from different ethnic backgrounds.

Your permission is respectfully sought to allow this research project to place in your school. This research project will involve participating 5<sup>th</sup> Year students in the following:

- A questionnaire which will be distributed by a co-operating teacher and will take approximately 15 minutes to complete at home.
- A group interview which will take place on the school campus involving approximately 5 students.

This research has been approved by the Research Ethics Committee in Dublin City University.

If you wish to ask further questions about this research project, please do not hesitate to contact me by email or mobile below.

Thank you for taking the time to consider your school's participation in this research.

Yours sincerely,

Yvonne Naughton

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

**Appendix M. Email to principal/vice principal/corresponding teacher in participating post-primary schools concerning the doctoral research study sent on 28<sup>th</sup> February 2019.**

Dear [REDACTED]

Thank you so much for your help and support in conducting my doctoral research in your school.

As discussed, please find attached the following:

- Information Letter for Principal
- Information Letter for Chairperson
- Information Letter for Parents
- Plain Language Statement (Parents & Students)
- Consent Form (Parents)
- Assent Form (Students)
- Ethical Approval to Conduct Study

Please do not hesitate to contact me by email or mobile below.

Thank you for your school's participation in this timely research.

Yours sincerely,

Yvonne Naughton

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

**Appendix N. Email to principal/vice principal/corresponding teacher concerning the collection of questionnaire surveys and consent and assent forms sent on 4<sup>th</sup> April 2019.**

Dear [REDACTED]

I hope you are keeping well. Thank you for your help and support to date in conducting doctoral research in the area of Diversity in Teacher Education.

I am writing to you to gain an update if possible regarding the completion of the questionnaire surveys. Would it be possible to arrange a suitable time/day at your convenience to collect the completed Parental Consent Forms, Student Assent Forms and Questionnaire Surveys please?

Thank you so much for taking the time to complete this survey with the 5th Year Students in your school. Please do not hesitate to contact me if you have any questions or concerns.

Many thanks,

Yvonne Naughton

**Mobile:** (086) 2397200 **Email:** [Yvonne.naughton6@mail.dcu.ie](mailto:Yvonne.naughton6@mail.dcu.ie)

**Appendix O. Email sent to principal/vice principal/corresponding teacher, following a phone call before Easter break, to arrange a suitable date for the focus group interview sent on 29<sup>th</sup> April 2019.**

Dear [REDACTED]

I hope you are keeping well and you had a wonderful break.

I am writing to confirm the arrangement to conduct focus group interviews on [REDACTED] as discussed. This requires a group of 5 students to participate, and will last approximately 40 minutes.

Thank you so much for your continued support regarding the collection of consent forms and completion of questionnaire surveys. I would aim to involve approximately 50 participating students in 5th Year in the questionnaire for statistical purposes.

This work would not be possible without your kind help and support, and I am so grateful.

Please do not hesitate to contact me if you require any further questionnaires or consent forms, or if you have any questions regarding the focus group interviews.

Kindest regards,

Yvonne

**Appendix P. Questionnaire Survey**

**DUBLIN CITY UNIVERSITY  
QUESTIONNAIRE SURVEY**

**DEMOGRAPHIC DATA**

**I. Gender:**

- Male       Female

**II. What is your place of birth?**

*Give the place where your mother lived at the time of your birth*

If IRELAND (including Northern Ireland), write in the COUNTY.

If elsewhere ABROAD, write in the COUNTRY.

**III. What is your nationality?**

- Irish  
 Other NATIONALITY (Please write below)

(In the case of dual nationalities, please specify both nationalities below)

**IV. What is your ethnic or cultural background?**

*Please choose one category only. (Categories are based on the Census 2016).*

**A White**

- White Irish  
 Irish Traveller



Any other White background

**B Black or Black Irish**

Black or Black Irish – African

Black or Black Irish – any other Black background

**C Asian or Asian Irish**

Asian or Asian Irish – Chinese

Asian or Asian Irish – Any other Asian background

**D Other, including mixed background**

Other, please write description in the box below

**V. What is your religion?**

*Please choose one category only. (Categories are based on the Census 2016)*

Roman Catholic

Church of Ireland

Islam

Presbyterian

Orthodox

Other, write in your RELIGION

No religion

**VI. Can you speak Irish?**

Yes

No

**If YES, please describe below how often (e.g., daily in school, daily at home, weekly, less often)**

**VII. Do you speak a language other than English or Irish at home?**

- Yes  
 No

**If YES, please specify additional language below (e.g., POLISH, GERMAN, IRISH SIGN LANGUAGE)**

**VIII. What is your parent/guardian's main occupation(s)?**

Write below their main OCCUPATION(S) giving the full job title (e.g., retail store manager, primary teacher, farmer)

**Parent/Guardian's Occupation(s):**

**WORK EXPERIENCE IN TRANSITION YEAR**

**1. Have you ever completed work experience placement in a Primary or Post-Primary School?**

- Yes  
 No

***If YES, please describe your experience of working in a school below***

***Please describe your other work experience placements in Transition Year below***

## MOTIVATIONS FOR CHOOSING TEACHING AS A CAREER

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Unsure**

**4 = Agree**

**5 = Strongly Agree**

Please circle the appropriate number on the five point scale for each statement below.

I am interested in becoming a teacher	1	2	3	4	5
I have the qualities and skills to become a teacher	1	2	3	4	5
Teaching is a secure job with a good wage	1	2	3	4	5
Teachers earn a good salary	1	2	3	4	5
Teachers have long holidays	1	2	3	4	5
Teachers have time to spend with their family	1	2	3	4	5
Teachers can influence the next generation	1	2	3	4	5
I would like a job that works with children	1	2	3	4	5
I have had teachers who were good role-models	1	2	3	4	5
I had positive learning experiences in school	1	2	3	4	5
My friends think I should become a teacher	1	2	3	4	5
My family think I should become a teacher	1	2	3	4	5

**PERCEPTIONS OF BECOMING A TEACHER**

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Unsure**

**4 = Agree**

**5 = Strongly Agree**

Please circle the appropriate number on the five point scale for each statement below.

Teaching requires high levels of expert knowledge and technical skills	1	2	3	4	5
Teaching is emotionally demanding	1	2	3	4	5
Teaching is hard work	1	2	3	4	5
Teachers are seen as professionals	1	2	3	4	5
Teaching is a well-respected career	1	2	3	4	5
Teachers are well-paid and earn a good salary	1	2	3	4	5
Becoming a teacher would be a useful job if you wanted to travel	1	2	3	4	5
I would consider a career in teaching	1	2	3	4	5
I have been told teaching was not a good career choice	1	2	3	4	5
I have been encouraged to consider careers other than teaching	1	2	3	4	5

**Please describe your main reason(s) for choosing/not choosing to become a teacher below (e.g., I would LIKE/NOT LIKE to become a teacher because...)**

**Thank you for completing this survey.**

## Appendix Q. Semi-Structured Focus Group Interview Questions

### DUBLIN CITY UNIVERSITY

#### Revised Focus-Group Interview Questions April 2019

#### **RESEARCH QUESTIONS:**

This research study is **guided by the primary research** question:

- What are 5<sup>th</sup> year post-primary students' motivations and perceptions concerning teaching as a choice of career from diverse racial, ethnic or cultural backgrounds?

Additionally, this research **aims to address the following:**

- How do students' perceptions of teaching influence their decision or not to become a teacher?
- How can ITE programmes provide further opportunities for diverse students to enter teacher education?

This study wishes to explore **possible associations** between students' social-class backgrounds, ethnicity, religious affiliation and prior educational experiences and their ratings of teaching as a choice of career.

**Part 1:** The researcher will collect basic demographic data from each participant prior to conducting the focus group interview. Students will begin the interview with an introduction to their cultural background. The researcher will reassure students of the steps taken to protect their identity and invite them to speak on the topic as members of a group discussing the topic.

**Part 2:** The researcher will facilitate the following open-ended interview questions:

1. What does the word 'diversity' mean to you?
2. How would you describe the student population in Ireland in terms of their racial and cultural diversity?
3. How would you describe the teaching population in terms of their racial and cultural diversity? What do you think the teaching population should look like?

4. Do you think that diversity in teaching is an issue? Why/Why not?
5. Why do you think there are less teachers from ethnic minority or cultural backgrounds in the teaching population in Ireland?
6. How do you feel about the access routes into teacher education? E.g., CAO Points, Gaelge requirement for primary level teaching, four year degree etc.
7. What would help students from diverse racial and cultural backgrounds access teacher education?
8. Do you think you have the qualities or skills to become a teacher?
9. How would you describe the racial and cultural diversity of teachers in your school?
10. How would you describe your experiences of education? At primary level or secondary level?
11. Can you describe a teacher who was a good role-model? Primary Level/Secondary Level
12. If you became a teacher, do you think you would have an influence on the future generation? How?
13. What would your family think about you becoming a teacher?
14. Would you consider a career in teaching? Why/Why not?
15. Did others encourage or influence you to consider careers other than teaching?

**Part 3:** The researcher will conclude the interview by thanking participations and inviting them to share any further thoughts or comments they would like to add.

## Appendix R. Focus group interview transcript 1 (School 1).

### Focus-Group Interview Transcript 1

Student	Gender	Birthplace	Nationality	Ethnicity	Religion
A	Male	Dublin	Irish	Asian Irish	No Religion
B	Male	Dublin	Irish	White Irish	Roman Catholic
C	Male	India	Irish/Indian	Asian Irish	Hindu
D	Male	Galway	Irish	Black Irish - African	Roman Catholic
E	Male	Texas (USA)	American	Mexican-American	Christian

**Researcher:** Okay, so thanks again, I really appreciate you being here today. I know it's taking time out of your classes and I really do appreciate it. I hope it'll be a worthwhile experience for you all as well. So, just to start, what does the word diversity mean to you?

**Student D:** I'd say it's like, eh, like different cultures, different backgrounds, not just, eh, one specific one, like, people of all eh genders, cultures, eh, religions, all kinds of backgrounds.

**Researcher:** Brilliant, okay. Yeah, great. Any other kind of view?

**Student C:** Ehh... it's like being different I guess. So no-ones the same. Everything is just diverse so.

**Researcher:** Okay, brilliant. How would you describe the student population in terms of their cultural diversity and racial diversity in Ireland? So, as a fifth year student, how would you describe the diversity in terms of the student population?

**Student C:** We have pretty good diversity here like. I think there's a pretty good ratio from Irish students to foreign students.

**Researcher:** Okay.

**Student C:** In this school. So, eh, I think it's reflected in other schools as well.

**Student D:** Yeah I'd say it's probably like, more so Dublin, there's much more like diversity in Dublin because I was in school in Galway before, eh in primary school, and there was probably like more like Irish white students compared to foreign students. So I believe that's probably how it is outside of Dublin. But, yeah.

**Researcher:** Okay. Okay... and how would you describe the teaching population then in terms of their diversity, from your own experience at primary school level or secondary school level?

**Student A:** I think in my experience, I only had one foreign teacher.

**Researcher:** Okay, do you know where they were from, or?

**Student A:** Eh.. I'm not sure.

**Student C:** Cameroon.

**Student A:** Cameroon.

**Researcher:** Okay, so you've only had one teacher from another..

**Student A:** Yeah, it was in French.

**Researcher:** Okay, okay. Any other experiences?

**Student D:** I think we all had the same teacher.

**Student C:** We all had the same teacher.

**Student D:** Yeah, for French.

**Researcher:** Oh right, so it's been in this school.

**Student D:** Yeah. Yeah.

**Researcher:** Okay, so in terms of the teaching population from your primary experience and secondary experience?

**Student B:** For me, I've only ever had like, pretty much in primary school, it's all kinda white teachers pretty much. There wasn't really any diversity like.

**Researcher:** Okay. And you know, I suppose, what would you think the teaching population should look like, in your own personal opinion? You know, is that okay, that that's been your only experience?

**Student C:** It's not a huge issue. I don't mind Irish teachers, but like you see other countries like America and stuff. And you see all these different ethnicities in school. It's



just like, you wonder, like, what it'd be like to have other teachers, but I don't mind what it's like now.

**Researcher:** Okay, so do you think it's an issue?

**Student D:** I don't think it's an issue. But like, I'd probably would like to see a bit more, like, a bit more diversity. I wouldn't go as far as to say it's an issue, but like it would be nice, I think we would like to see a bit more diversity in, eh, teachers.

**Researchers:** Okay. Can you say maybe why? Why would it be good to have a more diverse teaching population?

**Student D:** Eh, like I believe like em, certain teachers, if it comes to a certain subject might tell you like their own personal background. So if you hear from a teacher from a different diversity, you might like, you might learn a thing or two. 'Cos they might not come from Ireland or, so they might have a different upbringing and you can apply it to your own I guess.

**Student C:** It might be easier for you to learn from them as well. It would be nice.

**Researcher:** Okay, yeah. Why do you think there are less teachers from ethnic minorities or cultural backgrounds in Ireland?

**Student D:** I believe, like, teaching right now is kind of like dominated by Irish, white Irish, so I think it's kind of like, I wouldn't say they're afraid, but it's kind of like, emm, there's not enough. There's not enough cultural diverse teachers to like give them encouragement, more to stand up and become teachers I guess. That was probably my reason.

**Student C:** Also, the fact that, you need to have Irish to be a teacher, don't you?

**Researcher:** You need to have higher level Irish to be a primary teacher, but not to be a secondary teacher.

**Student C:** Alright, that's kind of like intimidating for foreign people 'cos it's like a completely new language. And that could be part of the problem.

**Researcher:** You were saying that you grew up in Ireland, you went to primary school in Galway, so you've done Irish from a young age as well. Would that be an issue for you? Do you think personally, do you think maybe the Irish is contributing to the lack of diversity?

**Student D:** I'd say yeah, part of it would probably be due to having Irish, having higher level Irish, to become a primary school teacher. So, yeah.

**Researcher:** Okay, and how do you feel about the access routes into teaching? For primary level and secondary level? How do you feel about that?

**Student B:** It's kinda like, like kinda year after year, like eh, for the point system anyway, the points kinda keep going up higher and higher. So then, like, you need to be doing better in your subjects, and then obviously that can include Irish as well that you need to be doing better in, which is like, already a hard enough subject so. It's kinda like making it harder to become a teacher year after year.

**Researcher:** Okay, anything else?

**Researcher:** What do you think would help students from diverse racial and cultural backgrounds access teacher education? Do you think there's anything we can do then to help students who want to be teachers from diverse cultural backgrounds become teachers?

**Student C:** Mmm... Just like, cos you don't hear much about like the teacher job in secondary, it's mostly like ... you know, doctors, most of the higher up jobs. So maybe like, a bit more information about how you'd actually get into teaching and the courses you'd have to do. And maybe like, emm... just for foreign students you, like just another way they could get into rather than having higher level Irish. Or like by having, have them not teach Irish, just any other subjects I guess.

**Researcher:** So maybe for there to an alternative requirement rather than just Irish. But in secondary, in post-primary, there isn't that requirement. Yet, I suppose, it's the same. The teaching population in less ethnically diverse. Is there anything we could do to help students who just want to be a teacher?

**Student D:** I feel like, eh, it probably has to be like, eh, it has to be talked about a bit more. Because eh, like we mentioned before eh it's like, some teachers talk about like becoming doctors or lawyers so I feel like teachers may need to address, like a lot more cultural diverse people want to become teachers.

**Researcher:** Okay, okay, are you maybe speaking about career guidance teachers?

**Student C & D:** Yeah.

**Researcher:** Okay, so they've mentioned careers such as medicine, and all of that, but not necessarily mentioned teaching, is that it?

**Student D:** Yeah.

**Student E:** We've done engineering trips and stuff like that, and we're doing computer science trips, so those are for the other things that wouldn't be about teaching.

**Researcher:** Okay, and why do you think maybe that there isn't that emphasis on teaching? In terms of your career guidance?

**Student B:** I don't know, it might be like, cos being teachers themselves bringing them, and like, part of it maybe they don't want to, I don't know, they don't want to be bringing, eh, students along to like see something that they're already.. I've lost what I was going to say.

**Researcher:** Yeah I understand what you're saying, yeah.

**Student B:** Eh, they're already, as in, they don't want to bring... as in, if a teacher might want to bring their students on a trip. As in, they'll be kind of benefitting from it as well. But maybe a teacher wouldn't want to bring their students on a trip about teaching because the teacher wouldn't really get any benefit out of it. Not saying like, oh the teachers are all selfish, but as in they'd prefer to do something that they could get a benefit from as well.

**Researcher:** Okay, okay.

**Student D:** And I feel like for the students, like eh, them seeing a teacher, I think it'd be different for them to see, from like a teacher's point of view, rather than like a student's point of view, about the role of a teacher. And that would probably help a lot more. [School bell]

**Researcher:** Okay, and you think it'd be helpful for the student to see that role?

**Student D:** Yeah, to see like the role of the teacher. How they work, their workload and everything.

**Student C:** Cos yeah, we're always being taught, but we never actually do the teaching.

**Researcher:** Yeah, so I suppose to have that experience. You feel that would help as well, absolutely. Do you think on a personal level that you have the qualities or skills to be a teacher? I mean, I suppose, what kind of qualities or skills are needed?

**Student C:** We don't really know qualities and skills are needed. [Students laughter]

**Researcher:** Okay, okay. Alright, okay. So therefore you're not sure?

**Student D:** Yeah. I feel like, probably good communication skills. Like, being able to talk to your students, trying to motivate them, and encourage them, and em, I guess

knowing what you're teaching. Like, knowing your subjects. So I don't know if it's like French, or Irish, or if you're a primary school teacher, like knowing your material and trying to motivate students I guess.

**Researcher:** Okay, and just in your school, I know you mentioned you had one teacher from Cameroon, eh how would you describe the racial and cultural diversity of teachers in this school?

**Student C:** They're all Irish.

**Student B & D:** They're all Irish.

**Researcher:** Okay.

**Student B:** There was Mr. Chan.

**Student C:** I think he was eh.. Vietnamese.

**Student D:** Yeah.

**Student B:** He was from another background. But he was only here for ... a year, two years. And then eh, and then he was gone. Obviously he was just a temporary or whatever, but.. emm.

**Researcher:** Did you experience him as a teacher? Were you taught by him?

**Student B:** I had him for... I had him for, T.Y religion.

**Student D:** Religion, yeah.

**Student B:** Not for many classes though. The teachers that we have for most of our classes, they were, again like, as the ones that are still here, all Irish like.

**Researcher:** And how would you describe the experience of having, you know, your teacher for a year or two, eh from a different country?

**Student C:** He was young, and eh, he taught us a bit about like history and stuff, I guess. He taught us about... taught us about the Vietnam War and all. I feel like it was kind of part of his background, 'cos he was kind of passionate about it and stuff so. I don't know, it could be part of that. Yeah, I'm not sure.

**Researcher:** Okay, thank you. Emm, so just in terms of your own experiences, I mean we all have educational experiences at primary level and secondary level. How would

you describe those experiences? Your experiences of education, of being a student in the education system in Ireland?

**Student E:** Like, so, I came here in second class. And so, I felt I was thrown in for Irish. Like, I barely learned anything in primary school in Irish. So then when I came to secondary school, I wasn't good at all with Irish. And I still feel the same way.

**Researcher:** So in terms of Irish alone, and in terms of other experiences?

**Student E:** Other subjects. Yeah, I felt those were good and I learned a lot.. more. But it's just the only one was Irish, I felt like I struggled.

**Researcher:** Okay. Any other experiences? Positive? Negative? Any experiences of education that you feel..

**Student C:** I mean, for secondary school anyway, from first to third year, it's like the teachers, they'd know if you're good at learning. They wouldn't like, they help you when you needed help. But like, they'd mostly focus their attention on the people who actually needed help, so I thought that was good like.

**Researcher:** Okay.

**Student C:** That they were focusing on the people who actually needed the help, rather than like people who were well off.

**Student D:** Yeah, like they're able to identify, eh, the weaker students from the stronger students. So like, they kind of help you a small bit, but if there is a weaker student, they'll put more of their focus and time on the other students. So to try and get everyone on an equal level I guess. I guess that's been really helpful.

**Researcher:** Okay, great. Emm.. can you describe a teacher maybe who was a good role-model for you? Have you had any teachers who had a good influence or was a good role-model for you personally? At primary or at secondary level?

**Student B:** Well, eh... I didn't have him as a teacher, but he would've been the manager of the team, of one of the school teams, so I was around him a lot. And even just for kinda sports related issues in the school, and then for teaching issues, like he was eh, he was always fair if you know what I mean. As in, if you were in the wrong, he'd kind of, he'd explain to you why you wrong, and he'd treat you fair, but he would discipline you or whatever to say like you'll have to do this or something, because you were in the wrong. But then like, yeah he was always fair. Even when I was playing sports teams with him like, he kind of brought out the character in everyone and made everyone like really enjoy it.

**Researcher:** Okay, so he was a really good role-model for you. Brilliant, anything else?

**Student C:** Eh for Junior Cert, I was had this really nice Irish teacher. I think it might be the same one you're talking about but like. The way he taught was like, it really kind of resonated with the students cos we talked in Irish all the time, but it was like, we wouldn't actually do work, we'd just talk about things we like, like sports. So he'd spend like the first 20 minutes just talking about sports, but everyone would get involved. Even the students that didn't like Irish, cos it was something they liked. So everyone liked him as well, and even though like we didn't get much work to do, because we all had like a good grasp of like the oral language, we all did pretty well. So like, I felt he was a good role-model because like, he shows that teaching isn't all about writing stuff down.

**Researcher:** Yeah, brilliant. Anything else?

**Student D:** Eh, I've an English teacher that eh, he's been really helpful. Like normally, like some teachers they'll give you like, they'll talk about subjects inside class and disclose the information, but like outside the classroom, they'll just say hi or they'll look past you. But this English teacher, whenever you walk past him, he'll ask you a question about what happened in the last lesson, or like, if something went wrong or if you understand what we're doing, and it's really helpful. And whenever he sees you, he never walks by or anything, he just always talks to you, and it's really helpful and you can kind of confide in him.

**Researcher:** So it wasn't just within the class timeslot?

**Student D:** Yeah, yeah.

**Researcher:** Yeah, okay.

**Student D:** He's really helpful outside of class. Like, I know some sixth years that em, during lunch time, he allows them to go into the classroom to work on certain things coming up to their Leaving Cert, so yeah.

**Researcher:** Okay, okay. If you became a teacher, and we're going to talk about later if you're interested or not, but if you did become a teacher, do you think that you would have an influence on the future generation?

**Student C:** Yeah, I feel like if students start seeing more ethnic teachers pop up, they might see it as a potential career choice. It could influence them, but yeah.

**Researcher:** Okay, anything else?

**Student D:** Yeah, they will see like multiple, eh other people from cultural ethnic backgrounds become teachers so they will kinda be motivated to, eh, like they're like oh if this person can do it, then anybody else can become a teacher, and I think that would be really helpful for children.

**Researcher:** Okay, it's okay. That's great, thank you. Emm.. what would your family think about your becoming a teacher? Or maybe you've had that discussion with them or?

**Student D:** I think my family would be really supportive. Because my grandma from my mum's side was a primary school teacher, so, and then my mum taught in play school as well for a while. So if I were to become a teacher, she would probably be like, both her and my dad would be really happy. They'd be really happy and supportive about becoming a teacher.

**Researcher:** Okay, so you've had that discussion with them maybe.

**Student D:** Yeah, they've brought it up and they were really supportive about that.

**Researcher:** Brilliant. Anything else?

**Student E:** My mum used to teach in a school, and my aunt teaches, and my other aunt is a principal. So, I think if I did start teaching they'd be very supportive and may try to push for that even if I wasn't. [Laughter]

**Researcher:** Okay, anything else?

**Student B:** My eh mam, dad and brother, and then most of my extended side of my family, the extended family of my dad's side are all teachers. So like, and then eh, like kinda my mam or dad were kinda like, or my brother were like, in a funny way, like slagging me off or something about becoming a teacher. So like, then it's like, and it's kinda, it kinda would've been, I don't like ... expected that I probably would've wanted to like, become a teacher because they're all teachers. But like, yeah I don't know.

**Researcher:** Okay, and what about you, what do your family think, what would they think if you became a teacher?

**Student C:** They just want me to do something that I actually want to do, not something that just like I do for the money or something. So whatever I choose, if I like it, I think they'll be supportive so.

**Researcher:** Okay.

**Student A:** My family would be supportive of any career choice I choose.

**Researcher:** Okay, brilliant. So I suppose, would you consider a career in teaching? And if so, why? Or maybe why not? What do you think?

**Student E:** Eh, I don't think so. I feel like I'm too shy to do something like that. I don't have that much confidence then to teach other people.

**Researcher:** Okay.

**Student D:** I think I definitely would like, eh probably become a teacher. Like secondary school teacher do something like, a subject I'm really passionate about, I really enjoy and if it's a primary school teacher eh yeah, I would like that too. 'Cos I believe motivating the younger generation to, cos it's kind of like their future, so motivating them can lead a long way. So, yeah.

**Student C:** Em, like... I like the prospect of teaching, but then you think about like if you were a primary school teacher, all the kids. I don't really like this generation. [Students laughter] Then when I think about secondary school, like, some of what the teachers have to go through with like bad students, it just seems like stress so.

**Researcher:** Okay. So, you're saying your family, you know are a lot of teachers, would you personally consider a career in teaching?

**Student B:** Yeah, I'd consider it. Eh, I went on like work experience to a school as well, and like, I did like enjoy working with kids and stuff. And like kinda teaching them and that like. What you say to them, like, you mightn't realise it, but one thing you might say to them might stick with them and like kinda have like a big impact on their lives.

**Researcher:** Would you consider a career in teaching?

**Student A:** So for T.Y, I went on work experience in a primary school and after working there, I felt like I didn't really like working with kids. So I probably wouldn't consider primary school, and I might consider secondary school.

**Researcher:** Okay, okay and I suppose, did anyone influence you maybe not to choose teaching as a career?

**Student D:** I wouldn't say like they spoke like vocally about it, but just like, that one teacher couldn't really control the class, and found it difficult to keep students quiet and focused so it was kinda like, that's the negative side about it. It wasn't, I wouldn't say it was enough to completely throw me off teaching. Like, I've



seen more positive, well more positive sides than negative sides. So yeah, I'd probably just say kinda behaviour, trying not to control the class.

**Researcher:** Okay, anything else?

**Student C:** Yeah, no-ones actually like said anything bad but like you see all the strikes and the ASTI teacher pay stuff, and like, it's kind of, might put you off. You might think it's just too much stress I guess.

**Student B:** Yeah no, just like, I think like a teacher once said that like when they were deciding if they wanted to be a teacher like, for secondary school teaching like, would you want to teach yourself? And it's like, I kinda thought about that, and it's like I definitely don't really want to do secondary school teaching because like, I've seen some of the stuff that goes on, I wouldn't like to teach myself or any of my friends or anything. And then eh, for primary school teaching like, eh he didn't say like not to do it, but my brother saw that I wasn't like 100% keen on to do it, and he was saying just do whatever makes you happy like. Don't feel pressure to do teaching or whatever.

**Researcher:** So is there any else that you'd like to add? Or anything that you'd like to add to the end of our interview? All okay? Thank you!

**Appendix S. Focus group interview transcript 2 (School 2).**

**Focus-Group Interview Transcript 2**

<b>Student</b>	<b>Gender</b>	<b>Birthplace</b>	<b>Nationality</b>	<b>Ethnicity</b>	<b>Religion</b>
A	Male	Dublin	Irish/Pakistani	Asian Irish	Islam
B	Female	Dublin	Irish	Black Irish - African	Roman Catholic
C	Female	Dublin	Irish	White Irish	Roman Catholic
D	Female	Dublin	Irish	White Irish	Roman Catholic
E	Male	Louth	Irish	White Irish	No Religion
F	Male	Dublin	Irish	White Irish	Roman Catholic

**Researcher:** Thank you very much. So I suppose we'll start our interview by just asking all of you, what does the word diversity mean to all of you?

**Student B:** It's like a mix in cultures.

**Researcher:** Okay, anything else?

**Student D:** It's that everything is different.

**Student F:** And more like describing people than anything like social so.

**Researcher:** Okay, okay. So in terms of that, how would you then describe the student population in Ireland, being 5<sup>th</sup> years for example, in terms of their racial and cultural diversity?

**Student B:** Oh I think we have a big culture diversity. Yeah I think it's very big. I feel like in almost every school, if you go, you see people from all over the world. Like just like different colours and everything.

**Student D:** Just in Ireland, or like here?

**Researcher:** Yeah in Ireland.

**Student D:** Yeah, it's, cos like, Ireland, there's all different people that live here. Like everyone who comes from different countries, moves to Ireland. So all the schools are really mixed.

**Researcher:** Okay, any other views?

**Student A:** I feel as if in Dublin, there's more of like a different cultures, but if you go outside of Dublin, it's different.

**Researcher:** Okay, yeah. And how would you describe the teaching population then in terms of their racial and cultural diversity?

**Student C:** Most are Irish.

**Student B:** Yeah.

**Student D:** It's mostly white Irish women.

**Student B:** It's kind of a shock if you see anybody else. So, yeah.

**Researcher:** Okay.

**Student D:** Like, there's a few in this school that aren't just... white people. But, in general, like in most schools, and like A was saying, eh, the further out you go, like into the country, it's pretty much just white people. They even just... as teachers.

**Researcher:** And what do you think the teaching population should or could look like?

**Student B:** It should be similar to the students.

**Student E:** Yeah, I think it should be much more diverse than it is, cos it is just a lot of white Irish women.

**Researcher:** Okay. Do you think diversity in teaching is an issue?

**Student B:** No, I wouldn't say so. I'd say it's just the fact that some people feel like they can't consider it... because they're not white Irish.

**Researcher:** Okay.

**Student B:** Other than that, I don't think it's much...

**Student F:** I don't think it has a direct impact on students, but it is there as something that can change. And, yeah it can change.

**Student D:** It's like something that'd be nice to see, but it's not, like, it's not directly affecting anyone's education that their Home-Ec teacher isn't from Ireland. Do

you know what I mean? It'd be something that would be different and nice to see, but like, people feel like they can't consider it.

**Researcher:** Why?

**Student D:** Like, growing up all you see is white, Irish women teaching ya Irish or English or Home-Ec. And then, if you do woodwork, or anything like that, it's always a man.

**Researcher:** Okay.

**Student B:** So it's kinda like, oh my god, my teacher's like, oh Indian or something.

**Researcher:** And that's a shock?

**Student B:** Yeah. That's a shock.

**Student D:** But it's a nice shock. It's not like, oh my god, why...

**Student B:** Yeah, it's kinda cool.

**Researcher:** Okay.

**Student B:** It's nice to see something different.

**Researcher:** And why do you like to see that?

**Student B:** Like, I don't know...

**Student D:** 'Cos everyone's used of, you're used of seeing the same thing from a day to day basis, and when you see something, even something as little as that, your teacher isn't Irish, it's a surprise... more than a shock like.

**Student B:** I feel like, if I ever, like, if I have family friends come over and I ask like what do you work as, nobody would ever say a teacher.

**Researcher:** Okay.

**Student B:** Yeah, so like, it's kind of nice to hear some times.

**Researcher:** Okay, anything else? Do you think diversity is an issue in teaching?

**Student A:** Yeah.

**Researcher:** Okay, interesting. Let's hear your point of view.

**Student A:** I don't really think that it really matters where you're from if you're teaching, but it's nicer to see people from different ethnic backgrounds cos as someone from a different ethnic background, you see, someone else who's like, Pakistani, and you have more of like a relation to them. And it's like, I could also become that, it's not impossible for me, to go down that route.

**Researcher:** Okay.

**Student E:** Yeah, I'd say like for people of colour, it's more difficult, like there's less incentive for them to become a teacher, especially when they see in classes that like people are making fun of someone's accent, or people are making fun of the way someone talks because they're different, like culturally. So there's less of an incentive to become a teacher in case that happens to you as well.

**Researcher:** As a teacher?

**Student E:** Yeah.

**Researcher:** Okay, anything else?

**Researcher:** Why do you think there are less ethnic minority or cultural backgrounds in the teaching population?

**Student C:** Just secondary, or primary?

**Researcher:** Both.

**Student C:** For primary, I think like, you have to get a H4 in Irish to become a primary school teacher, and I think like, for people that might not like be, white Irish, or Irish, they wouldn't be doing Higher Level Irish so they wouldn't be able to get into... [School Intercom Announcement] they wouldn't be able to do, like become a teacher, because they're not doing Higher Level Irish or getting the H4 in Irish, so.

**Student A:** Other than the academic background of it, there's a lot of pressure from family. That they've come to this country, through their own struggles and problems, and they really want us to go to the best of jobs. To get the best opportunities. And teaching isn't really seen as the best job to go for. It'd be more like a lawyer, doctor, engineer.

**Researcher:** Okay, and why do you think that is?

**Student A:** They're more well paid jobs, if look at it statistically, and it's just, they're seen as more respectable jobs. Teaching is a respectable job, but compared to the other jobs, they're more respectable.

**Researcher:** Okay, anything else?

**Student B:** I feel like it's more the educational background. Like some parents when they come over from like, the poor side of the world, they don't have like education, or like a proper education to even get them to the primary school, like stage. So I think that's more of the issue, so like, they get like basic jobs, maybe like cleaners and stuff like that. They can't even consider the primary school option.

**Researcher:** Okay, as parents?

**Student B:** Yeah.

**Researcher:** Okay, and as students? Why do you think maybe there are less teachers..

**Student B:** Yeah, I agree with A.

**Researcher:** Okay, anything else? And how do you feel about the access routes into teaching? The way in to teaching.

**Student D:** It's a bit awkward for people that want to try get into primary school teaching, like you need the higher, you need a H4 in Higher Irish to become a primary school teacher, and like C was saying it's harder for people of a different ethnic background that's not Irish because... like, regardless of whether they find it hard, like the student themselves finds it hard, if they're at home, they can't turn around and go oh mam can I have help with this cos, the parents not going to be able to help either. So it's more of a struggle, kind of, for people with different ethnic backgrounds.

**Researcher:** Okay. So you've spoken about the Irish requirement. What about other requirements in terms of access to teacher education?

**Student C:** The points needed are really high for teaching.

**Student B:** What are they?

**Student C:** 4....7.....5.

**Student B:** Oh!

**Student D:** Is that just for primary school?

**Student E:** Yeah, that is yeah.

**Student D:** And isn't it, for secondary school, you do an arts, or something, you can do it like that.

**Student C:** Yeah, that's 320.

**Researcher:** A postgraduate, yeah.

**Student D:** I think it's kind of easier, well I wouldn't say it's easier, but it's slightly easier to get into secondary school teaching than it is into primary school teaching.

**Researcher:** Okay, so why do you think then even as a secondary school teacher, there's less diversity in the teaching population, if it's not the Irish requirement?

**Student B:** I feel like people are going big. Like, they just want the bigger option.

**Researcher:** Okay.

**Student B:** Like I want to get the high points in my Leaving Cert so I can study, like, Law. I feel like.... Oh you can go.

**Student A:** Even if you speak to the current teachers, they always tell you that they were a certain job before. Like, say an accounting teacher, used to teach. They were an accountant, then they were like a broker, or shares or something. And then, now they're a teacher. There's never someone that went into a course to become a teacher directly.

**Researcher:** Right, okay, interesting. So do you think there's some kind of issue then in terms of the access to teacher education? What is it that people aren't going directly...

**Student D:** I think people feel like it's just a good back up. Like secondary school teaching is a good back up, for say, like they're aiming for something higher, they don't get the points for it. So like, I'll just do an arts, and become a teacher.

**Researcher:** Okay.

**Student B:** In my, emm, survey, I actually put down that probably I go on to be a lawyer, cos I want to be a lawyer, then I'd end up teaching Law. Like I wouldn't mind.

**Researcher:** Okay.

**Student B:** So like, I feel like, I don't know, I wouldn't call it a second option. But like, if I just want some new... Maybe I'm not happy with how the justice system is, like I want to teach it better, do things my way. Yeah I just feel like, that's something I could relate to.

**Researcher:** Okay. Anything else?

**Student D:** I think cos do you know like, we are in school, like we see our teachers. Some teachers get treated better than others, but like, you don't want to get abused like that yourself. Like some teachers do get abused by students, or by some students in particular, and you're looking at it, you feel bad. Like people obviously that aren't abusing the teacher, like looking at it... you don't want to get treated like that yourself. Like, it's not nice. Secondary school is bad enough without having to go into it, or thinking of it as a career knowing you're going to get lamped out of it anyways, with people slaggin' ya.

**Researcher:** What do you think would help students from diverse racial and cultural backgrounds to choose teaching or to access teacher education?

**Student D:** For them to ease up on the H4.

**Researcher:** Okay.

**Student D:** It makes it a lot harder, even for something like, not all Irish people are good at Irish, do you know what I mean. We don't speak it at home. I know very few people that speak Irish at home on a daily basis. So it's a lot harder for someone who doesn't speak Irish, who speaks Irish in school, to achieve a H4.

**Researcher:** Okay.

**Student E:** Also like having a different route into teaching, cos like currently the only way you can get in I'm pretty sure is by getting the points in your Leaving Cert. Like you can't do a PLC to become a teacher as far as I'm aware. And like some people can't get the points or need to do LCA and stuff like that, and then would have to do a PLC to get into it, but can't.

**Student D:** Like in other careers, in engineering, some colleges, you have to get a certain amount in Maths I think, but if you don't get it, you can do a side, sort of like a PLC as you're doing it, or do a year PLC in Maths and then you can go into it. You can't do that with Irish for teaching. It's not like you can do a year out, do Irish and then go back in. if there was something like that, it would be a lot easier.

**Researcher:** Yeah, interesting. Is there anything else you think that would help support students of other diversities?



**Student A:** Honestly, I feel like the diversity in Ireland has only started currently. So we'd be more of less the first generation of foreigners to come into Ireland. So down in two or three generations time, people will be more comfortable as teaching as a career choice, but not right now.

**Researcher:** Okay. Okay.

**Student D:** I agree with that. Cos it's still sort of the older generation of Irish people that are a bit like...

**Student A:** I think we're behind right now, we need to catch up to be on the same like, level. And then we can go forward.

**Student F:** Yeah like, the way there's diversity just in Dublin. It hasn't spread anywhere else yet so it's still catching up to everyone else in Ireland.

**Researcher:** Okay. Okay. Do you think that you have the qualities or the skills to become a teacher?

**Student D:** Like personally?

**Researcher:** Yeah.

**Student D:** No. No. I don't have the patience for it.

**Researcher:** Okay, anything else?

**Student A:** If I worked more towards it, I probably could, but I don't think I would work towards it.

**Researcher:** Okay.

**Student B:** I feel like everyone here does have the qualities to become a teacher, you just don't wish to exercise them.

**Researcher:** Okay.

**Student A:** To add to that, there's also other reasons as well such as, there's times you're sitting in a class, and as said before, you see a teacher that's a foreigner. And the way the class treats that person, and then you're sitting there like, I would not want to be in his shoes right now. And that really discourages people from foreigners.

- Researcher:** Okay. How would you describe the racial and cultural diversity of teachers in your school?
- Student D:** Like it's not bad, it could be better, but like there is not all white teachers. Do you know what I mean like? It's not like there's a big handful of them, but there is something there. Like it's a lot better than some other schools that would just have, you know, your white male and female teachers. Like in this school, there's emm..
- Student B:** We have quite a few.
- Student D:** Yeah, there is a good few.
- Student B:** We have like Indian, some of them black.
- Student E:** I think it's gotten better since first year as well. Cos like when we were in first year, there was probably about one teacher that was black, and since then there's been more.
- Student D:** We noticed it pick up like.
- Researcher:** Okay, and how do you feel about that? I know you spoke about, you know that you've witnessed, you wouldn't want to see that to happen to you as a teacher.
- Student A:** It's more as if one student starts the joke about the person, everyone joins in just to fit in, cos no-one wants to be left out or seen as like oh he's on the teacher's side.
- Researcher:** And does that only occur with teachers of another cultural background?
- Student B:** It's probably just the new teachers. [Students in group agree]
- Student D:** I don't think it matters where you are from, or what colour you are, or what accent you have, if you're a new teacher, in this school, you're going to get abused.
- Student B:** Yeah, they take advantage of you.
- Student E:** But like it's still probably worse for teachers from a different..
- Student D:** Yeah it'd be more prominent in teachers that aren't Irish but..
- Student A:** But when those teachers are given the time, eh, chance to actually teach the classes, it's very interesting and intriguing to be in their classes. It's not that they lack the qualities of a teacher.

**Researcher:** Okay, why? What makes it interesting to be in their class?

**Student A:** What makes it interesting would be, they're teaching the same things, but there's just a different vibe to them. You feel more, well as a foreigner, I'd feel more comfortable.

**Researcher:** Okay.

**Student B:** I just feel like, I remember I was stuck in some class, something on Maths, and we had like a substitute and I didn't know she was a Maths teacher. I just thought she was a substitute.

**Student D:** The Russian teacher.

**Student B:** Yeah, and she was so good. Like she explained in a way I don't think my Maths teacher could have explained it to me. And I like, the fact that I couldn't go to her and ask her, oh do you teach Maths, it's kind of like disappointing. I just presumed that she was like a sub, like she didn't teach a subject. Cos we have a few of those type of teachers, so like yeah.

**Researcher:** So you do have teachers in your school of other ethnicities.

**Students:** Yeah.

**Researcher:** And do you feel like that's a positive thing to have in your school?

**Students:** Yeah.

**Student E:** Definitely.

**Researcher:** Okay, how would you describe your experiences of education, say at primary level or secondary level, your overall experience of education?

**Student D:** I hated primary school.

**Researcher:** Any particular reason or?

**Student D:** Just, I went to an all girls, like a convent. I just hated it. It wasn't like teachers, it was just like the vibe of an all girls school was horrible. Just didn't like it. At all.

**Researcher:** Okay, okay.

**Student F:** I think there was more, there's more diversity in secondary school, or at least this one, so when I was in primary school, it was only really the students that were diverse, not really the teachers. So when I came to secondary school, there was, everything just gets spread out and changed.

**Researcher:** Okay.

**Student A:** When I came into primary school, I joined a primary school that literally opened the year I joined Junior Infants I believe. So a lot of other ethnic backgrounds came to that school, but there were times when I moved school once, cos I was moving houses, when I went into that classroom it was mostly just Irish white. But it was more cos it was closer to central Dublin, and it's like more of a developed area, but when I came back to (School Area), there was more like diversity here.

**Student D:** I think it depends on where you're living.

**Student A:** Yeah.

**Student D:** Like I lived down the country for a while, that's when I went to a convent. Like, all girls, primary school. Moved back, and there was a lot more diversity like in class. It wasn't like, even in that, there's a difference between national primary schools and Educate Togethers. Like I noticed a difference in the way like, me and some of my mates would've gone to an Educate Together. Like, the differences in how we were taught kind of. But like, even the differences from living in the country, to living here, like where I lived there was, if there was two people of an African descent in the whole school, and that was it. Or they'd be like one person of an Asian descent, and that'd be it.

**Researcher:** In terms of the student population even?

**Student D:** Yeah, and it's pretty much all just other white kids from the country. And then moving here, there's a lot more, it wasn't like I was like oh my god look at all these people that aren't white, but like, you'd notice it. And how different class is because of it.

**Researcher:** And what about your experiences of school in primary or secondary?

**Student B:** Oh in primary all of my teachers were from a white background.

**Researcher:** But just your own educational experience, has it been positive?

**Student B:** Yeah, positive, very positive. I feel like I learn more from people that like are from different backgrounds. Cos like the way they learned in somewhere like Asia, is not the same way they learned in Ireland. So I feel like that's good, it's different, it provides a different view.

**Researcher:** Okay. Can you describe a teacher who was a good role-model? I think we all, I suppose, have that one teacher that kind of stands out. Is there a teacher in your mind that was a good role-model for you, at primary or at secondary level? Or still is a good role-model for you?

**Student D:** Like it helps when you get along with the teacher, cos likes there does be some teachers in school that are good teachers, but they just wreck your head. So you don't look at them in the same sort of way as you do for the ones that you get along with.

**Researcher:** Okay.

**Student D:** There's some teachers in the school, they're good teachers, but just go through my head. I just can't look at them in the same light as I'd look at a different teacher that I get along with. And they could be a different, like a better teacher, than this teacher that I look at better, but I just can't stand them.

**Researcher:** So having a good relationship with the teacher.

**Student D:** Yeah, yeah.

**Researcher:** Okay, any other teachers that you felt were good role-models?

**Student A:** My third class teacher in primary school was a very good role-model because she treated all the students as if they were like, very close to her, and she was very friendly. So she didn't just focus on the main aspect of her job of teaching. She often taught us other things, helped us make friends so it was easier to mix in with everyone.

**Researcher:** Okay, anything else?

**Student D:** And when a teacher sees all their students like, do you know like, on par. Like no-one's like, oh this person does more homework, so I like that person more than you. Like, teachers sees, like you walk into the classroom and everyone's equal, they're on the same level.

**Student B:** Yeah, I have a teacher that kind of like, shows a difference in the students.

**Researcher:** How so?

**Student B:** Like, she makes like some like, say like, he always does his work but let's just say that he struggles. But he did the work, but he struggles so he didn't complete the work. She'd make him look like the better student, but in a sense they're

kind of on the same level, but he's just not getting it as fast as he is. So like, she kind of praise him, like oh you don't have to do that work, and not really help, or see like, try find out where he's going wrong, so it's kind of like, like I don't want to talk to that teacher anymore. Like, you don't want to get close with your teacher, and like you start hating the subject, not wanting to go to your classes anymore.

**Researcher:** And is that how you feel, you're speaking about your role-model, is there a teacher that..

**Student B:** It's like, that kind of, like I don't know. It happens to me sometimes. Cos like, that subject, I hate that subject, but mostly because of my teacher.

**Researcher:** And because of the way she treats students who aren't... academically..

**Student B:** Yeah, as sharp. As like, the main students. That's what we call them.

**Researcher:** Okay.

**Student D:** Like every teacher has their favourites, but it's nice when a teacher sees, regardless of who their favourite is, sees everyone the same. Regardless of if they have favourites, cos everyone does.

**Researcher:** Okay, what about you guys? Any kind of teachers that stand out in your mind as good role-models?

**Student F:** We had teachers that would talk to everyone like they were the same. Like, they were like, almost like their friend. Like, they would just treat them like oh I'm just talking to you, casually.

**Researcher:** Okay, yeah. If you became a teacher, do you think that you would have an influence on the future generation?

**Student B:** Yeah, you're working with them like first-hand so like, yeah.

**Researcher:** Why?

**Student B:** Cos like, they're kind of your responsibility, to help your students the best that you can, and that impacts the world. So like that student can grow to become something just because of that little bit of help you gave them.

**Researcher:** Anything else?

**Student A:** If not directly, you would indirectly always impact them. And their choices.

**Researcher:** Okay.

**Student E:** Yeah, like you see your students like every day, like five days a week, so like they're spending a lot of time in the classroom and they have this role-model who they look up to, and be like, I want to be like that person kind of thing.

**Student D:** Like a teacher sees a kid just as much as their parents would, so you obviously you pick on bad qualities they have. And as you know, everyone has bad qualities, whether it's, like your bad at maths or something, do you know what I mean, you can help them etch away at it so like, as they go through school, the quality gets smaller, the other qualities get better.

**Student B:** Yeah. Cos even if you have a geography teacher, you're learning about maths from them. Like, there are different ways to learn from your other teachers. So, yeah.

**Student F:** And if you're trusting them to learn everything like about Maths and English, and everything, then you're also going to learn and like pick up what they do, cos you trust them, and you think that what they're doing is right.

**Researcher:** Okay. What would your family think about you becoming a teacher?

**Student A:** My family personally wouldn't support it.

**Researcher:** Okay.

**Student A:** Cos I'm pushed a lot to go for something that would be more of like, a lawyer, doctor, engineer.

**Researcher:** Okay, like you said maybe that's kind of seen as a higher... respected profession.

**Student A:** Yeah.

**Researcher:** Okay. Anything else?

**Student C:** I've always wanted to be a teacher like. So I feel like my family would support it, but my mam always says it is kind of a lower paid job. But, like my mam always says that I would be a good teacher. So, yeah.

**Researcher:** Okay. Anything else?

**Student E:** In T.Y I did work experience in a primary school and I decided that I want to be a primary school teacher, and like, my parents kind of make a joke out of it

and say that I'm really bad with kids cos I don't like my brother [laughter]. But like, they're kind of like, yeah whatever, do whatever you want so.

**Researcher:** Okay.

**Student B:** I don't think it's much of the job, I feel like that they want the best for you. What they didn't have, they want to give that to you. Like, they don't want to see you struggle the same way they struggled. So they like, they try to like push you to your limit.

**Student A:** Yeah.

**Researcher:** So how would your family feel about you becoming a teacher?

**Student B:** My mum personally, like I've always wanted the biggest, so like, to see me drop down would probably like make her upset. But if I started from the beginning, saying I want to be a teacher, she probably wouldn't mind.

**Researcher:** And you were saying you're kind of aiming for...

**Student B:** Like a lawyer.

**Researcher:** Okay. What about you, what would your family say if you said you wanted to be a teacher?

**Student D:** I don't think she'd care to be honest, like as long as I'm happy in whatever career I was going into, regardless of how it was paid, I don't think she'd really mind. It's my future, not hers really.

**Researcher:** Okay. So, would you consider a career in teaching?

**Student A:** Em, could I add to the last point?

**Researcher:** Oh, absolutely.

**Student A:** We don't really have something to fall back on. Like, say if we dedicate ourselves to becoming teachers, we can't really always rely on our parents to keep supporting us until we become what we want to. So there's also that pressure of... like getting educated quickly, getting a job quickly, supporting ourselves so we can support them.

**Researcher:** So you mean financially?

**Student A:** Yeah.



**Researcher:** Okay, so would you consider a career in teaching?

**Student A:** No, I wouldn't risk it.

**Researcher:** Okay, because of ....

**Student A:** Financial issues, and how much it's in the media that teachers aren't paid well and there's something got to do with teaching in the media recently. So it sounds risky.

**Student B:** No I wouldn't consider it, but not because of the job. Like it's just not something that I think like I'd excel in. Like I just don't think I'd work well. I feel like if students, the kids are fighting or something, I just wouldn't know what to do in that situation. So I'd just rather stay away.

**Student C:** Yeah I would.

**Researcher:** What is it that has made you want to become a teacher?

**Student C:** Just I like kids, like working with kids. I done work experience as well in my old primary school, so like, I like seeing how like you work with the kids, and being a teacher. I just think I'd like it, and do well with it like so yeah.

**Student D:** I'm kind of the same as B. I don't think it'd be something... like I like working with kids, I coached for ages, like it's nice working with kids and seeing how they progress and things. But like in situations like with them fighting, or them screaming, I don't know what to do. I panic. I just don't think it'd be something I'd be able to hack five days a week.

**Researcher:** And do you think that you would learn that in college?

**Student D:** I think I might, but like it's one of them things I've always had in my head. I just don't think I'd be able to excel at it. I think I could be a teacher, but I don't feel like I'd be the best teacher, like for the kids. If you get me.

**Researcher:** Okay, and you were saying that you were considering primary teaching?

**Student E:** Yeah, like em, I used to want to be a psychologist, but that's a lot of points so. And also, I just kind of became dis-interested in it. And like, I still kind of want to help people and have a positive influence on people's lives, so like, I just thoughts about doing primary teaching.

**Researcher:** Okay, and you feel like you can do that through primary teaching.

**Student F:** I don't think I would cos like when you hear in the news that they, teachers protests for pay rises and stuff, I feel like if I went down that road, I'd sort of be signing up to have problems like that. And that I wouldn't really... I don't think I could cope with that.

**Researcher:** Okay, and just did anyone ever influence you not to become a teacher then? So anybody who has kind of influenced your decision?

**Student A:** Not directly, but indirectly. Where as you always see like...

**Student D:** Like the media indirectly influences you to not want to do it.

**Researcher:** Okay.

**Student A:** Yeah. Or even if you watch like movies or cartoons if you're young, you always see the people in the cartoons or movies working as something higher. And like you aspire to be like them, and to have what they have. You don't really see a teacher in a movie.

**Researcher:** Okay, so even the way that teachers are portrayed in film, or not portrayed.

**Student A:** Yeah. It's not negatively, but it's just neutral.

**Researcher:** Okay.

**Student D:** Or even in school.

**Student B:** Yeah, like real life situations.

**Student D:** We have our own situations obviously with teachers, or watching how other people deal with teachers, or speak to teachers. We're a bit like... I don't want to get abused like that. Like some people are horrible to like you, or they're horrible to teachers. Like it's not nice to look at, or watch.

**Student B:** I also feel like, in a sense like, now this hasn't really influenced me not to become a teacher but like, I wouldn't know what to do, like how to help my students. Like say, there's always that one person that struggles in silence. Like, I just wouldn't want to like, I wouldn't be able to sit in a class. I know there's someone that needs help, but I can't give them the help because they're not asking. Like I wouldn't like, I couldn't sit like, no.

**Researcher:** Okay, is there anything else that you would like to add? Any point maybe that you felt like you didn't get a chance to say? Or anything else you'd like to add to the interview?

**Researcher:** Thank you so much. I really really appreciate you all being here today.

**Appendix T. Focus group interview transcript 3 (School 3).**

**Focus-Group Interview Transcript 3**

<b>Student</b>	<b>Gender</b>	<b>Birthplace</b>	<b>Nationality</b>	<b>Ethnicity</b>	<b>Religion</b>
A	Female	Lithuania	Lithuanian	Any Other Background	Roman Catholic
B	Male	Dublin	Irish	White Irish	No Religion
C	Male	Dublin	Irish	White Irish	No Religion
D	Male	Dublin	Irish	White Irish	Roman Catholic
E	Female	Dublin	Irish & Nigerian	Black Irish	Christian
F	Female	Dublin	Irish & Australian	White Irish	No Religion
G	Male	Dublin	Irish	White Irish	Roman Catholic

**Researcher:** Thank you so much again, I really do appreciate you giving up your time today. And I'm really looking forward to speaking with you today. So, first of all, I suppose we'll open with the first question. What does the word diversity mean to you?

**Student C:** In terms of social diversity or ethnic diversity?

**Researcher:** Either. What does the word diversity mean to you?

**Student C:** I suppose, a mix, an even mix.

**Researcher:** Okay, anything else?

**Student B:** A good representation of different groups of people, minorities, just a good mix of every different type of group.

**Student C:** See even diversity of thought like, different ideas and different perspectives as well.

**Researcher:** Brilliant. So from that, I suppose how would you describe the student population in Ireland in terms of their racial and cultural diversity?

**Student D:** Pretty diverse.

**Student A:** Yeah.

**Student B:** Yeah, I'd say very diverse.

**Student A:** Yeah, I'm in agreement. I think it's very diverse across all schools.

**Student C:** In terms of Dublin, I think it's diverse, but if you look outside of Dublin, I suppose it's a lot less diverse.

**Student E:** I'd say in some parts like in County Clare... I used to live there when I was young so, it's very diverse there as well.

**Researcher:** Okay.

**Student B:** I think it's actually surprising, like you'd think that like, oh well in the country side it's more likely to be predominately white but I think it's actually a lot more diverse than a lot of people think.

**Student G:** This has also especially been the case with so many people coming into the country over the past few years, for various different reasons.

**Researcher:** Okay, okay. And how would you describe the teaching population in terms of their racial and cultural diversity?

**Student G:** Despite all the amount of people that have been coming in, eh, the teaching population would mostly be white Roman Catholic females.

**Researcher:** Okay, any other views?

**Student C:** I'd agree with that.

**Student E:** Yeah, I'd agree.

**Student B:** I'd agree with that. Even if you looked at the sample of this school, like 70 teachers, and there's, every single of them is white.

**Student A:** And Irish.

**Student B:** And the majority, well not necessarily all Irish.

**Student A:** Well a lot of them are.

**Student F:** Yeah, the requirements to be a teacher, like the qualifications you have to get are kind of, biased I feel towards Irish people. Emm, well like in Ireland, like

the Travelling Community don't really have the opportunity if they don't finish school. And getting into colleges and things like that can be a problem.

**Researcher:** Okay, and what do you think maybe it should or it could look like in Ireland?

**Student E:** If it could look like England, like England, they take different backgrounds and everything like that, you know. Black, some Asian, everything like that. So it's cool, yeah.

**Researcher:** Okay.

**Student A:** I feel like it could be a lot more diverse, the same way that we have in schools, because like, emm I feel like, like you said (Student F), the teacher qualifications, that Irish is a requirement in most like teaching degrees. So I feel like that's prejudice against people who speak other languages who might not want to speak Irish, or have more a difficulty there than in other languages.

**Student C:** I feel like if the pay was more sustainable for people, I think it would attract more diversity.

**Researcher:** Okay.

**Student G:** I would agree with that, like especially looking at Finland as a very good example. Like Finland would be a fairly diverse teaching culture and also one of the best educations. And they live in a society where teaching is one of the best paid jobs that there is in the country, so.

**Student B:** I think it would be really important to have a more diverse teaching group especially, 'cos people latch on to things that they see, similarities in like representation and I feel if you, if there is a black student struggling with their identity, or they're being bullied because of their skin colour, going to a person who most likely felt the same way or had the same problems might really be a help to them.

**Researcher:** Okay, and do you think that diversity in teaching is an issue?

**Student E:** Yeah.

**Researcher:** Why do you think it's an issue?

**Student E:** Just like, like B said, it's just like you know, if there are issues with bullying or anything like that, like it's good to have someone you can relate to as well, you know, to be there for you.

**Researcher:** Okay, any other views?

**Student B:** I think it also pulls a very different perspective in, 'cos obviously coming from a different skin tone, a different social class, economical class, you have a different perspective on things that could be kind of explored with your students.

**Researcher:** Okay.

**Student G:** I think that, I do agree with the points that have been said by B and E, I just think that over time as well that could be better, especially with the younger population that are now looking in to more jobs than the norm. And I feel that, you know, even if they do come from a different background, that they could look into teaching as a potential career for the future. Although, it would more so be teaching in secondary education, due to primary education requirement of a H4 or more in Irish.

**Student C:** At the end of the day, you have to be realistic at the same time. There's probably a lot less people that are from different races in the country so there's less that would consider teaching.

**Researcher:** Okay. And why do you think there are less teachers from ethnic minority or cultural backgrounds in the teaching population?

**Student G:** I think, we kind of touched on this already, with the big restriction of it being the Irish language. Like, the fact that in the Leaving Certificate it is required that you do have to get what used to be a C3, now a H4, like in Irish to be able to go into primary school teaching.

**Researcher:** Okay, and for secondary?

**Student G:** Secondary, more so just people are looking into other jobs instead of teaching and I think pay is an issue, and a good reasoning for why people are looking away from teaching as a career.

**Researcher:** Okay, any other reasons?

**Student A:** I think that money might be one of biggest things, where if a student enjoys a subject, like I don't know, Chemistry, and may want to teach it in secondary school teaching, they'd rather go on to a career that has something to do with Chemistry but has a higher pay than you would get in secondary school teaching.

**Researcher:** Okay. Anything else? Okay. And how do you feel about the access routes into teacher education? In terms of the way in to teacher education?

**Student G:** It depends what kind of teaching you want to go into. Like, primary school teaching, there's a specific degree for it. Secondary school teaching is a whole... you have to go down the route of, you do those subjects as part of a degree. And then do a Masters in Education afterwards. However, most people after the normal degree would just go into a job with a higher pay. Which is leading to the less amount of teachers, or people if they've already done the Masters in Education, just thinking maybe going into lecturing instead.

**Researcher:** Okay, anything else? What would help students from diverse racial and cultural backgrounds access teacher education, do you think?

**Student C:** Better pay. Just if I'm honest. Yeah, 'cos I feel like a lot of people that are coming in to the, might have been coming for a better life, you know. Em so I don't think, for them it would be less of a vocational role to take. 'Cos I think, I feel like, sometimes teachers, they can feel that it's a vocation. You know, they want to teach kids and that's what they want to do, and they have a love of a specific subject but possibly, it could be more of a financial issue for people of different races that are coming to the country.

**Researchers:** Okay, anything else you think that could help students from diverse cultural backgrounds access teacher education?

**Student E:** The entry requirements. Yeah, like they obviously, coming in they don't know Irish so, yeah. It's like, that could, I don't know be lowered in a way or something.

**Student G:** Or just gotten rid of completely.

**Student E:** I mean, I get why they want to keep it though.

**Student G:** Yeah but it's still unfair for the people who would be coming in who would be naturally exempt from Irish, to then end up in a point of oh this is a career I can't do because of the language that I don't study.

**Student F:** That's the curriculum.

**Student C:** But we can't disregard Irish heritage. You know, like for some people it is a cultural thing, that's the reason we're learning Irish.

**Student E:** Exactly.

**Student G:** Yes, but at the same time you're still restricting it for other people. Like you can't just say someone who comes in to the country...



**Student C:** But a minority of people.

**Student A:** Well like, for us, in the primary school that we all went to, well most of us, some of us here went to, we had a specific maths teacher who came in and taught some students. So, they could do that with Irish, where not everybody can speak Irish but we want to go on teaching, they could have specific teachers who are good at Irish and could come in and teach specific students at a specific time.

**Student B:** I understand what you're trying to say like but the thing is normally those teachers are more resources teachers who are there to help students who are underperforming in those things than the average student would be. It would be, kind of, I understand like, I want it to be as easy as say you could just drop the Irish requirement but at the same time you'd have to say, well you're also going to have to end up hiring more staff. There's going to be more money loss by the school, like realistically and economically that's not a good decision on the school's part.

**Student F:** Irish is the language. Like, it's on the curriculum, like it's the culture. And if people... there's a man who is running the Gaeltacht down in Kerry, from Russia. If he can learn Irish, I don't see why someone going to train to teach the Irish curriculum can't learn Irish.

**Student G:** So do you think it's better in general to just get rid of the exemption as a whole? And just say to people, you can learn Irish, like look at the people who have gone before you and learned the language.

**Student B:** I think the requirement may be, it might be an idea to have it, not relaxed per say, but say that, if you don't get a H4 in Irish in the Leaving Cert you can't do it. But that excludes the people that obviously come from different countries, but maybe if it was to say that, well if you take this course and take Irish as a side course or something that can help you get your Irish up to that level.

**Researcher:** Okay. And so, all of you individually, do you think you have the qualities or the skills to become a teacher?

**Student E:** Yeah.

**Student C:** I think I do.

**Student B:** Are we including like Third Level education, like lecturers and stuff?

**Researcher:** Oh, well yeah absolutely.

**Student E:** I'd like to lecture in psychology. That would be fun.

**Researcher:** Okay. And how would you describe the racial and cultural diversity of the teachers in this school?

**Student B:** Not very diverse.

**Student D:** No, not very diverse.

**Researcher:** So I know you mentioned there are roughly 70 teachers.

**Student B:** There's 70 teachers and every single one of them are white. And the majority of them, I think, of the 70 teachers, roughly I think it's 67 of them are all Irish.

**Student G:** Over the time that we have been in the school, we have encountered one black teacher.

**Student C:** One black teacher.

**Student D:** And one Indian teacher, that is it.

**Student B:** And they were only brought in as temp.

**Researcher:** They were temporary teachers.

**Student E:** She was in for like, two months, wasn't she?

**Student B:** Two months, yeah.

**Researcher:** Okay, so in a substitute role?

**Student B & E:** Yeah.

**Student B:** One of the teachers went on maternity and they didn't have anyone to replace her.

**Researcher:** Okay, and did you have her as a teacher?

**Student B & E:** Yes.

**Researcher:** Okay, and how would you describe your experience of having her as a teacher?

**Student B:** Quite negative.

**Researcher:** Negative.

**Student B:** Very negative.

**Researcher:** Okay, can you tell me maybe a little bit why?

**Student B:** Well she was brought in as a French substitute for us. And she could barely speak English. Like, and the English that she could speak was extremely broken and especially it happened to us when we were in first .. year.

**Student D:** First year, yeah.

**Student B:** So first years coming in being so used of their teachers, spoke regular English to them to explain was happening, then going straight to an environment where this person can't understand you, you can't understand them, was quite...

**Researcher:** So she spoke French fluently?

**Student B:** The whole time.

**Student G:** Yeah, and her way of trying to explain things was potentially going into more complicated French, which would just confuse students even more.

**Researcher:** Okay. So how then would you describe your experiences of education, at primary level or at secondary level? Overall?

**Student D:** Very positive.

**Researcher:** Okay, why?

**Student D:** Emm, I feel that the majority of teachers that I had, em, they would encourage and help you with all your decisions and goals, which I think, that is a very important quality that all teachers must have.

**Researcher:** Okay.

**Student D:** Or should have I should say.

**Researcher:** Okay. Anything else?

**Student F:** Some teachers are just in it for the job. Like, older teachers, they would be... they're kind of over the whole, yes I want to help kids. It's more, this is my job, this is my life, I just have to get on with it 'til retirement. (Students nod and agree)

**Student C:** Primary, negative. And then secondary, positive.

**Researcher:** Okay, can I ask maybe why primary was negative?

**Student C:** It was kind of personal reasons I suppose.

**Researcher:** Oh that's no problem.

**Student C:** But for me, I just felt like being in a classroom for a long period of time didn't really suit a child's concentration, you know? Children can get easily distracted and I suppose when they're in the same kind of environment for long periods of time, and listening to the same person, for me anyway, it was a big distraction and I had concentration issues because of it.

**Researcher:** So at secondary level, moving classes, moving teachers....

**Student C:** Exactly. It suited me a lot better.

**Researcher:** Okay.

**Student C:** A lot better.

**Student F:** The secondary school system is terrible to be honest. Like, the subjects might have worked like in the 90s or whatever, but a lot of subjects need to be like re-vamped.

**Researcher:** Do you think the curriculum as a whole?

**Student(s):** Yes.

**Student B:** Talking about the curriculum, I think the curriculum, even in primary school, is quite poorly designed. Where a lot of people coming into secondary school, primarily in like Dublin and the area around it, struggle immensely with Irish because it took a very big back seat to Maths in primary school. And then the students who struggled with Maths in primary school, never really got on it and so now they're lacking in Maths and Irish.

**Student E:** And like Irish, when we came to first year, wasn't like that big of a deal, well I mean, we were taught it, but we weren't taught everything we were supposed to know. So like, when we skipped, when we did T.Y, like we didn't really do that much. When we went to 5<sup>th</sup> year, it was like, we had to write all these long essays and everything like that, and do all these like twenty picture sequences and all, when it was just... five. It used to be five, it went up twenty. And it's like, they expect us to know so much, you know and write so much essays and everything like that. It's not easy.

**Student B:** Riding on that, I think that, as well as the subjects themselves having to be revamped, I think the way teaching is taught in a lot of subjects, and the way that teachers kind of present themselves and give work to students is really outdated and needs to be updated. Where, languages, personally my Irish teacher at Junior Cert was not very good. She wouldn't really help much, and she just, your homework was here's ten pages of plain text, go translate it and bring it back tomorrow. And it was never taught properly.

**Student D:** Just on Irish, I feel that, em, the curriculum should be relaxed, for want of a better word. Where instead of writing about these long essays, I feel they should learn more of everyday language. Emm, like stuff from the Gaeltacht, where it's more conversational Irish, than textbooks Irish.

**Researcher:** Okay. Any other experiences that you'd like to share, of primary or secondary level?

**Student A:** I feel like in primary school as well, like, the reason why maybe Irish took a back seat to Maths is because, Ireland as a whole is focusing more on STEM, and getting people into STEM, rather than into teaching. So Maths is hugely important, and that's why we had like resource teachers coming in to teach Maths, even though we might have not even needed it, while Irish was like oh it'll do for half an hour every day and that's it. So we were, you know, you jumped into first year, and you didn't know any grammar, really, even though you did it every day, but you just didn't really know it because you learned it off, rote learning and you don't need to know it anymore, you don't speak it every day. And then, now we're in fifth year, we have to do huge long essays like they said about Brexit or whatever else, and we barely know grammar. And only people that went to the Gaeltacht are the ones that know how to speak everyday Irish, and were able to, you know, just speak fluently or almost fluently anyway, and be able to write those essays because they've had the experience.

**Student E:** Yeah, we're just trying to memorise everything like.

**Student G:** I do very much agree with that point. And in terms of my own primary and secondary school experiences, I would probably have a slightly different primary education experience to the rest of you guys, because I went to an Educate Together in primary school. So it would've been very different, kind of, it would've been a bit of a different approach in terms of the background that I found myself in.

**Researcher:** How so?

**Student G:** Eh, the differences in like, calling teachers by first name, or not wearing a uniform every single day. So like, yes it was more relaxing back then, but at the same time, you do end up having more of a jump and getting used of things when you do come into first year. You're in a new environment, you have all these new things you have to try adapt to.

**Researcher:** So you felt it was positive?

**Student G:** Yeah, I do feel that primary school was a very positive, eh.. like, there was issues in terms of teaching. Like, once again, as I think A said, B said, and D said as well, about Irish, and how Maths was vastly prioritised. Like you would, say, an hour of Maths, and Irish like, you'd do half an hour, if you'd do it at all. Like so, I do think there is issues with certain subjects for primary school, and I think a balance kind of needs to be struck to be able to give everyone the best opportunity in every subject possible.

**Student C:** I do think it's very based on the teacher though, especially with primary school. I don't feel like there's a fixed curriculum. Other times, like I was talking to my sister the other day, and she was talking to me about how she's learning Biology, and she's in 6<sup>th</sup> class. Emm.. I don't remember learning anything about Biology or anything like that when I was in primary school. Emm.. and I just think it's depending on the teacher.

**Student E:** Like it's a miracle we did like science experiments or anything like that.

**Student B:** I found that we did science experiments fairly often.

**Student C:** See that's what I mean. Different teachers, it's very based on the teacher.

**Researcher:** Okay.

**Student G:** There was definitely some subjects that did, you rarely did them, and when you did them, you were like, oh wow, we barely do this. Subjects like history, subjects like geography from time to time. Music, things like that. And I think restricts, in terms of, when you go into secondary school, in terms of your choice subjects, because a lot of that you barely experienced the subject, so you're picking off the bare pickings of knowledge that you have gotten over the course of primary education.

**Student E:** Okay, so you've spoken about the teacher. Can you describe a teacher who was a good role-model for you?

**Student B:** We don't say names, no?

**Researcher:** No.

**Student B:** Our Maths teacher in Junior Cert was an extremely, amazing teacher. He was so nice, so kind and he always tried to make things as fun as possible, show us a different way, he always encouraged us, a lot. Where, it was always, if you said something, even if it wasn't necessarily bright, but it was a step in the right direction, he'd complement you. He'd make sure you knew that it was good thinking and that you were heading in the right direction. He always tried to do fun things with us every now and then to keep us engaged and keep us on board with things.

**Student A:** Along with that teacher, I just feel like, the reason why he was such a good teacher is because of his passion for teaching, passion for teaching kids, passions for his subject, which I know we want more diversity in teaching but we don't just want anybody to become a teacher, and anybody to be teaching the future population of Ireland. So, we need to get people more passion to teaching and passion in their subjects to be able to do it, not just throw anybody in. 'Cos right now, we have, you know, a bunch of student teachers, and like you can see, like we know they don't have experience, but you can see they're shy, they maybe don't know things as well, they maybe don't know how to work with students, they don't know how to teach everything properly and figure out how to keep students motivated. Which is also a big challenge, and with like the older teachers who are, you know, going on towards retirement don't as much passion or drive anymore. So it's very hard, when you have a good teacher, you want to keep that teacher and you never want to get out of their class.

**Student E:** Yeah, like right now, we're all scared about next year. You know, if we're gonna change our teachers, if we're gonna lose our teachers, you know. My Irish teacher was saying today that she doesn't even know if she's gonna have a job here next year, so.

**Student A:** It's the same with our applied Maths teacher yesterday. She was like, I'm not sure if I'm going to be here next year, and then everyone started having, like almost a panic attack when she said that because when you get a good teacher, you can't let them go. Because there's just some, we don't have a diverse like, teaching... emmm faculty, I don't know. But, emm, we don't know if we want it as much just because we don't know if they're going to have passion or drive to be able to teach the students either.

**Student B:** Now that being said, like the teachers that we do, like let's say for example our applied Maths teacher, who we love a lot, isn't Irish.

**Student A:** Yeah, she's not.

**Student B:** She's actually Armenian, so she comes from a different background. I don't think it ever really affected us, but we still love her and then that she's great and stuff.

**Student A:** Same with our French teacher, where we had to adapt to her accent and to the fact that you know, she learned with us how to speak English while we learned how to speak French, because she had a bit of a broken English so she learned with us. But after we got through that hurdle, you know, everything went fine. Everything was great. So we don't see a problem with there being diverse teachers.

**Researcher:** Okay.

**Student C:** See, for me, it's if the teachers very on top of the course material and they're able to teach, eh... bring across the material very well. For me, it's less about if they're really enthusiastic and really happy. For me, it's really more about directness of being able to teach the material...

**Researcher:** The knowledge of the material?

**Student C:** Yeah exactly, the knowledge. And being able to... sorry, know what's going to come up and that kind of thing, predictions... that's the kind of teacher that I would prefer anyway.

**Student A:** I think it needs to be a combination of both.

**Student(s):** Yes.

**Student D:** I'd agree.

**Student F:** I think when teachers get to know their students more on a personal basis, it really makes a difference.

**Student D:** Yeah.

**Student F:** Because, if they take no interest, in like you, you're not really going to take an interest in them, and then the subject just becomes boring, like them just talking or whatever. But when like teachers, I don't know, even if they just like, you know, have the craic with their students like.

**Student E:** Yeah, like I have a Chemistry teacher, who's like, she doesn't know... he like talks to me, like for example we went to (place) before and he knew I was going and he asked me questions about that as well, before we got into the subject you



know, to make you more comfortable with him, it's like having that friendly vibe is very nice.

**Researcher:** Okay, and if you became a teacher, do you think you would have an influence on the future generation?

**Student D:** Yes, yes.

**Student B:** I'd like to think so, yes.

**Student C:** Definitely.

**Researcher:** Okay, how?

**Student B:** I think, just being, not nice, but putting your effort into it, putting all you can into it, being nice and kind and making sure that your students are all happy with what's happening I think is really important. Where I go into a class and if I know that the teacher really cares and is really trying, like that I find that really important to me, but if I go into a class and the teacher is being lazy or they're sitting there being like oh well they don't really care what happens [**School Bell**]. That's a really negative impact.

**Student G:** I think one thing that's also important as well is a teacher's ability to engage to a student one-to-one. Because I feel that there's sometimes where a student can just not care about a subject. I do feel that there's times where a student can kind of just give up on a subject and feel oh I can't do this anymore. So a teacher's ability to go to that student and say, yes you can do this, like...

**Student A:** Inspire them.

**Student G:** And inspire them to do well in that subject, I think that's something that's important, and something that a lot of teachers either choose not to do, or lack the skill.

**Researcher:** Okay, so I suppose what would your family think about you becoming a teacher?

**Student B:** Mixed opinions.

**Student F:** My family would be happy.

**Student C:** I think my family would be happy if they felt it was something that I really wanted to do, however, I think if I did approach them today and told them that I want to be teacher, they would... they would question whether it would be a sustainable option, for me.

**Student B:** That would be the same with my parents. My parents always say that when I explain stuff, that oh I should be a teacher, or I should be a lecturer so, and I've had teachers in the school tell me the same thing as well. But in my mind, I've always been told that teaching is like, well there's not a lot of money in it, and there's not a lot of this... and even I think, if I was to tell my parents, I think they'd be happy that I chose something academic and something that I'd like, they'd also worry a bit on the financial side.

**Researcher:** Okay.

**Student E:** I had a science teacher who told us like **not** to go into teaching.

**Student B:** Yeah, they're like, go into any other job you can first, go into lecturing if you can. I know, our other teacher told us, she was a French teacher in school, she told us oh yeah, they entice you in when you're a student teacher, and you know the second you're a real teacher, you sign a contract, your money drops and you're stuck with that. We always make teachers, like little jokes with them, some teacher will be like, driving in a new car, and someone like, oh miss, did you buy a new Audi or something, and she'd be like, do you think we have enough money to buy an Audi?

**Researcher:** Okay, anything else?

**Student D:** Yeah, my parents would be very supportive. Eh, although I do not want to be a teacher, my mam has been a teacher for twenty years and has recently been appointed to principal of a school. Emm, so I feel that she'd be proud, and my dad would just go with my mam. (Laughter)

**Researcher:** Okay, em so would you consider becoming a teacher then?

**Students(s):** Yes.

**Student F:** My parents are telling me to be a teacher.

**Researcher:** Okay, so you would consider it, why?

**Student F:** Emm, I don't know, people say I'm good with kids I guess.

**Student D:** Yes, you are.

**Student F:** And like, I wouldn't do primary, I'd either do secondary or like pre-school, kind of a bit younger kids. Emm, yeah, no I have like a passion for like music and history, or politics even, those subjects, it'd be good for the Leaving Cert, or secondary school.

**Student B:** I definitely would like to, in my mind, emm not necessarily primary or secondary, I wouldn't mind being like a lecturer. I just don't think I have the skills to deal with children. But I definitely, like I like talking to people about things, especially that interests me, and I'd love to be able to help people.

**Researcher:** So you mentioned that you have family that are teachers, but you don't want to be a teacher?

**Student D:** No.

**Researcher:** So, can I ask why?

**Student D:** Emm, in the past I did just think about being a teacher, 'cos I do like working with kids. But I'd just prefer a different profession.

**Researcher:** Okay, for no particular reason?

**Student D:** Yeah, oh yeah.

**Researcher:** Okay, okay. Anyone else?

**Student G:** I am considering teaching as a career. Like I, as part of my work experience, part of Transition Year, I did a few days in my old primary school. And it was an experience that I really enjoyed. Like I thought it was so interesting, you know, being around kids, and seeing how the student-teacher dynamic works having been that few years older. Like, I would definitely, if I was to go into teaching, I don't think I would be capable of doing primary school teaching. Eh this is due to my own inability in a few certain subjects that I don't think I'd be able to teach well. And I think I'd be better going to more specific subjects where I would have more of a passion and be able to make more of an influence on kids.

**Student E:** I went to primary school on my work experience, and they have a special needs section where like, and after like going there for like a week, like the normal primary school, it was okay. But then I went to the special needs sector, and it was like, helping out with the kids and everything like that. I just really enjoyed talking to them, and seeing their issues, like some them have autism, you know, or speech impairment. And it was like, it was cool you know, being able to help them like that.

**Researcher:** Okay, and finally, last question, has anyone influenced you in any way not to consider teaching?

**Student D:** Yeah, in the past, as I said, I did want, I did think about being a teacher. And I asked the science teacher, and emm, like that, she said, no, get a degree in science or chemistry or whatever, and then get a job in that but not teaching.

**Researcher:** Okay, so did that influence your decision?

**Student D:** No, oh sorry, to an extent. But even after that I was still thinking about being a teacher, I just found a different job that would suit me better.

**Researcher:** Okay, anybody else feel influenced not to consider?

**Student B:** Emm, I was, at our recent open day, I was one of the volunteers for the science sector, and like having to explain some of the science experiments and things to the kids, and I, my Irish teacher came up to me and she was talking to me and she was like oh you were really good with the kids, you know you'd be a good teacher. And I was there, and I made the joke that everyone makes, with the those who can't do, teach whatever... and she fully played along, she was like no yeah, I'm only doing this until I can get up to the point where I can teach college.

**Student C:** I suppose, being in business, and looking at different kind of things on the Irish Times, if you look at TUI, the Teachers Union of Ireland, I think that's what it's called, but all the kind of, emm... the strikes and stuff surrounding that, I suppose it's kind of discouraging to people that want to go into the career as well. Obviously if they're trying to fight for better pay, it's not something that you want to go into and worry about that kind of thing, yourself, so yeah.

**Researcher:** Okay, is there anything else that you feel like you didn't get a chance to say, or anything you'd like to add?

**Student F:** Eh, yeah. You were talking about like the schools earlier, primary school and secondary school. I feel like everyone here, like everyone is the school probably has had some issue or another regarding like school work being too stressful and just the teachers not caring basically.

**Student B:** Riding off that, I think that's another influence, to kind of negatively influence you saying, oh well, I have so many bad memories of that place. I know that even on the days that I come in here, and it's not for school benefit, it's for like a garden fay or we're doing like Amnesty Sleep out I know that I'm still walking around and I'm in school, oh god, and I just wish I wasn't here like.

**Researcher:** Okay, thank you so much. I'm so sorry for keeping you.

**Appendix U. Focus group interview transcript 4 (School 4).**

**Focus-Group Interview Transcript 4**

<b>Student</b>	<b>Gender</b>	<b>Birthplace</b>	<b>Nationality</b>	<b>Ethnicity</b>	<b>Religion</b>
A	Male	Lithuania	Lithuanian	Any Other White Background	Roman Catholic
B	Female	Dublin	Irish/Lithuanian	White Irish	Roman Catholic
C	Female	Istanbul, Turkey	British	Any Other White Background	Presbyterian
D	Female	Dublin	Irish/Nigerian	Black Irish	Christian
E	Male	South Africa	South African	Black/Asian/African	Jehovah Witness

**Researcher:** Thank you so much again for being here today. I really do appreciate you giving up your time and I hope it will be somewhat of a worthwhile experience for you too. Emm, so first of all, I'd just like to start maybe with, what does the word diversity mean to you?

**Student C:** Okay, I'll start. Well for me, I think it's coming from different backgrounds, and maybe having different like culture, like culture in your community, or like understanding different things, and like growing up in different places, or even just having your families experiencing different things to each other.

**Researcher:** Okay.

**Student E:** I believe it's what makes you, what makes you as a person, your traits, your looks etc. It's...yeah.

**Researcher:** Okay, anything else? Okay, and how would you describe the student population in Ireland in terms of their racial and cultural diversity?

**Student E:** I think here in Dublin, it is very diverse. We have a lot of people coming from different countries. Although, from what I've seen the rest of Ireland, it seems to be very Irish. I don't see many people of different backgrounds coming from there, so it's mainly here in Dublin.

**Researcher:** Okay.

**Student D:** Yeah I agree.

**Student C:** I agree. Even in like, even like the west of Ireland, like, I know if I've been to like Galway or like Mayo or something, it's very much more Irish, white, typical

people. And like, cos I've been in England, I've lived in England, emm... I know in England it's much more, it'd be much more diverse, but then when I came here, even though we're in Dublin it was more diverse, but I know that in certain parts of Ireland, it's not so much.

**Researcher:** Okay, and how would you describe the teaching population in Ireland in terms of their racial and cultural diversity, from your own experience?

**Student D:** I don't think it's that much diverse. I've only seen like a few, like... Black or Asian teachers. And it's like really, what's the word, scarce or something, like there's not that many of them. Like in our school, there was just like one for a period, and she left after a while. And I haven't seen like, another one in time, or in any other schools that I've heard of anyway.

**Student C:** Yeah, it's primarily like white teachers, and Irish I'd say.

**Researcher:** Okay, any other experience?

**Student E:** No.

**Researcher:** Okay, and what do you think the teaching population should or could look like?

**Student C:** I think because Ireland is quite, like Dublin especially, is quite diverse, I think it could be definitely a lot more diversity with the teachers.

**Student D:** Yeah, in the next years coming up, I feel like it's going to change.

**Student E:** Yeah.

**Student C:** Yeah, I believe it will too.

**Student B:** I feel like it'd be better, if it'd be more diverse when it comes to teaching 'cos like, you'd learn about other cultures more and in other countries obviously the education is a bit different, so you'd bring in the other cultures education as well.

**Student D:** And like a different style of teaching would come from different teachers, cos if we're all diverse.

**Student A:** You'd get different points of view on each topic that you're learning about.

**Student E:** More experience with different people.

**Researcher:** Okay, and do you think that diversity in teaching is an issue?

**Student C:** Emm, I wouldn't say so much, because I think the system is kind of like, like do this, teach them this and everything, and I don't think it's too much of a bad like issue. But I think mainly, probably for students, they'd feel more, if they are from different backgrounds they'd feel more comfortable if there were different teachers from different races or something.

**Researcher:** Okay, anything else?

**Student D:** No.

**Researcher:** Okay, and why do you think there are less teachers from ethnic minority or cultural backgrounds in the teaching population in Ireland?

**Student D:** I would say because emm, people from diverse countries only started coming around like the 90s or the 2000s, so most of them don't really have the, I don't know, the education to go into the third or fourth level education and be a teacher. And they all came from like their own countries to here to find a better life, so they weren't really like ready to be teachers, it's more for like their children to go ahead and do that for them.

**Researcher:** Okay, anything else?

**Student C:** Yeah and I think personally, even like going on to what D has said, I think, emm they maybe like adults now, started going into college later on. They didn't start so much straight after school. So it's more, it'll be even coming further now and they're going into college now to start training to be teachers even.

**Researcher:** Okay, anything else?

**Student B:** Maybe as well, like, emm... insecurities with the actual like English language. Maybe they're scared of, like, like us teenagers, we are kind of sometimes mean. And we do make fun of others. Well not here... but emm, some do make fun, and then the teachers could get hurt. And maybe if they're from another, you know, country or something, they could get upset and get offence.

**Student C:** And they might think that students will take that into account of..

**Researcher:** Okay, anything else? How do you feel about the access routes into teacher education? So the ways into teaching?

**Student C:** Emm, like well, primarily I think it's college. So I think if some students maybe they didn't care too much about school when they were younger, and they didn't get enough points or something to get into it, like college or university or

whatever. Maybe they kind of regret their decisions when they were younger and they're, it kind of shows that they can't do what they want for the future.

**Researcher:** Okay, anything else? The way into teaching..

**Student B:** The core subjects, like Irish, emm, because when you're diverse you obviously speak other languages and it's a bit harder to speak another language for example Irish. And because the actual like language is failing away, no-one really wants to do it anymore, it's kind of hard for others to learn the language so.

**Student D:** And like also, em I heard that if you want to be like a primary school teacher, you have know to Irish.

**Student C:** You have to have Irish.

**Student D:** So like most people from other like backgrounds, or like different countries, wouldn't really want to be a primary school teacher. Or even if they did, they can't, because they might not know Irish that much.

**Student C:** Yeah.

**Student D:** And they have to go back to school to do, to get a degree in Irish.

**Student C:** Yeah, like I'm exempt from Irish, and before I was like, aw I want to be like, a primary school teacher was quite like, nice to think about. But because I don't do Irish, it kind of put that out of the, like I knew I couldn't do it in the end.

**Researcher:** Okay, okay, anything else? What do you think would help students from diverse cultural backgrounds access teacher education?

**Student C:** I think maybe just be more open about it. Like, em, even, I think even in... even the point system. I think if you recognise the students that have come from different countries, or maybe English isn't their first language, you recognise that. And then, you, I think that has to be considered into like points when they leave school or go into college or something like that.

**Researcher:** Okay, anything else that we could do to help or support students from diverse cultural backgrounds enter teacher education?

**Student B:** Maybe instead of Irish do their own country, like language. It'd be better, 'cos I feel like now, Irish is really really like low. And you can hear more of like, let's say, Russian or Polish language being spoken around.



**Student C:** Being spoken around Dublin even, yeah.

**Student B:** Like every second person, you would hear Polish people speaking, so like, maybe mix it up a bit with the languages.

**Student C:** Like I know like Irish, it will keep going cos it is the national.. [language].

**Student B:** Ireland.

**Student C:** But like, there are Irish teachers who can teach Irish. And so I think that not every, even primary school teachers, I think it's important to teach them Irish from young, but I don't think it should be a requirement for every teacher to have Irish, and maybe even just bring like an Irish teacher in for a couple of days a week, to speak Irish to them.

**Researcher:** Yeah, okay. Anything else? So do you think that you have the qualities or the skills to become a teacher?

**Student D:** Yeah.

**Student C:** Yeah.

**Researcher:** Yeah, and what kind of qualities are they?

**Student D:** Emm oh they'd be like, obviously if we do our Leaving Cert now and get the right points, we could all be a primary school teacher or a secondary school teacher, or even like a professor. Like, we could, but there's just some things that would be like, holding us back in a way. Or like, maybe like, a second thought, that I could do this, instead of that. Because like, I know from my background anyway like, my mum and her sisters are like all teachers. And then, they were like to me that I should be like something else, maybe like an engineer, a doctor, a pilot. Like something that, you know, they didn't get a chance to do.

**Researcher:** Something other than teaching?

**Student D:** Yeah. So, I don't know.

**Student C:** Yeah, I think there are opportunities to be a teacher, like again with like the system, going into college and studying it and everything. But I think also, like I don't want to sound... but like I think sometimes people, like well I'm going to be in college for so many years and I can get paid the same amount as something people don't go to college for necessarily, and be on the same pay,

like, wage as them, so I think that's a factor that kind of puts people more against the idea of teaching so much.

**Researcher:** Okay, okay. How would you describe the racial and cultural diversity of teachers in this school?

**Student E:** I think they're more, eh, there's more white people than, eh, like, any Black or Asian. There's... I don't know.

**Student A:** The teacher we have that is Asian is here because she's a Chinese teacher as well, she's not really here.

**Student B:** Yeah, and we have a Spanish teacher who's from Spain. So, it's more like the languages.

**Researcher:** Okay, so the Chinese teacher, what does she teach?

**Student(s):** Chinese.

**Researcher:** Oh sorry, so she teaches her own language.

**Student(s):** Yeah.

**Researcher:** Okay, okay.

**Student C:** So I think it's yeah, it is definitely primarily white Irish teachers in the school.

**Researcher:** Okay, and how do you find the experience of having, you know, the Spanish teacher, the Chinese teachers, teaching you those languages, rather than an Irish teacher teaching you?

**Student B:** It's better because you know, it's their language, they know the best. And like, I feel like, you could relate to them because... well, for some of us, Irish is not our first language and I just wonder like how could they become a teacher... like you know, if they...

**Student C:** Especially in Ireland like.

**Student B:** Yeah in Ireland, even though they're like Spanish. And their English is not great, so how did they go past the whole Irish thing from like the Leaving Cert and stuff.

**Student A:** That seems to just be the best way to become a teacher currently, teach, you know, a specific language like Spanish, or French, or Chinese if you're from that country.

**Researcher:** Okay, but the requirement for, the Irish requirement isn't necessary for secondary.

**Student C:** Yeah, Irish, like speaking Irish not for secondary. Yeah, I think then in that way, I think the secondary, to become a secondary school teacher, I think more people would be open to it because they don't necessarily have to have the Irish like pass or whatever, like or just have Irish. So I think that is why it's better, like there is, there would be more diverse teachers in secondary schools than in primary schools.

**Researcher:** Okay, and how would you describe your experiences, em, of education, at primary level or secondary level? Just your overall experience?

**Student E:** I'd say it's normally joyful. You get a, it's a good experience. But there is some people that are not interested in the, in education, and it might be because of background. They might not feel welcome in education because of maybe a teacher or a student etc.

**Researcher:** Okay, and you've experienced that?

**Student E:** Emm.. I've seen it in some people, yeah.

**Student C:** Yeah, I think the, like I think schools, like... I enjoy school. Even like, and the teachers, I think here, they do, it's not just read this out and write this down. It would be more like, they give you group work and they encourage people to talk out more, and I think it's just, it's quite, they just, everyone has their own voice I would say.

**Student B:** It's the equality. Like we can call our teachers by names, and it's like we're all friends here. It's not, oh you're the teacher, you're the student, it's like we're all friends.

**Student A:** Yeah, that's good. We have a much better relationship with our teachers than other schools I think, because you know, it's less of a teacher-student relationship and just more of one person and another person relationship.

**Student C:** Yeah like there's respect in our school.

**Student A:** Yeah.

- Researcher:** Okay, and in terms of your experience with primary school?
- Student B:** Oh no, nothing like here.
- Student D:** No primary school was completely different to this.
- Student A:** Yeah, very.
- Student B:** There had to respect, discipline and it was just...
- Student D:** Yeah, but like, because we were kids, I don't think we really noticed that much. Like we'd just like come in, do the work, play and then go home. But like, it was nothing like secondary school, like secondary school was like, a bit more freedom.
- Student C:** Yeah.
- Student D:** And like, where like the education, the learning, the teaching is well better here. 'Cos we can relate to that more, and I don't know.
- Student C:** I think even because we're more like mature in secondary school, they know that we can make decisions by ourselves, so I feel like in primary school, you were, like well you're given, you were under like a guidance and everything.
- Student D:** Yeah, there's just like a set of rules and you just have to like, go by them and follow them.
- Student C:** But I feel like also, in primary school, it's kind of like, I would say it's almost like, it isn't like, I wouldn't say it's strict and everything, I would say it's kind of, like you're in the class and everything, and you've got your friends.
- Student D:** Yeah, it's still fun.
- Student C:** It's good, but yeah. I think secondary school, you're definitely, you're heard more and you're given more of an opinion and everything.
- Researcher:** Okay, can you describe a teacher who was a good role-model for you, either at primary level or secondary level?
- Student B:** Do we have to say their name?
- Researcher:** No. Just I mean if you could describe them, just for you.
- Student C:** Like what subject and everything?

**Researcher:** Any subject. Just in your experience of education.

**Student C:** Probably my English teacher, because...

**Student D:** Oh yeah.

**Student C:** I feel like she really, you can tell she cares about her students and she loves her job really. And she goes above and beyond to make sure students feel like facilitated, and you always know that if you had a problem, you could talk to her and she'd be totally fine about it. Like she has like snacks if you forget your lunch, like she's really kind and I know that if I had a problem that I felt like I couldn't talk to anyone to, I know she wouldn't judge me, and I could talk to her. And also, she's quite, like not pushy, but she wants you, she knows that you can do it, so she'll push you to try and achieve that and sometimes you're like, aw it's so much work and it's too hard, but you know that she's doing it for the best of you. So, I would say, I'm glad she's in my school, and like I'm glad she's my teacher.

**Researcher:** Okay.

**Student B:** Yeah, the exact same. 'Cos she's our Ethics/SPHE teacher as well, and she's our tutor. Yeah, so it all comes in one, and she's like a big role-model for all of us to be honest.

**Student C:** Yeah, I'd say she's a big role-model for this school.

**Student B:** The school in general.

**Student C:** And I know that quite a lot of students would be upset if she left.

**Researcher:** Okay, and is there any other role-models at primary or secondary level that you think of?

**Student E:** I feel like my English teacher, he doesn't degrade a student if you don't do your homework. I feel like some teachers do this, but, eh, he actually really doesn't. He doesn't go above and beyond saying bad note like, as we get, or yearbook entry. He will tell you to try it again, please do the work, if you do it you'll get good grades. And he's really like, looking for your respect. And he provides you with respect.

**Student C:** And I also think in primary school there was a main teacher I had, like nearer to like when I was ending school, like in 5<sup>th</sup> class. Em, he was, it was just, I think, it's more when they're on a friendly level almost, but they're fair. Like you know not to be disrespectful to them, but you know that also in a way you

can have fun with them, and like chat to them, and like be normal. It's almost like, you're just coming in, oh hi, and it's not really a teacher, it's just someone who you can talk to, and they almost like, they respect you as well as you respect them.

**Student D:** Yeah 'cos like, I had a primary school teacher, and I think it was fourth class. He really cared about us. And there was this time, I had like, it was like art class, and we were doing some project, and I got a blister in my finger, and he took it out for me, so I thought that was really sweet.

**Researcher:** And you still remember it.

**Student D:** Yeah.

**Student C:** Yeah, it's like, those little moments, they don't seem big but like they really like go far with you.

**Researcher:** Okay, and if you became a teacher, do you think that you would have an influence on the future generation?

**Student C&D:** Yeah.

**Student C:** I believe, like not even just me personally, but I believe even teachers now do have an influence on the next generation, because I think even, from these years, I'll take away so much from my school years and like certain teachers. And I think even just the way that they talk to students, and like what they teach is, like even sometimes, not even the curriculum that they teach is what we'll take away forever, it's how they act towards you even and the kind of like life morals they teach you. So, I think if I was to become a teacher, I would like try to have that influence.

**Student B:** Like C said, because the teachers are so young, we can relate to them. And we'd be the exact same in the future I feel like.

**Student C:** Yeah, I feel like they know where we're coming from and so, they do the same.

**Researcher:** Okay. Any other opinion or? Em, what would your family think about you becoming a teacher?

**Student E:** I think my family would approve of me becoming a teacher because, eh, they kind of see me as a teacher sometimes when I teach them about new things. It's, eh, funny. Yeah that's it.

**Student C:** Yeah I think my mum, I think she'd almost be like proud of me to be a teacher, because I think she thinks you have to be smart, you have to be obviously quite intellectual to become a teacher, and I think she knows that if I was to become a teacher, she would be happy that I was working with children like to help them grow up in the future. And, like also, they make an influence on other people which maybe you've helped them to achieve. And I think she'd be like happy if I was to become a teacher, in my future career.

**Researcher:** Okay, anybody else? What do you think your family, what would they think if you chose to become a teacher?

**Student A:** I think they'd be very surprised.

**Researcher:** Okay.

**Student A:** It's not something I would think I'd do, 'cos I wouldn't particularly just want to work with younger people, because of what I've seen.

**Researcher:** Okay, just your experiences?

**Student A:** Yeah.

**Researcher:** Okay. Anything else?

**Student B:** Em, I think my mam would be surprised as well because I'm not really a big fan of little kids. But when it comes to my little sister or something, she sees the other side of me, but yeah like. It depends who I work with and what subject.

**Student C:** Like the age-group.

**Student B:** Yeah, the age-group, because some could be like...

**Student C:** Like secondary level?

**Student B:** Yeah, yeah, 'cos you could communicate with them more, and you could relate because we've all been teachers, well we still are, em yeah. I couldn't work with little kids because I couldn't relate to them, and how they feel.

**Student A:** And I'm an only child so I wouldn't know how to communicate with them either.

**Researcher:** Okay.

**Student C:** See I would rather work with younger children I think, 'cos for me I think older children, they do, like, not lash out, but there are more, they know what to say, and what to do really, and younger kids are still kind of like naïve to the world and everything. And they're like looking up to you as the main figure, and I feel like older kids, not so much like... they kind of like under-appreciate it and they take it for granted. And they're like, oh she's just here to teach me Biology or oh that like I can do this later or study or whatever, and they don't necessarily listen to the teacher at the time. But I feel like younger kids almost like worship, like not worship, but they're like oh my god like, she, she or he is like doing everything.

**Student B:** It depends also the way you teach though like.

**Student C:** Yeah.

**Student B:** I feel like if you're a good teacher, the cool teacher, who does like cool stuff in class like Quizzlets, little tests and stuff like that, then you'd be known as...

**Student C:** Yeah, and you'd be excited to go into their class.

**Student B:** Yeah, you'd be excited. Like that's what we would want, and I feel like that's what we'd present.

**Researcher:** Okay.

**Student B:** We wouldn't be wanting our students to be sitting in their desks nearly falling asleep.

**Student D:** Because we've been through it already so we know what to like... If we were in that position of our teachers right now, then we'd know what to do.

**Researcher:** So you mentioned that your family are, you have teachers in your family, but they wouldn't necessarily, how would they feel about you becoming a teacher then?

**Student D:** They wouldn't mind, but they would like expect me to do something else 'cos like, ever since I was small, I wanted to be like a doctor, do like Chemistry or something. So if I come home saying that, they'd be like oh, okay. They would think I would do something else, rather than be a teacher. It's not like it's bad or anything, they don't, they don't mind it, but they'd just expect something else.

**Researcher:** Okay. So would you consider a career in teaching?

**Student C:** Yeah.



**Student A:** Yes.

**Student E:** Yeah.

**Researcher:** You would, okay, so why? Or why not?

**Student E:** I feel like I could improve on maybe next, for the next generation, I could prepare for the... I don't know.

**Researcher:** Prepare them?

**Student E:** Yeah.

**Researcher:** Okay.

**Student A:** I think it'd be cool, to like spread information about your passion, like if you love Chemistry or you love History, I think it'd be cool to teach the next generation and try and get them into it as well. Also, I don't know any other job that gives you a three month holiday during the summer. [Laughter] So that's a big thing.

**Researcher:** Okay, okay. What about you, would you consider it?

**Student B:** Yeah I would 'cos like, I would kinda wanna share the subject that I like, the way the teachers didn't really show me how, they wouldn't express it the way I wanted, so I would do it a bit differently. The way I would want it to be.

**Researcher:** Okay.

**Student C:** Yeah I think I would definitely like want to look into a career in teaching, because I think it can be quite a rewarding job, like seeing students over the time like maturing and like progressing and everything. And like, I must say, the holidays, like the three month holiday, I think if, 'cos personally I really want to travel when I'm older. And I think that, with a lot of jobs you would only get something like two weeks off, or like you only get a certain amount off during the year, and I think the three month holiday is really good for people who want to, even bring in more culture into their lessons. Like I know personally, teachers who have been to, like say for instance my teacher went to Malawi a few weeks ago, and she told us about it and everything, and it's kind of like, you're broadening your horizons more, and I feel like if you travel and you're a teacher, you can like show students that they can do that as well. And what it's like in different places, not just in Ireland.

**Student D:** I would, and I would not. The reason why I would because like I would love to influence the next generation and be the reason why, like I would think that would be the reason why I made her be like a doctor, an engineer, like I taught this person, that's like really cool. But the reason why I wouldn't because I feel like teachers work really really hard, to like make the student be the next thing in life. And like they get paid really low. I feel like they should, since the teachers are like making a pave-way, they like, you know, they did that for you, their pay should be a bit higher than like the person that went to be doctors. Like I know doctors or engineers or something do a lot as well, but like, teachers, they made you be the doctor. Do you get what I'm saying?

**Student A:** They're just as important.

**Student D:** They're just as important.

**Student C:** I agree.

**Student B:** It's because of them you're so far.

**Student D:** If they weren't there then, would you be a doctor? There would be no teachers? Do you get me?

**Student C:** Yeah, I think they're definitely under-appreciated.

**Student D:** Yeah.

**Student C:** And I think their pay, like they work so long, like I know sometimes they come in before school hours to do work, they correct after school hours.

**Student D:** Yeah.

**Student C:** I think it's a really long day and they don't get enough pay for what they are doing compared to even other jobs.

**Researcher:** Okay, em, did others or did anyone ever influence you maybe not to choose teaching as a career?

**Student A:** No.

**Student D:** No.

**Student C:** Emm...

**Student B:** Maybe my grandparents more 'cos in the olden days, you know, they wouldn't get the best education, so they'd be like, oh you wouldn't be good at it yourself.

And it's like, the culture as well, like they would want you to be something way up higher and better than the rest 'cos like, because I'm from Lithuania, they'd be like oh you're in Ireland, you should be better than everyone in Lithuania. It's like, it's like a thing. It's like, oh you're in a different country, you gotta be better than that.

**Student D:** Yeah, it's a background thing. Yeah, it's background.

**Student C:** I wouldn't say necessarily, like no-ones told me not to become a teacher, but I know personally even like my parents themselves would be like, well some of like my friends children aren't going to college, they're not doing this, I want you to go to college and you be the person who they're like wow look at their daughter like she's doing all this. And I think my mum like, not wants to be like oh my god look, look what she's doing, but I think she almost wants to be like, like wow like, you're actually doing something really great, like with your life. But I think like, like she hasn't, I think she would be happy that I was doing teaching though.

**Researcher:** Okay, anything else? Indirectly or directly influenced?

**Student C:** Well I'd say even, like sometimes, students sometimes are a bit like, like can put you off teaching because you see what your class is like and it's like I would not be able to like in control of this, I wouldn't have enough patience, or like, I think they kind of, like seeing students disrupting the lessons and being kind of rude to teachers in a way, it would put me off also like teaching older kids maybe.

**Researcher:** Okay. Is there anything else that you would like to share or say you feel like you didn't get a chance to say throughout the interview? Anything else that sprung to mind?

**Student C:** No, not really. Maybe like the point system is a bit... I think, like with the bell curve and everything, I'm not sure if this comes under this experiment, but emm, I think it's just a bit, I just don't think it's showing everyone's true... like the points systems I think is, not corrupt, but I don't think it's shows everyone's true like...

**Student D:** Strengths?

**Student C:** Yeah, strengths really. Even like the bell curve. Only 10% can get As and 10% can get the lower end, and I think what people get, they should show that they got that, and even like, people may not be like academically smart, but they may be really artistic, and, or like they might not have good memory so they won't do good on the test, they should have like tests during the year like to show like

this is how they're progressing even. Or even just to show like this is what they knew before, and this is how they've really developed and everything.

**Student B:** Also with the points, like it's a bit silly. 'Cos sometimes, we were looking in SPHE I think at the points, and some surgeons they only need like 200, 300 just to get into college and then when it comes to teaching it's like nearly above 500 and so on so forth. Even more than surgeons or something. And it's like, is it really worth it though?

**Student C:** Yeah. And also, I think for some professions, it's also a bit, you have to in the first place have money to be able to get more money. Like even for, like, if you want to be a pilot you have to have like a hundred grand to do like pilot school, like be able to do it. And I think you have to be in that profession first to be able to like have your generation below you also follow in your footsteps. And I just think that's, it's kind of just not fair really.

**Researcher:** Okay. Is that everything? Thank you.

## Appendix V: Approaches to Qualitative Analysis

Method of Analysis	Description	Critique	Rationale for Alternative Method
<b>Content Analysis (CA)</b>	CA is an approach used to analyse documents and texts including writing, recordings or sounds. Its aims to quantify content in terms of fixed categories. It is a flexible and transparent research method (Bryman 2016).	Typically analyses a word or phrase (Braun & Clarke, 2006). 'It is difficult to ascertain the answers to 'why' questions' (Bryman, 2016, p. 305). Stress can be placed on what is 'measurable' rather than theoretically significant (Bryman, 2016).	As a mixed methods research study, this work did not to seek quantify themes in a fixed manner. The researcher wishes to place an focus on the qualitative phase of this work (quan→QUAL) and therefore discounts this method which lends itself to quantitative content analysis.
<b>Discourse Analysis (DA)</b>	DA is an approach to language whereby language is produced in a social world (Bryman, 2016). Language is constructive and discourse is a form of action based on what is said (Gill, 2000). Billig (1991) suggests what is said is always a way of <i>not</i> saying something else and DA places a clear focus on the implied meaning of a text rather than its content.	Treatment of the way something is said as 'a solution to a problem' (Widdicombe, 1993, p. 97 quoted in Gill, 1996, p. 146) highlighting the need to use prior assumptions to analyse the data.	In this method, it is crucial to see discourse as a solution to a problem. However, this research sought to uncover the hybridised identity of potential student teachers through a mixed methods research study and the collection of both quantitative and qualitative data sequentially. Instead, DA requires the collection of a melting pot of observations, interviews and close reading of texts.
<b>Grounded Theory (GT)</b>	GT is an inductive approach to qualitative analysis that emphasises empirical fieldwork and it's link to 'the real world' (Denscombe, 2010, p. 107).	It requires researchers to withhold their awareness of relevant theories or concepts until a late stage in the process of analysis, upon which Bulmer (1979) questions it's	The purpose of this work was not to develop concepts or theory whereby it is necessary to reach data and category saturation (Bryman, 2016). This research aims to provide

		likelihood. Bryman (2016) debates its ability to develop theory, while Coffey and Atkinson (1996) argues GA results in a loss of sense of context and narrative flow. Practically, it also requires much time in the field, which can be difficult for a part-time research to acquire.	further understanding and insight into the mixed world of teacher education in the context of potential students from diverse racial, ethnic or cultural backgrounds.
<b>Narrative Analysis (NA)</b>	NA is an approach to the elicitation and analysis of data, often in the form of stories, provided by participants about themselves (Bryman, 2016) and ‘how they construct the social world’ (Denscombe, 2010, p. 291). This method focuses on the way in which people make sense of what happened and the intended effect (Bryman, 2016).	This approach is concerned with a participants story, one which could change depending on the questions asked by the researcher. Bury (2001) also argues that there is a tendency for narrative researchers to treat the participants stories uncritically.	The aim of this work was not to explore the ‘stories’ of individual research participants. Instead, this study strives to establish a full representative picture and insight into the lack of diverse teachers in ITE through mixed methods research.

**Appendix W. Internal validity threats to the research study (Creswell, 2012; Cohen et al., 2011; Onwuegbuzie & Leech, 2006).**

<b>Internal Validity Threats</b>	<b>Description of Threat</b>	<b>Action Taken in Study</b>
<b>Maturation</b>	Participants can mature or change during the experiment, which may influence the results.	Students enrolled in 5 <sup>th</sup> Year in 2018/2019 were selected during the period of January – May 2019.
<b>Selection</b>	Participants can be selected who have certain characteristics that has an influence on certain outcomes.	Participants were randomly selected by the principal or a co-operating teacher, according to their availability and co-operation from Class Tutors and 5 <sup>th</sup> Year Heads.
<b>Testing</b>	Participants may become familiar with the outcome measure and remember responses for later interview involvement.	The researcher employed a month time period between the completion of the questionnaire survey and involvement in focus group interviews.
<b>Instrumentation</b>	The may give an unreliable measure.	The instrument was based on the empirically validated FIT-Choice Scale, with the permission of the researchers Watt and Richardson (2007). Furthermore, questions relating to students' demographic data were selected categories from the Census 2016.
<b>Descriptive Validity</b>	The accuracy of the account given by the researcher.	This research study used peer debriefing to determine the accuracy of qualitative findings.
<b>Confirmation Bias</b>	The tendency for a piece of research to confirm existing findings or hypotheses.	The researcher triangulated quantitative and qualitative data and invited researchers to cross examine findings through peer-debriefing.

**Appendix X. External validity threats to the research study (Creswell, 2012; Cohen et al., 2011; Onwuegbuzie & Leech, 2006).**

<b>External Validity Threats</b>	<b>Description of Threat</b>	<b>Action Taken in Study</b>
<b>Selection and Treatment</b>	The researcher cannot generalise to individuals who do not have the characteristics of participants.	The representative case study aimed to involve participants randomly in an effort to reflect the population. However, claims are restricted about the group involved in the qualitative aspect of the study.
<b>Setting and Treatment</b>	Characteristics of the settings of participants restrict the ability to generalise the study to individuals in other settings.	This CS was concerned with individuals in a particular geographical area. Therefore, further studies would be necessary in alternative areas to identify if there are similar results.
<b>Interpretive Validity</b>	The extent to which the research develops the meanings and interpretations of the participants in the study.	The researcher invited others to cross examine findings through peer-debriefing to enhance the accuracy of the account. Rich, thick descriptions will also be used to convey the findings.



**Appendix Y. SPSS (Version 25) codebook generated on 23<sup>rd</sup> August 2019.**

<b>SPSS Name (Variable Name)</b>	<b>Variable (Variable Label)</b>	<b>Coding Instructions (Value Label)</b>	<b>Measurement Scale</b>
ID	Identification Number	Identification Number	Scale
Gender	Gender	1=Male 2=Female	Dichotomous (Nominal)
Birth	Place of Birth	1=Ireland 2=India 3=United States of America 4=Uganda 5=Lithuania 6=Saudi Arabia 7=Poland 8=Latvia 9=Malaysia 10=Romania 11=South Africa 12=Turkey 13=Nigeria 14=Greece 15=Ukraine 16=Pakistan 17=Philippines 18=Germany	Nominal
Nat	Nationality	1=Irish 2=Irish-Indian 3=American 4=Irish-Pakistani 5=Nigerian 6=Irish-Greek 7=Irish-German 8=Irish-Tanzania 9=Arabic 10=Lithuanian 11=Irish-Nigerian 12=Congolese 13=Irish-Algerian 14=Indian 15=Senegalese-Nigerian 16=Irish-Bulgarian 17=Irish-Romanian 18=Irish-Spanish 19=Irish-Russian 20=Polish 21=Irish-Libyan 22=Latvian	Nominal

		23=Malaysian 24=Irish-Australian 25=Chinese 26=Romanian 27=South African 28=British 29=Irish-Malaysian 30=Irish-Lithuanian 31=Irish-Filipino 32=Irish-Congolese 33=Irish-Sudanese 34=Irish-Moldovan 35=Irish-Iraqi 36=Irish-Polish 37=Irish-Cameroonian 38=Pakistani 39=German	
Ethnic	Ethnic or Cultural Background	1=White Irish 2=Irish Traveller 3=Any other White background 4=Black or Black Irish (African) 5=Black or Black Irish (Any other Black background) 6=Asian or Asian Irish (Chinese) 7=Asian or Asian Irish (Any other Asian background) 8=Other – Including Mixed Background	Nominal
Rel	Religion	1=Roman Catholic 2=Church of Ireland 3=Islam 4=Presbyterian 5=Orthodox 6=Other 7=No Religion 8=Christian Other	Nominal
Irish	Ability to speak Irish	1=Yes 2=No	Dichotomous (Nominal)
SpeakIr	How often Irish is spoken	1=Daily in School 2=Daily at Home 3=Weekly 4=Less Often 5=During Irish Class	Nominal

Lang	Ability to speak language other than English or Irish at home	1=Yes 2=No	Dichotomous (Nominal)
AddLang1/2/3	Additional Language spoken at home	1=Malayalam 2=Cantonese 3=Urdu 4=Igbo 5=Swahili 6=French 7=Arabic 8=Lithuanian 9=Russian 10=Punjabi 11=Yoruba 12=Twi 13=Benin 14=Ewe 15=Hausa 16=Bulgarian 17=Romanian 18=Tagalog 19=Hindi 20=Spanish 21=Ebo 22=Polish 23=Ukrainian 24=Marathi 25=Bengali 26=Malay 27=Mandarin 28=Japanese 29=Bisaya 30=Lingala 31=Moldovan 32=German	Nominal
ParentOcc1/2	Parent/Guardian's Main Occupation (Top Occupations CSO Ireland - Adapted)	1=Managers, Directors and Senior Officials 2= Professional Occupations 3= Associate Professional and Technical Occupations 4=Administrative and Secretarial Occupations 5=Skilled Trades Occupations 6=Caring, Leisure and Other Service Occupations 7=Sales and Customer Service Occupations	Nominal

		8=Process, Planet and Machine Operatives 9=Elementary Occupations 10=Unemployed	
Social Class	Social Class	1=Professional workers 2=Managerial and Technical 3=Non-Manual 4=Skilled manual 5=Semi-skilled 6=Unskilled 7=All Others Gainfully Occupied and Unknown.	
Socio-Economic Group	Socio-Economic Group	1 = Employers and Managers 2 = Higher Professionals 3 = Lower Professionals 4 = Non-Manual 5 = Manual Skilled 6 = Semi-Skilled 7 = Unskilled 8 = Own Account Workers 9 = Farmers 10= Agricultural Workers 11 = Other	
WorkEx	Work Experience in Transition Year - Placement in Primary or Post-Primary School	1=Yes 2=No	Nominal
Ex Sch	Experience of Working in School	1=Enjoyed Working with Children/Young People 2=Worked as Teaching Assistant 3=Good Learning Experience 4=Hard Work 5=Experience in Post-Primary School	Nominal
Work Ex Oth	Other Work Experience Placements in Transition Year	1=Sales Assistant/Retail 2=Secretary/Administrative Work 3=Garda Station 4=Mechanics/Garage 5=Accountancy Firm 6=Library 7=Hotel and Catering	Nominal

		8=Asset Management 9=Irish Defence Forces 10=Montessori/Creche 11=Warehouse Operative 12=Engineering Company 13=Healthcare/Laboratory Work 14=Youth Club/Centre for Children 15=Law Firm 16=IT/Software Company 17=Insurance Company 18=Hairdressers/Beauty Salon 19=Opticians 20=Volunteer/Charity Work 21=Theatre School 22=Church 23=Consultancy Firm 24=Customer Care Assistant 25=Recording/Film Studio 26=Business 27=Veterinary Centre 28=Nursing Home 29=Government Building 30=Citizen's Information Centre 31=Bank 32=Fire Station	
Mot1 to Mot16	Motivations for Choosing Teaching as a Career	1=Strongly Disagree 2=Disagree 3=Unsure 4=Agree 5=Strongly Agree	Ordinal
Per1 to Per12	Perceptions of Becoming a Teacher	1=Strongly Disagree 2=Disagree 3=Unsure 4=Agree 5=Strongly Agree	Ordinal
Reason1	Mains reasons for choosing to become a teacher	1= Like Working with Children/Young People 2=Motivate, Encourage and Help Young People 3=Family Members – Teachers 4=Long Holidays 5=Good Salary	Nominal

		6=Unsure 7=Influence Next Generation 8=Rewarding Profession 9=Enjoyed Work Experience 10=Opportunity to Travel	
Reason 2	Mains reasons for choosing NOT to become a teacher	1= Dislike Working with Children/Young People 2=Stressful/Emotionally Demanding Job 3=Hard Work 4=Lack of Confidence 5=Challenging Students 6=Considering Alternative Career 7=Lack of Teachers from Ethnic Backgrounds 8=Long Working Hours 9=Dislike School 10=Poor Salary 12=Lack of Knowledge and Skills Required 13=Underappreciated Profession 14=High Level of Irish 15=High Points in Leaving Certificate Exam 16=Fallback Career 17=Discouraged by Family Members 18=Immigration Status Issues	Nominal

**Appendix Z. Labels for motivations and perceptions in SPSS (Version 25).**

<b>SPSS Labels for Motivations 1 to 16</b>	
Mot1	Interest in Becoming a Teacher
Mot2	Qualities and Skills to Become a Teacher
Mot3	Secure Job/Good wage
Mot4	Good Salary
Mot5	Long Holidays
Mot6	Short Working Day
Mot7	Time with Family
Mot8	Influence next Generation
Mot 9	Worthwhile Social Contribution
Mot10	Chance to Work Abroad
Mot 11	Job that works with Children
Mot12	Teachers that were good Role-models
Mot13	Positive Learning experiences in School
Mot14	Friends think I should become a teacher
Mot15	Family think I should become a teacher
Mot16	I've always wanted to be a teacher

<b>SPSS Labels for Perceptions 1 to 12</b>	
Per1	High levels of expert knowledge
Per2	High levels of technical knowledge and skills
Per3	Emotionally Demanding
Per4	Heavy Workload
Per5	Hard Work
Per6	Teachers are seen as Professionals
Per7	Well-respected Career
Per8	Well-Paid/Earn a Good Salary
Per9	Useful job for Travel
Per10	Consider a career in teaching
Per11	Told teaching was not a good career choice
Per12	Encouraged to consider careers other than teaching

## Appendix AA. Scale Reliability

### Scale 1: Motivations for Choosing Teaching as a Career

Case Processing Summary			
		N	%
Cases	Valid	149	96.1
	Excluded <sup>a</sup>	6	3.9
	Total	155	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics			
	Mean	Std. Deviation	N
Interest in becoming a teacher	2.2550	1.17493	149
Qualities and Skills to Become a Teacher	3.1946	1.06338	149
Secure Job/Good Wage	3.0537	.99176	149
Good Salary	2.7248	.87656	149
Long Holidays	4.2282	.92357	149
Short Working Day	2.9799	1.11785	149
Time with Family	3.8591	.83844	149
Influence next Generation	4.3289	.76620	149
Worthwhile Social Contribution	3.9664	.80887	149
Chance to Work Abroad	3.7852	.93407	149
Job that works with Children	2.6980	1.28770	149
Teacher that were good Role-Models	4.1141	.85843	149
Positive Learning Experiences in School	3.9597	.79593	149
Friends think I should become a teacher	2.2148	1.21123	149
Family think I should become a teacher	2.1745	1.22877	149
I've always wanted to be a teacher	1.8658	1.10684	149



<b>Summary Item Statistics</b>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.180	-.131	.759	.890	-5.811	.030	16

<b>Item-Total Statistics</b>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Interest in becoming a teacher	49.1477	49.154	.659	.673	.744
Qualities and Skills to Become a Teacher	48.2081	55.071	.329	.210	.774
Secure Job/Good Wage	48.3490	56.377	.271	.494	.778
Good Salary	48.6779	59.463	.086	.415	.790
Long Holidays	47.1745	56.618	.282	.326	.777
Short Working Day	48.4228	59.178	.056	.203	.797
Time with Family	47.5436	56.628	.322	.316	.774
Influence next Generation	47.0738	56.717	.354	.321	.772
Worthwhile Social Contribution	47.4362	56.910	.314	.332	.775
Chance to Work Abroad	47.6174	54.981	.400	.302	.769
Job that works with Children	48.7047	53.291	.343	.315	.775
Teacher that were good Role-Models	47.2886	54.869	.455	.446	.765
Positive Learning Experiences in School	47.4430	56.343	.369	.351	.771
Friends think I should become a teacher	49.1879	50.113	.572	.542	.752
Family think I should become a teacher	49.2282	50.204	.556	.525	.753
I've always wanted to be a teacher	49.5369	49.967	.652	.675	.746

<b>Scale Statistics</b>			
Mean	Variance	Std. Deviation	N of Items
51.4027	61.391	7.83523	16

## Scale 2: Perceptions of Becoming a Teacher

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	150	96.8
	Excluded <sup>a</sup>	5	3.2
	Total	155	100.0

a. Listwise deletion based on all variables in the procedure.

<b>Item Statistics</b>			
	Mean	Std. Deviation	N
High levels of expert knowledge	3.5333	1.04699	150
High levels of technical knowledge and skills	3.4400	.93032	150
Emotionally Demanding	3.6200	.88742	150
Heavy Workload	3.7800	.93313	150
Hard Work	3.9400	.86877	150
Teachers are seen as Professionals	3.7667	.89305	150
Well-respected Career	3.6133	.88072	150
Well-Paid/Earn a Good Salary	2.8067	.93906	150
Useful job for Travel	3.2800	1.10593	150
Consider a career in teaching	2.4733	1.26224	150
Told teaching was not a good career choice	2.4533	1.15617	150
Encouraged to consider careers other than teaching	3.8400	1.18197	150

<b>Summary Item Statistics</b>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.091	-.183	.674	.857	-3.685	.034	12

<b>Item-Total Statistics</b>					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
High levels of expert knowledge	37.0133	18.926	.292	.522	.444
High levels of technical knowledge and skills	37.1067	18.083	.472	.550	.400
Emotionally Demanding	36.9267	18.726	.412	.285	.419
Heavy Workload	36.7667	19.012	.344	.474	.434
Hard Work	36.6067	19.462	.321	.415	.443
Teachers are seen as Professionals	36.7800	19.193	.344	.291	.436
Well-respected Career	36.9333	19.902	.255	.255	.459
Well-Paid/Earn a Good Salary	37.7400	20.919	.102	.213	.495
Useful job for Travel	37.2667	20.345	.111	.148	.497
Consider a career in teaching	38.0733	18.780	.211	.168	.468
Told teaching was not a good career choice	38.0933	22.287	-.086	.132	.555
Encouraged to consider careers other than teaching	36.7067	23.538	-.197	.145	.587

<b>Scale Statistics</b>			
Mean	Variance	Std. Deviation	N of Items
40.5467	22.679	4.76225	12

### Total Scale Reliability: Motivations and Perceptions of Becoming a Teacher

Case Processing Summary			
		N	%
Cases	Valid	146	94.2
	Excluded <sup>a</sup>	9	5.8
	Total	155	100.0

Item Statistics			
	Mean	Std. Deviation	N
Interest in becoming a teacher	2.2466	1.17773	146
Qualities and Skills to Become a Teacher	3.1781	1.06793	146
Secure Job/Good Wage	3.0548	.99503	146
Good Salary	2.7260	.88295	146
Long Holidays	4.2192	.92843	146
Short Working Day	2.9932	1.12340	146
Time with Family	3.8493	.84153	146
Influence next Generation	4.3288	.77111	146
Worthwhile Social Contribution	3.9521	.80800	146
Chance to Work Abroad	3.7877	.94108	146
Job that works with Children	2.6986	1.28852	146
Teacher that were good Role-Models	4.1233	.84601	146
Positive Learning Experiences in School	3.9658	.78270	146
Friends think I should become a teacher	2.2123	1.22169	146
Family think I should become a teacher	2.1712	1.22817	146
I've always wanted to be a teacher	1.8767	1.11349	146
High levels of expert knowledge	3.5479	1.03778	146
High levels of technical knowledge and skills	3.4452	.93241	146
Emotionally Demanding	3.6370	.88575	146
Heavy Workload	3.7945	.93157	146

Hard Work	3.9589	.87001	146
Teachers are seen as Professionals	3.7877	.88831	146
Well-respected Career	3.6301	.87898	146
Well-Paid/Earn a Good Salary	2.7877	.92631	146
Useful job for Travel	3.2671	1.10978	146
Consider a career in teaching	2.4863	1.27163	146
Told teaching was not a good career choice	2.4658	1.16361	146
Encouraged to consider careers other than teaching	3.8562	1.18607	146

<b>Summary Item Statistics</b>							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.114	-.325	.817	1.142	-2.516	.034	28

<b>Scale Statistics</b>			
Mean	Variance	Std. Deviation	N of Items
92.0479	114.625	10.70632	28

## **Appendix BB. Open-ended Questionnaire Survey Responses.**

### **OPEN-ENDED QUESTIONNAIRE SURVEY RESPONSES**

**Describe your main reason(s) for choosing/not choosing to become a teacher below (e.g., I would LIKE/NOT LIKE to become a teacher because....**

**ID NO 1:** ‘I would not like to become a teacher because I feel it would not suit me. I don’t think I’d enjoying working with children as I think it would be stressful. I’ve never had any aspirations to be a teacher in my life so far possibly due to the many other job choices that are available, actuary, engineer etc.’

**ID NO 2:** ‘My main reasons to become a teacher are because I love to motivate and encourage young people. I believe allowing young people to grow and prosper is the main role of a teacher and I would really like to do so’.

**ID NO 3:** ‘I would like to become a teacher because my dad, mam and brother are teachers so that’s obviously going to be my first thoughts. However, I’m not sure as I haven’t considered other careers that I’d like to do’.

**ID NO 4:** ‘I would not like to become a teacher because after my work experience in a primary school, I realised I don’t enjoy working with children’.

**ID NO 11:** ‘I would not like to become a teacher because I am more interested in other fields of work e.g., science. Furthermore, the lack of teachers from various ethnic backgrounds, from my experience in school hinders my interest’.

**ID NO 15:** ‘I didn’t want to become a teacher simply because it is effort and you have long hours of work and less time with family and friends’.

**ID NO 19:** ‘I don’t particularly enjoy the school environment, with this I would not choose teaching’.

**ID NO 22:** ‘I would like to become a teacher as it provides a respectable salary, good holidays and a pension’.

**ID NO 25:** ‘I would not like to become a teacher because I don’t like working with children for long periods of time’.

**ID NO 30:** ‘I would not like to become a teacher for many reasons. Firstly, teachers are not well paid and this often discussed in the media. Secondly, there are stronger influences to become something else which would be considered a “better” job.’

**ID NO 32:** ‘I would not like to become a teacher because I do not believe I would be suited to the environment. Spending most of your working time sharing information with young people does not seem very bad, but I would be afraid I could not get past controlling the class. I feel that this is important when teaching. Holding a classes’ attention makes the lesson successful and worthwhile’.

**ID NO 33:** ‘I would like to become a teacher to be able to try and have a positive influence and impact on young people’s lives and be a good role model. I had positive experiences with primary school teachers and want to have that kind of impact on other people’s lives’.

**ID NO 45:** ‘I wouldn’t like to become a teacher because I feel like I wouldn’t be able to tolerate some student’s behaviours’.

**ID NO 55:** ‘I would not like to be a teacher because I don’t work well with children. Primary school children are demanding and secondary school correcting is hectic. Teaching is also repetitive and lack challenging tasks. It requires patience and control of emotions, which personally I’m not good at.’

**ID NO 59:** ‘I realise that teachers have a lot of work to do outside of school. They require a lot of patience. They receive abuse from students and sometimes parents. I would not consider the career but I respect it.’

**ID NO 65:** ‘I would consider become a teacher because I would like to help the next generation but a factor that puts me off teaching is the low salary/wage’.

**ID NO 67:** I would like to become a primary school teacher for many reasons. I love working with children and watching their understanding of the world grow and develop. I have always been heavily influenced by my teachers so I would love to influence the next generation’.

**ID NO 70:** ‘To be a teacher, you need a lot of patience, and I personally would not be suited for such a demanding job. Teachers are also under appreciated a lot of the time, and I would prefer to have a more rewarding career, with better pay. I wouldn’t mind being a lecturer at a university though as they are more respected and better paid normally’.

**ID NO 73:** ‘Because teaching is a very tough job, you have to be very patient, students try to aggravate teachers. I feel that the wages that teachers are paid are just not worth the emotional trauma that students put on them’.

**ID NO 75:** ‘I wouldn’t like to be a teacher because the pay does not suffice for the work and stress teachers go through. In some places teachers are like parents and have to help a child with things they don’t have to do. Teachers should be funded entirely for school supplies by the government. I don’t want to be a teacher because of all the stress’.



**ID NO 82:** ‘I would not like to become a teacher because I believe I don’t have the right qualities or skills to be able to educate someone and make them understand the subject. I think I have great knowledge but when it comes to passing it on to someone else, I have a hard time fully explaining it.’

**ID NO 88:** ‘The pay is not sufficient to sustain the lifestyle I would like to have’.

**ID NO 90:** ‘I would like to become a teacher because I enjoyed my work experience so much. I feel that I have attributes that help with teaching and that I would enjoy this occupation more than others.’

**ID NO 93:** ‘I am unsure whether or not I’d like to become a teacher as I would like to positively impact and motivate the new generations to work hard for their career choice but the fact that there will be problems such as disrespectful students/bad manner students, low pay, not enough support and not enough good role models, teacher wise, discourage me from being a teacher. (Plus the fact that Irish is mandatory for most teaching courses is one of the biggest reasons why I would not like to pursue teaching).’

**ID NO 96:** ‘I would not like to become a teacher as I don’t think it would be a career that would maintain my interests. And although you get a lot of holidays, it can be quite demanding due to the fact that you have to keep preparing for the next class, correct tests etc. Also in many schools, especially for student teachers, you do not have a stable income until you have a permanent position’.

**ID NO 97:** ‘I’d maybe like to become a teacher because I like the idea of passing down my knowledge to the next generation. They are the future so why wouldn’t I like to have the opportunity to help shape them’.

**ID NO 100:** ‘I would like to become a teacher because I enjoy learning and would like to help others learn too. It wouldn’t be my first choice of a job, but would be good as a back up plan if I don’t get my first choice. The days aren’t as long as in other jobs and you get the summer off as well. It’s an interesting career, where something new happens every day and you’re not stuck sitting in an office all day. I’d get to see what impact I have on my students lives and help them achieve their goals.’

**ID NO 103:** ‘I would like to become a teacher because there is an amazing chance to travel the world during the holiday sector. I would not like to become a teacher because the stress would be overbearing and hours are long. Teachers are underappreciated’.

**ID NO 115:** ‘I don’t want to work with children teaching the same thing for 50 years straight. I think it sounds boring and I would rather have a job that I enjoy and relates to things I am interested in’.

**ID NO 119:** ‘I would not like to be a teacher because the salary is low and I don’t like school’.

**ID NO 122:** ‘I would like to become a teacher because I feel like you can really benefit someone’s life and you’re not there to teach them about just the subject you are also there to guide them down a good path in the future and I like working with young people and teaching them skills’.

**ID NO 128:** ‘Low pay but I enjoy helping others and if teaching was more stable I would do it’.

**ID NO 133:** ‘Being a teacher makes you understand the young generation, you really see the world change around [you]. You get to influence a group of people and have an impact in their life. To be a teacher is to be inspire[d] and inspire others. To learn about patience, have confidence and understand the impossible. A teacher is as the behind the scene work. I would [like] to be a teacher for all these reason[s]. To help, to understand, to grow and inspire. To change and help as many lives as I can’.

**ID NO 136:** ‘I would like to become a teacher because I’d like to work with children and be able to influence the education of children but the amount of point required to become a secondary school teacher terrifies me.’

**ID NO 138:** ‘Teaching is a career you chose when you didn’t get enough marks to further your career so decide to teach it inside [instead] to pay of[f] your student debt’.

**ID NO 140:** ‘I would not like to become a teacher as I am interested in different jobs that provide more money. I would like to try it in the future when I’m older as it might not be as demanding.’

**ID NO 143:** ‘I would not like to become a teacher because I feel it’s emotionally demanding. Also I feel that I don’t have some of the necessary skills to become a teacher, like patience. Also I feel it’s too much of a responsibility to mo[u]ld the minds of a future generation.’

**ID NO 144:** ‘I would’ve liked to be a teacher but I was discouraged by my family’

**ID NO 145:** ‘I have always wanted to be a teacher but I’ve not been encouraged to by my family as they believe I have the brains for more than primary school teaching. Although ironically my mum is a math’s tutor (she would teach in school except she thinks she needs Irish/unaware as how to. My grandfather was a professor and both my grandmothers were secondary school teachers and my aunt currently teaches in a primary school so it runs in my blood to teach and has always been a passion of mine but seen as I’ve been discouraged I’m leaning into pharmacy as an alternative option or another way I can work with kids’.

**ID NO 147:** ‘I think the amount of work teachers put in does not equal the pay’.

**ID NO 148:** ‘I would not like to become a teacher because the earning wage isn’t as high to fulfil my future needs/ I would consider becoming a teacher if the earning wage was higher.’

**ID NO 149:** ‘I would like to become a teacher, but because of my immigration status and the fact that I’d like to stay in Ireland for the foreseeable future, it’s not a job that’s available to me. I’d love to teach, but I can’t’.

**ID NO 152:** ‘I would not like to become a teacher because of the very bad unfair pay they received. In my opinion teachers make doctors, lawyers, engineers, which are highly paid jobs maybe if you increase the pay people choose to become teachers’.

**Appendix CC. Descriptive statistics – Frequencies for Demographic and Background Data in the Research Study.**

**Frequency Tables**

**Question 1. Gender**

<b>Gender</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	80	51.6	51.9	51.9
	Female	74	47.7	48.1	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Question 2: Place of Birth**

<b>Place of Birth</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ireland	126	81.3	81.3	81.3
	India	6	3.9	3.9	85.2
	USA	2	1.3	1.3	86.5
	Uganda	1	.6	.6	87.1
	Lithuania	4	2.6	2.6	89.7
	Saudi Arabia	2	1.3	1.3	91.0
	Poland	2	1.3	1.3	92.3
	Latvia	1	.6	.6	92.9
	Malaysia	1	.6	.6	93.5
	Romania	1	.6	.6	94.2
	South Africa	1	.6	.6	94.8
	Turkey	1	.6	.6	95.5
	Nigeria	2	1.3	1.3	96.8
	Greece	1	.6	.6	97.4
	Ukraine	1	.6	.6	98.1
	Pakistan	1	.6	.6	98.7
	Philippines	1	.6	.6	99.4
	Germany	1	.6	.6	100.0
	Total		155	100.0	100.0

### Question 3. Nationality

Nationality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Irish	80	51.6	51.6	51.6
	Irish - Indian	3	1.9	1.9	53.5
	American	2	1.3	1.3	54.8
	Irish-Pakistani	2	1.3	1.3	56.1
	Nigerian	4	2.6	2.6	58.7
	Irish-Greek	1	.6	.6	59.4
	Irish-German	2	1.3	1.3	60.6
	Irish-Tanzanian	1	.6	.6	61.3
	Arabic	1	.6	.6	61.9
	Lithuanian	4	2.6	2.6	64.5
	Irish-Nigerian	12	7.7	7.7	72.3
	Congolese	1	.6	.6	72.9
	Irish-Algerian	1	.6	.6	73.5
	Indian	2	1.3	1.3	74.8
	Senegalese-Nigerian	1	.6	.6	75.5
	Irish-Bulgarian	1	.6	.6	76.1
	Irish-Romanian	4	2.6	2.6	78.7
	Irish-Spanish	1	.6	.6	79.4
	Irish-Russian	1	.6	.6	80.0
	Polish	2	1.3	1.3	81.3
	Irish-Libyan	1	.6	.6	81.9
	Latvian	1	.6	.6	82.6
	Malaysian	1	.6	.6	83.2
	Irish-Australian	1	.6	.6	83.9
	Chinese	1	.6	.6	84.5
	Romanian	2	1.3	1.3	85.8
South African	1	.6	.6	86.5	
British	1	.6	.6	87.1	
Irish-Malaysian	4	2.6	2.6	89.7	
Irish-Lithuanian	1	.6	.6	90.3	

Irish-Filipino	4	2.6	2.6	92.9
Irish-Congolese	1	.6	.6	93.5
Irish-Sudanese	1	.6	.6	94.2
Irish-Moldovan	2	1.3	1.3	95.5
Irish-Iraqi	2	1.3	1.3	96.8
Irish-Polish	2	1.3	1.3	98.1
Irish-Cameroonian	1	.6	.6	98.7
Pakistani	1	.6	.6	99.4
German	1	.6	.6	100.0
Total	155	100.0	100.0	

**Question 4. Ethnicity or Cultural Background**

		<b>Ethnicity</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White Irish	60	38.7	39.0	39.0
	Any Other White Background	18	11.6	11.7	50.6
	Black or Black Irish - African	36	23.2	23.4	74.0
	Black or Black Irish – Any Other Black Background	2	1.3	1.3	75.3
	Asian or Asian Irish - Chinese	2	1.3	1.3	76.6
	Asian or Asian Irish – Any Other Asian Background	31	20.0	20.1	96.8
	Other – Including Mixed Background	4	2.6	2.6	99.4
	Other	1	.6	.6	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

### Question 5. Religion

Religion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Roman Catholic	70	45.2	45.5	45.5
	Church of Ireland	4	2.6	2.6	48.1
	Islam	18	11.6	11.7	59.7
	Presbyterian	1	.6	.6	60.4
	Orthodox	10	6.5	6.5	66.9
	Other	8	5.2	5.2	72.1
	No Religion	12	7.7	7.8	79.9
	Christian Other	31	20.0	20.1	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

### Question 6 (a). Ability to Speak Irish

Ability to Speak Irish					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	122	78.7	79.2	79.2
	No	32	20.6	20.8	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

### Question 6 (b). How Often Irish is Spoken

How often Irish is spoken					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily in School	79	51.0	69.3	69.3
	Weekly	4	2.6	3.5	72.8
	Less Often	15	9.7	13.2	86.0
	During Irish Class	16	10.3	14.0	100.0

	Total	114	73.5	100.0	
Missing	System	41	26.5		
Total		155	100.0		

**Question 7 (a). Ability to Speak Language Other than English or Irish at Home**

Ability to speak language other than English or Irish at home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	49.0	49.4	49.4
	No	78	50.3	50.6	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Question 7 (b). Additional Languages Spoken at Home**

Additional Language spoken at home					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malayalam	6	3.9	8.2	8.2
	Cantonese	1	.6	1.4	9.6
	Urdu	4	2.6	5.5	15.1
	Igbo	2	1.3	2.7	17.8
	Swahili	1	.6	1.4	19.2
	French	4	2.6	5.5	24.7
	Arabic	5	3.2	6.8	31.5
	Lithuanian	4	2.6	5.5	37.0
	Russian	3	1.9	4.1	41.1
	Punjabi	1	.6	1.4	42.5
	Yoruba	7	4.5	9.6	52.1
	Twi	2	1.3	2.7	54.8
	Benin	1	.6	1.4	56.2
	Ewe	1	.6	1.4	57.5
	Hausa	1	.6	1.4	58.9
	Bulgarian	1	.6	1.4	60.3
	Romanian	6	3.9	8.2	68.5
	Tagalog	3	1.9	4.1	72.6
	Hindi	2	1.3	2.7	75.3
	Spanish	1	.6	1.4	76.7
Edo	2	1.3	2.7	79.5	



	Polish	4	2.6	5.5	84.9
	Ukrainian	1	.6	1.4	86.3
	Bengali	1	.6	1.4	87.7
	Malay	5	3.2	6.8	94.5
	Japanese	1	.6	1.4	95.9
	Bisayan	1	.6	1.4	97.3
	Moldovan	2	1.3	2.7	100.0
	Total	73	47.1	100.0	
Missing	System	82	52.9		
Total		155	100.0		

<b>Second Additional Language Spoken at Home</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	French	1	.6	7.7	7.7
	Lithuanian	1	.6	7.7	15.4
	Russian	3	1.9	23.1	38.5
	Punjabi	1	.6	7.7	46.2
	Twi	1	.6	7.7	53.8
	Ukrainian	1	.6	7.7	61.5
	Marathi	1	.6	7.7	69.2
	Malay	1	.6	7.7	76.9
	Mandarin	1	.6	7.7	84.6
	Lingala	1	.6	7.7	92.3
	German	1	.6	7.7	100.0
	Total	13	8.4	100.0	
Missing	System	142	91.6		
Total		155	100.0		

**Question 8. Parent/Guardian's Main Occupation**

<b>Parents' Occupation</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Managers, Directors and Senior Officials	12	7.7	8.3	8.3
	Professional Occupations	60	38.7	41.4	49.7
	Associate Professional and Technical Occupations	18	11.6	12.4	62.1
	Administrative and Secretarial Occupations	8	5.2	5.5	67.6
	Skilled Trades Occupations	5	3.2	3.4	71.0
	Caring, Leisure and Other Service Occupations	23	14.8	15.9	86.9
	Sales and Customer Service Occupations	6	3.9	4.1	91.0
	Process, Plant and Machine Operatives	6	3.9	4.1	95.2
	Elementary Occupations	5	3.2	3.4	98.6
	Unemployed	2	1.3	1.4	100.0
	Total	145	93.5	100.0	
Missing	System	10	6.5		
Total		155	100.0		

<b>Social Class</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professional Workers	29	18.7	20.0	20.0
	Managerial and Technical	49	31.6	33.8	53.8
	Non-Manual	27	17.4	18.6	72.4
	Skilled Manual	17	11.0	11.7	84.1

	Semi-Skilled	17	11.0	11.7	95.9
	Unskilled	3	1.9	2.1	97.9
	All Others Gainfully Occupied and Unknown	3	1.9	2.1	100.0
	Total	145	93.5	100.0	
Missing	System	10	6.5		
Total		155	100.0		

<b>Socio-Economic Group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employers and Managers	19	12.3	13.1	13.1
	Higher Professionals	29	18.7	20.0	33.1
	Lower Professionals	30	19.4	20.7	53.8
	Non-Manual	32	20.6	22.1	75.9
	Manual Skilled	10	6.5	6.9	82.8
	Semi-Skilled	15	9.7	10.3	93.1
	Unskilled	4	2.6	2.8	95.9
	Own Account Workers	3	1.9	2.1	97.9
	Other	3	1.9	2.1	100.0
	Total	145	93.5	100.0	
Missing	System	10	6.5		
Total		155	100.0		

**Question 9 (a). Work Experience Placement in School in Transition Year**

<b>Work Experience in School</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	17.4	18.4	18.4
	No	120	77.4	81.6	100.0
	Total	147	94.8	100.0	
Missing	System	8	5.2		
Total		155	100.0		

<b>Experience of Working in School</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enjoyed Working with Children/Young People	6	3.9	25.0	25.0
	Worked as Teaching Assistant	8	5.2	33.3	58.3
	Good Learning Experience	7	4.5	29.2	87.5
	Hard Work	1	.6	4.2	91.7
	Experience in Post-Primary School	2	1.3	8.3	100.0
	Total	24	15.5	100.0	
Missing	System	131	84.5		
Total		155	100.0		

**Question 9 (b): Other Work Experience Placements in Transition Year**

<b>Other Work Experience Placements in TY 1</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sales Assistant/Retail	13	8.4	18.6	18.6
	Secretary/Administrative Work	1	.6	1.4	20.0
	Garda Station	3	1.9	4.3	24.3
	Mechanics/Garage	2	1.3	2.9	27.1
	Library	6	3.9	8.6	35.7
	Hotel and Catering	4	2.6	5.7	41.4
	Asset Management	1	.6	1.4	42.9
	Irish Defence Forces	1	.6	1.4	44.3
	Montessori/Creche	4	2.6	5.7	50.0
	Warehouse Operative	1	.6	1.4	51.4
	Engineering Company	1	.6	1.4	52.9
	Healthcare/Laboratory Work	12	7.7	17.1	70.0
	Youth Club/Centre for Children	1	.6	1.4	71.4
	Law Firm	4	2.6	5.7	77.1
	IT/Software Company	4	2.6	5.7	82.9
	Insurance Company	1	.6	1.4	84.3
	Hairdresser/Beauty Salon	2	1.3	2.9	87.1
	Opticians	3	1.9	4.3	91.4
	Volunteer/Charity Work	2	1.3	2.9	94.3
	Theatre School	2	1.3	2.9	97.1
Customer Care Assistant	1	.6	1.4	98.6	
Nursing Home	1	.6	1.4	100.0	
Total		70	45.2	100.0	
Missing	System	85	54.8		
Total		155	100.0		

<b>Other Work Experience Placements in TY 2</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sales Assistant/Retail	8	5.2	16.7	16.7
	Secretary/Administrative Occupations	3	1.9	6.3	22.9
	Garda Station	3	1.9	6.3	29.2
	Mechanics/Garage	2	1.3	4.2	33.3
	Accountancy Firm	2	1.3	4.2	37.5
	Hotel and Catering	5	3.2	10.4	47.9
	Irish Defence Forces	2	1.3	4.2	52.1
	Warehouse Operative	1	.6	2.1	54.2
	Engineering Company	1	.6	2.1	56.3
	Healthcare/Laboratory Work	3	1.9	6.3	62.5
	Youth Club/Centre for Children	1	.6	2.1	64.6
	Law Firm	2	1.3	4.2	68.8
	IT/Software Company	1	.6	2.1	70.8
	Volunteer/Charity Work	4	2.6	8.3	79.2
	Church	1	.6	2.1	81.3
	Consultancy Firm	1	.6	2.1	83.3
	Recording/Film Studio	2	1.3	4.2	87.5
	Business	1	.6	2.1	89.6
	Veterinary Centre	1	.6	2.1	91.7
	Government Building	1	.6	2.1	93.8
Citizen's Information Centre	1	.6	2.1	95.8	
Bank	1	.6	2.1	97.9	
Fire Station	1	.6	2.1	100.0	
Total		48	31.0	100.0	
Missing	System	107	69.0		
Total		155	100.0		

**Appendix DD. Census 2016 Occupation Classifications in Ireland, based on SOC2010, adapted for parents' occupations classifications within the research study.**

Code in SPSS	Occupation	Levels of Occupation
1	Managers, Directors and Senior Officials	<ul style="list-style-type: none"> <li>• Corporate Managers and Directors</li> <li>• Other Managers and Proprietors</li> </ul>
2	Professional Occupations	<ul style="list-style-type: none"> <li>• Science, Research, Engineering and Technology Professionals</li> <li>• Health Professionals</li> <li>• Teaching and Educational</li> <li>• Business, Media and Public Service Professionals</li> </ul>
3	Associate Professional and Technical Occupations	<ul style="list-style-type: none"> <li>• Science, Engineering and Technology Associate Professionals</li> <li>• Health and Social Care Associate Professional</li> <li>• Protective Service Occupations</li> <li>• Culture, Media and Sports Occupations</li> <li>• Business and Public Service Associate Professionals</li> </ul>

4	Administrative and Secretarial Occupations	<ul style="list-style-type: none"> <li>• Administrative Occupations</li> <li>• Secretarial and Related Occupations</li> </ul>
5	Skilled Trades Occupations	<ul style="list-style-type: none"> <li>• Skilled Agricultural and Related Trades</li> <li>• Skilled Metal, Electrical and Electronic Trades</li> <li>• Skilled Constructions and Building Trades</li> <li>• Textiles, Printing and Other Skilled Trades</li> </ul>
6	Caring, Leisure and Other Service Occupations	<ul style="list-style-type: none"> <li>• Caring Personal Service Occupations</li> <li>• Leisure, Travel and Related Personal Service Occupations</li> </ul>
7	Sales and Customer Service Occupations	<ul style="list-style-type: none"> <li>• Sales Occupations</li> <li>• Customer Service Occupations</li> </ul>
8	Process, Plant and Machine Operatives	<ul style="list-style-type: none"> <li>• Process, Plant and Machine Operatives</li> <li>• Transport and Mobile Machine Drivers and Operatives</li> </ul>
9	Elementary Occupations	<ul style="list-style-type: none"> <li>• Elementary Trades and Related Occupations</li> <li>• Elementary Administration and Service Occupations</li> </ul>
10	Unemployed	<ul style="list-style-type: none"> <li>• Unemployed</li> </ul>



**Appendix EE. Descriptive Statistics – Frequencies for Motivations and Perceptions of Teaching as a Choice of Career in the Research Study.**

**Frequency Tables for Motivations 1 to 16**

**Motivation 1: ‘I am interested in becoming a teacher’**

<b>Interest in becoming a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	51	32.9	33.1	33.1
	Disagree	46	29.7	29.9	63.0
	Unsure	33	21.3	21.4	84.4
	Agree	16	10.3	10.4	94.8
	Strongly Agree	8	5.2	5.2	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 2: ‘I have the qualities and skills to become a teacher’**

<b>Qualities and Skills to Become a Teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.1	7.1	7.1
	Disagree	28	18.1	18.2	25.3
	Unsure	49	31.6	31.8	57.1
	Agree	53	34.2	34.4	91.6
	Strongly Agree	13	8.4	8.4	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 3: ‘Teaching is a secure job with a good wage’**

<b>Secure Job/Good Wage</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	5.8	5.9	5.9
	Disagree	37	23.9	24.2	30.1
	Unsure	52	33.5	34.0	64.1
	Agree	48	31.0	31.4	95.4
	Strongly Agree	7	4.5	4.6	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Motivation 4: ‘Teachers earn a good salary’**

<b>Good Salary</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	8.4	8.5	8.5
	Disagree	44	28.4	28.8	37.3
	Unsure	72	46.5	47.1	84.3
	Agree	21	13.5	13.7	98.0
	Strongly Agree	3	1.9	2.0	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Motivation 5: ‘Teachers have long holidays’**

<b>Long Holidays</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.7	.7
	Disagree	10	6.5	6.5	7.2
	Unsure	15	9.7	9.8	17.0
	Agree	55	35.5	35.9	52.9
	Strongly Agree	72	46.5	47.1	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Motivation 6: ‘Teachers have short working day’**

<b>Short Working Day</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.5	6.5	6.5
	Disagree	52	33.5	33.8	40.3
	Unsure	35	22.6	22.7	63.0
	Agree	44	28.4	28.6	91.6
	Strongly Agree	13	8.4	8.4	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 7: ‘Teachers have time to spend with their family’**

<b>Time with Family</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	10	6.5	6.5	6.5
	Unsure	35	22.6	22.7	29.2
	Agree	76	49.0	49.4	78.6
	Strongly Agree	33	21.3	21.4	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 8: ‘Teachers can influence the next generation’**

<b>Influence next Generation</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	3	1.9	1.9	2.6
	Unsure	16	10.3	10.4	13.0
	Agree	62	40.0	40.3	53.2
	Strongly Agree	72	46.5	46.8	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 9: ‘Teachers can make a worthwhile social contribution’**

<b>Worthwhile Social Contribution</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	4.5	4.6	4.6
	Unsure	34	21.9	22.2	26.8
	Agree	72	46.5	47.1	73.9
	Strongly Agree	40	25.8	26.1	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Motivation 10: Teaching may give me the chance to work abroad’**

<b>Chance to Work Abroad</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	14	9.0	9.2	10.5
	Unsure	35	22.6	22.9	33.3
	Agree	69	44.5	45.1	78.4
	Strongly Agree	33	21.3	21.6	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Motivation 11: ‘I would like a job that works with children’**

<b>Job that works with Children</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	20.0	20.1	20.1
	Disagree	43	27.7	27.9	48.1
	Unsure	37	23.9	24.0	72.1
	Agree	26	16.8	16.9	89.0
	Strongly Agree	17	11.0	11.0	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 12: ‘I have had teachers who were good role-models’**

<b>Teacher that were good Role-Models</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	8	5.2	5.2	6.5
	Unsure	12	7.7	7.8	14.3
	Agree	81	52.3	52.6	66.9
	Strongly Agree	51	32.9	33.1	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 13: ‘I had positive learning experiences in school’**

<b>Positive Learning Experiences in School</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.6	.6
	Disagree	7	4.5	4.5	5.2
	Unsure	25	16.1	16.2	21.4
	Agree	87	56.1	56.5	77.9
	Strongly Agree	34	21.9	22.1	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 14: ‘My friends think I should become a teacher’**

<b>Friends think I should become a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	56	36.1	36.4	36.4
	Disagree	43	27.7	27.9	64.3
	Unsure	33	21.3	21.4	85.7
	Agree	12	7.7	7.8	93.5
	Strongly Agree	10	6.5	6.5	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 15: ‘My family think I should become a teacher’**

<b>Family think I should become a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	61	39.4	39.6	39.6
	Disagree	41	26.5	26.6	66.2
	Unsure	26	16.8	16.9	83.1
	Agree	18	11.6	11.7	94.8
	Strongly Agree	8	5.2	5.2	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

**Motivation 16: ‘I’ve always wanted to be a teacher’**

<b>I've always wanted to be a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	79	51.0	51.3	51.3
	Disagree	38	24.5	24.7	76.0
	Unsure	25	16.1	16.2	92.2
	Agree	5	3.2	3.2	95.5
	Strongly Agree	7	4.5	4.5	100.0
	Total	154	99.4	100.0	
Missing	System	1	.6		
Total		155	100.0		

## Frequency Tables for Perceptions 1 to 12

### Perception 1: 'Teaching requires high levels of expert knowledge'

<b>High levels of expert knowledge</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.9	2.0	2.0
	Disagree	30	19.4	19.6	21.6
	Unsure	29	18.7	19.0	40.5
	Agree	66	42.6	43.1	83.7
	Strongly Agree	25	16.1	16.3	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

### Perception 2: 'Teaching requires high levels of technical knowledge and skills'

<b>High levels of technical knowledge and skills</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	26	16.8	17.1	18.4
	Unsure	44	28.4	28.9	47.4
	Agree	65	41.9	42.8	90.1
	Strongly Agree	15	9.7	9.9	100.0
	Total	152	98.1	100.0	
Missing	System	3	1.9		
Total		155	100.0		

### Perception 3: 'Teaching is emotionally demanding'

<b>Emotionally Demanding</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.7	.7
	Disagree	14	9.0	9.2	9.8
	Unsure	51	32.9	33.3	43.1
	Agree	63	40.6	41.2	84.3
	Strongly Agree	24	15.5	15.7	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 4: ‘Teachers have a heavy workload’**

<b>Heavy Workload</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	13	8.4	8.6	9.9
	Unsure	34	21.9	22.4	32.2
	Agree	70	45.2	46.1	78.3
	Strongly Agree	33	21.3	21.7	100.0
	Total	152	98.1	100.0	
Missing	System	3	1.9		
Total		155	100.0		

**Perception 5: ‘Teaching is hard work’**

<b>Hard Work</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.3	1.3	1.3
	Disagree	11	7.1	7.2	8.5
	Unsure	19	12.3	12.4	20.9
	Agree	85	54.8	55.6	76.5
	Strongly Agree	36	23.2	23.5	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 6: ‘Teachers are seen as professionals’**

<b>Teachers are seen as Professionals</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.7	.7
	Disagree	13	8.4	8.6	9.2
	Unsure	36	23.2	23.7	32.9
	Agree	71	45.8	46.7	79.6
	Strongly Agree	31	20.0	20.4	100.0
	Total	152	98.1	100.0	
Missing	System	3	1.9		
Total		155	100.0		



**Perception 7: ‘Teaching is a well-respected career’**

<b>Well-respected Career</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.6	.7	.7
	Disagree	17	11.0	11.1	11.8
	Unsure	42	27.1	27.5	39.2
	Agree	73	47.1	47.7	86.9
	Strongly Agree	20	12.9	13.1	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 8: ‘Teachers are well-paid and earn a good salary’**

<b>Well-Paid/Earn a Good Salary</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	9.0	9.2	9.2
	Disagree	38	24.5	24.8	34.0
	Unsure	69	44.5	45.1	79.1
	Agree	28	18.1	18.3	97.4
	Strongly Agree	4	2.6	2.6	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 9: ‘Becoming a teacher would be a useful job if you wanted to travel’**

<b>Useful job for Travel</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.5	6.5	6.5
	Disagree	27	17.4	17.6	24.2
	Unsure	43	27.7	28.1	52.3
	Agree	54	34.8	35.3	87.6
	Strongly Agree	19	12.3	12.4	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 10: ‘I would consider a career in teaching’**

<b>Consider a career in teaching</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	28.4	28.8	28.8
	Disagree	37	23.9	24.2	52.9
	Unsure	36	23.2	23.5	76.5
	Agree	25	16.1	16.3	92.8
	Strongly Agree	11	7.1	7.2	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 11: ‘I have been told teaching was not a good career choice’**

<b>Told teaching was not a good career choice</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	23.9	24.2	24.2
	Disagree	51	32.9	33.3	57.5
	Unsure	35	22.6	22.9	80.4
	Agree	22	14.2	14.4	94.8
	Strongly Agree	8	5.2	5.2	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Perception 12: ‘I have been encouraged to consider careers other than teaching’**

<b>Encouraged to consider careers other than teaching</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.1	7.2	7.2
	Disagree	11	7.1	7.2	14.4
	Unsure	22	14.2	14.4	28.8
	Agree	57	36.8	37.3	66.0
	Strongly Agree	52	33.5	34.0	100.0
	Total	153	98.7	100.0	
Missing	System	2	1.3		
Total		155	100.0		

**Open-Ended Survey Question - Main Reasons for Choosing to Become a Teacher:**

<b>Main reasons for choosing to become a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Like Working with Children/Young People	8	5.2	20.0	20.0
	Motivate, Encourage and Help Young People	3	1.9	7.5	27.5
	Family Members - Teachers	1	.6	2.5	30.0
	Long Holidays	5	3.2	12.5	42.5
	Good Salary	1	.6	2.5	45.0
	Unsure	2	1.3	5.0	50.0
	Influence Next Generation	15	9.7	37.5	87.5
	Rewarding Profession	1	.6	2.5	90.0
	Enjoyed Work Experience	2	1.3	5.0	95.0
	Opportunity to Travel	2	1.3	5.0	100.0
	Total	40	25.8	100.0	
Missing	System	115	74.2		
Total		155	100.0		

**Open-Ended Survey Question - Main Reasons for Choosing Not to Become a Teacher:**

<b>Mains reasons for choosing NOT to become a teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike Working with Children/Young People	25	16.1	20.3	20.3
	Stressful/Emotionally Demanding Job	6	3.9	4.9	25.2
	Hard Work	5	3.2	4.1	29.3
	Lack of Confidence	4	2.6	3.3	32.5
	Challenging Students	6	3.9	4.9	37.4
	Considering Alternative Career	13	8.4	10.6	48.0
	Lack of Teachers from Ethnic Backgrounds	1	.6	.8	48.8
	Long Working Hours	2	1.3	1.6	50.4
	Dislike School/Negative School Experience	3	1.9	2.4	52.8
	Poor Salary	24	15.5	19.5	72.4
	No Passion/Interest in Teaching	14	9.0	11.4	83.7
	Lack of Knowledge and Skills Required	12	7.7	9.8	93.5
	Underappreciated Profession	2	1.3	1.6	95.1
	High Level of Irish	1	.6	.8	95.9
	High Points in Leaving Certificate Exam	1	.6	.8	96.7
	Fallback Career	1	.6	.8	97.6
	Discouraged by Family Members	2	1.3	1.6	99.2
Immigration Status Issues	1	.6	.8	100.0	
Total	123	79.4	100.0		
Missing	System	32	20.6		
Total		155	100.0		

**Appendix FF. Comparing Mean Values - Motivations for Choosing Teaching as a Career Grouped by Ethnicity or Cultural Background.**

		N	Mean	SD
Interest in becoming a teacher	White Irish	60	2.6667	1.28441
	Any Other White Background	18	2.1667	1.09813
	Black or Black Irish - African	35	2.0571	1.13611
	Asian or Asian Irish - Any Other Asian Background	31	1.8387	.86011
	Other	9	1.8889	.92796
	Total	153	2.2549	1.17277
Qualities and Skills to Become a Teacher	White Irish	60	3.2167	1.05913
	Any Other White Background	18	3.2778	1.12749
	Black or Black Irish - African	35	3.2571	1.03875
	Asian or Asian Irish - Any Other Asian Background	31	3.1290	1.05647
	Other	9	2.7778	1.20185
	Total	153	3.1895	1.06222
Secure Job/Good Wage	White Irish	59	3.1356	.99060
	Any Other White Background	18	3.1667	1.09813
	Black or Black Irish - African	35	3.1714	.89066
	Asian or Asian Irish - Any Other Asian Background	31	2.7097	1.07062
	Other	9	2.8889	.78174
	Total	152	3.0461	.99228
Good Salary	White Irish	60	2.6500	.86013
	Any Other White Background	18	2.6667	.84017
	Black or Black Irish - African	34	2.8824	.84440
	Asian or Asian Irish - Any Other Asian Background	31	2.7097	1.00643
	Other	9	2.6667	.86603
	Total	152	2.7171	.87963
Long Holidays	White Irish	60	4.4833	.62414
	Any Other White Background	18	4.3889	.69780
	Black or Black Irish - African	34	4.1176	.94595

	Asian or Asian Irish - Any Other Asian Background	31	4.1290	1.11779
	Other	9	3.2222	.83333
	Total	15 2	4.2434	.88398
Short Working Day	White Irish	60	3.1167	1.15115
	Any Other White Background	18	2.2778	.75190
	Black or Black Irish - African	35	3.0857	1.06747
	Asian or Asian Irish - Any Other Asian Background	31	3.1935	1.04624
	Other	9	2.6667	1.22474
	Total	15 3	3.0000	1.10024
Time with Family	White Irish	60	4.0667	.66042
	Any Other White Background	18	3.7778	.87820
	Black or Black Irish - African	35	3.6857	.93215
	Asian or Asian Irish - Any Other Asian Background	31	3.8387	.86011
	Other	9	3.5556	.88192
	Total	15 3	3.8693	.81671
Influence next Generation	White Irish	60	4.1833	.87317
	Any Other White Background	18	4.3333	.68599
	Black or Black Irish - African	35	4.2857	.85994
	Asian or Asian Irish - Any Other Asian Background	31	4.5161	.56985
	Other	9	4.5556	.52705
	Total	15 3	4.3137	.78196
Worthwhile Social Contribution	White Irish	59	3.9661	.71838
	Any Other White Background	18	3.9444	.93760
	Black or Black Irish - African	35	3.7143	.95706
	Asian or Asian Irish - Any Other Asian Background	31	4.1613	.73470
	Other	9	4.1111	.78174
	Total	15 2	3.9539	.81654
Chance to Work Abroad	White Irish	60	3.7667	.88999
	Any Other White Background	18	3.6111	.91644
	Black or Black Irish - African	34	4.0000	.85280
	Asian or Asian Irish - Any Other Asian Background	31	3.6452	1.08162

	Other	9	3.8889	.60093
	Total	15 2	3.7829	.91288
Job that works with Children	White Irish	60	2.8833	1.22255
	Any Other White Background	18	2.5000	1.33945
	Black or Black Irish - African	35	3.0857	1.37993
	Asian or Asian Irish - Any Other Asian Background	31	2.2258	1.08657
	Other	9	2.1111	1.16667
	Total	15 3	2.7059	1.27673
Teacher that were good Role-Models	White Irish	60	4.1833	.89237
	Any Other White Background	18	3.8333	.78591
	Black or Black Irish - African	35	4.0000	.87447
	Asian or Asian Irish - Any Other Asian Background	31	4.2581	.72882
	Other	9	4.1111	1.05409
	Total	15 3	4.1111	.85498
Positive Learning Experiences in School	White Irish	60	4.0833	.71997
	Any Other White Background	18	3.8333	.85749
	Black or Black Irish - African	35	3.7714	.59832
	Asian or Asian Irish - Any Other Asian Background	31	4.0000	.89443
	Other	9	3.6667	1.22474
	Total	15 3	3.9412	.78836
Friends think I should become a teacher	White Irish	60	2.4000	1.30449
	Any Other White Background	18	1.9444	.87260
	Black or Black Irish - African	35	2.0857	1.14716
	Asian or Asian Irish - Any Other Asian Background	31	2.0968	1.19317
	Other	9	2.3333	1.32288
	Total	15 3	2.2092	1.20117
Family think I should become a teacher	White Irish	60	2.6000	1.22405
	Any Other White Background	18	2.3889	1.46082
	Black or Black Irish - African	35	1.9714	1.15008
	Asian or Asian Irish - Any Other Asian Background	31	1.5484	.85005
	Other	9	1.7778	.97183

	Total	15 3	2.1699	1.21823
I've always wanted to be a teacher	White Irish	60	2.0667	1.20545
	Any Other White Background	18	1.8333	.98518
	Black or Black Irish - African	35	1.9429	1.21129
	Asian or Asian Irish - Any Other Asian Background	31	1.3871	.66720
	Other	9	1.7778	.97183
	Total	15 3	1.8562	1.09676



**Appendix GG. Independent Sample T-Tests - Motivations for Choosing Teaching as a Career Grouped by Ethnicity or Cultural Background.**

<b>Group Statistics</b>					
	Ethnic All	N	Mean	Std. Deviation	Std. Error Mean
Interest in becoming a teacher	White Irish	60	2.6667	1.28441	.16582
	Ethnically Diverse	94	1.9787	1.01578	.10477
Qualities and Skills to Become a Teacher	White Irish	60	3.2167	1.05913	.13673
	Ethnically Diverse	94	3.1702	1.06396	.10974
Secure Job/Good Wage	White Irish	59	3.1356	.99060	.12897
	Ethnically Diverse	94	2.9894	.98913	.10202
Good Salary	White Irish	60	2.6500	.86013	.11104
	Ethnically Diverse	93	2.7634	.88953	.09224
Long Holidays	White Irish	60	4.4833	.62414	.08058
	Ethnically Diverse	93	4.0538	1.03594	.10742
Short Working Day	White Irish	60	3.1167	1.15115	.14861
	Ethnically Diverse	94	2.9043	1.07832	.11122
Time with Family	White Irish	60	4.0667	.66042	.08526
	Ethnically Diverse	94	3.7234	.89688	.09251
Influence next Generation	White Irish	60	4.1833	.87317	.11273
	Ethnically Diverse	94	4.3830	.72001	.07426
Worthwhile Social Contribution	White Irish	59	3.9661	.71838	.09353
	Ethnically Diverse	94	3.9362	.87754	.09051

Chance to Work Abroad	White Irish	60	3.766 7	.88999	.11490
	Ethnically Diverse	93	3.763 4	.97130	.10072
Job that works with Children	White Irish	60	2.883 3	1.22255	.15783
	Ethnically Diverse	94	2.595 7	1.29780	.13386
Teacher that were good Role-Models	White Irish	60	4.183 3	.89237	.11520
	Ethnically Diverse	94	4.063 8	.82708	.08531
Positive Learning Experiences in School	White Irish	60	4.083 3	.71997	.09295
	Ethnically Diverse	94	3.861 7	.82437	.08503
Friends think I should become a teacher	White Irish	60	2.400 0	1.30449	.16841
	Ethnically Diverse	94	2.074 5	1.11913	.11543
Family think I should become a teacher	White Irish	60	2.600 0	1.22405	.15802
	Ethnically Diverse	94	1.883 0	1.13456	.11702
I've always wanted to be a teacher	White Irish	60	2.066 7	1.20545	.15562
	Ethnically Diverse	94	1.712 8	1.00131	.10328

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower
Interest in becoming a teacher	Equal variances assumed	8.506	.004	3.692	152	.000	.68794	.18634	.31979
	Equal variances not assumed			3.507	104	.001	.68794	.19614	.29902
Qualities and Skills to Become a Teacher	Equal variances assumed	.000	.984	.265	152	.792	.04645	.17550	-.30028
	Equal variances not assumed			.265	1254	.791	.04645	.17532	-.30050
Secure Job/Good Wage	Equal variances assumed	.207	.650	.890	151	.375	.14623	.16438	-.17856
	Equal variances not assumed			.889	1213	.376	.14623	.16444	-.17926
Good Salary	Equal variances assumed	.016	.900	-.780	151	.437	-.11344	.14541	-.40075
	Equal variances			-.786	1295	.433	-.11344	.14436	-.39905

	not assumed								
Long Holidays	Equal variances assumed	9.087	.003	2.889	151	.004	.42957	.14867	.13584
	Equal variances not assumed			3.199	150.406	.002	.42957	.13428	.16425
Short Working Day	Equal variances assumed	1.095	.297	1.161	152	.247	.21241	.18295	-.14904
	Equal variances not assumed			1.144	119.764	.255	.21241	.18562	-.15512
Time with Family	Equal variances assumed	14.499	.000	2.554	152	.012	.34326	.13439	.07775
	Equal variances not assumed			2.729	148.828	.007	.34326	.12580	.09467
Influence next Generation	Equal variances assumed	.759	.385	-1.543	152	.125	-.19965	.12939	-.45528
	Equal variances not assumed			-1.479	108.376	.142	-.19965	.13499	-.46721
Worthwhile Social Contribution	Equal variances assumed	1.797	.182	.220	151	.826	.02993	.13621	-.23919
	Equal variances not assumed			.230	140.602	.818	.02993	.13015	-.22737
Chance to Work Abroad	Equal variances assumed	.082	.776	.021	151	.983	.00323	.15571	-.30443

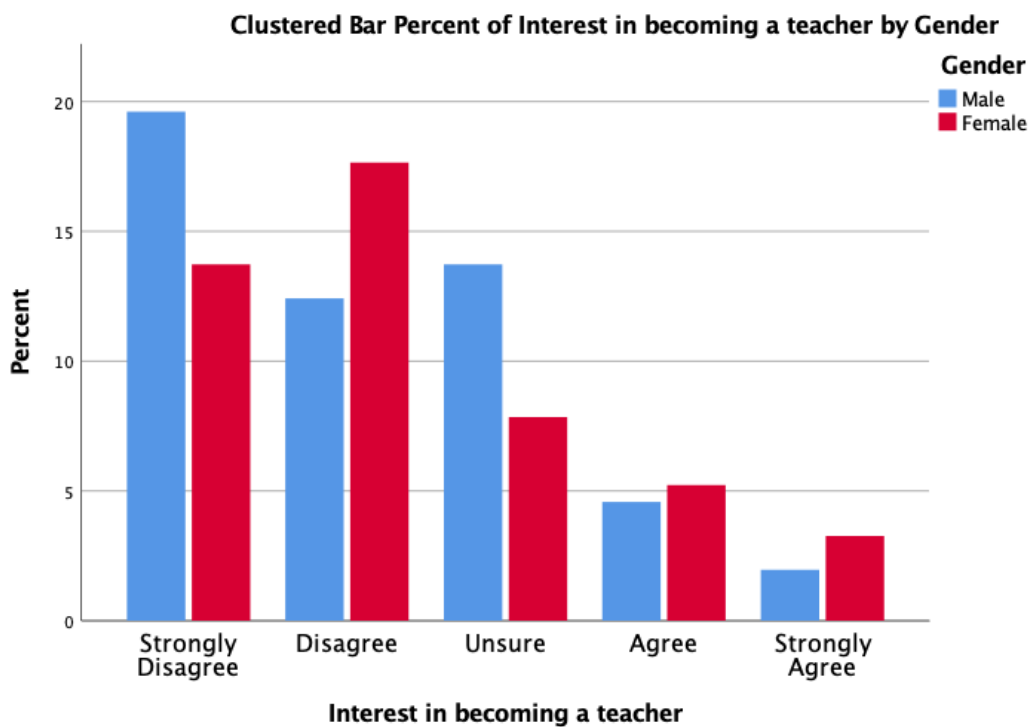
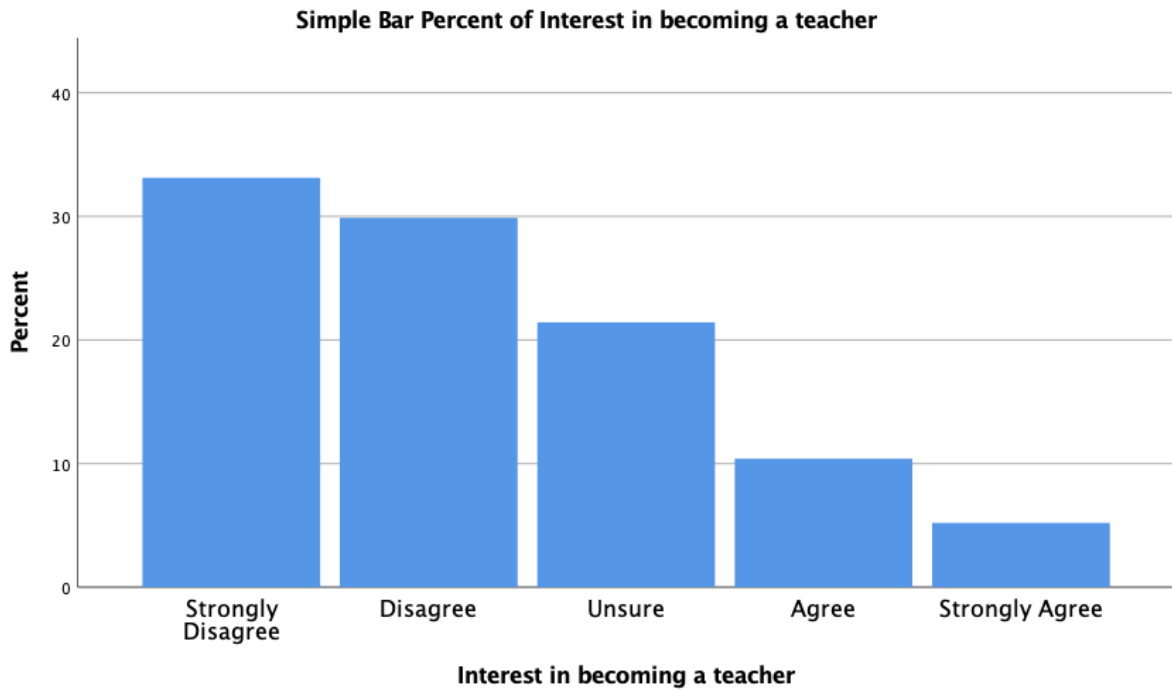
	Equal variances not assumed			.021	133.8	.983	.00323	.15279	- .29898
Job that works with Children	Equal variances assumed	1.196	.276	1.371	152	.172	.28759	.20971	- .12674
	Equal variances not assumed			1.390	131.304	.167	.28759	.20695	- .12180
Teacher that were good Role-Models	Equal variances assumed	.450	.503	.848	152	.398	.11950	.14095	- .15898
	Equal variances not assumed			.834	118.783	.406	.11950	.14335	- .16435
Positive Learning Experiences in School	Equal variances assumed	.349	.555	1.708	152	.090	.22163	.12980	- .03481
	Equal variances not assumed			1.759	137.830	.081	.22163	.12597	- .02746
Friends think I should become a teacher	Equal variances assumed	3.550	.061	1.649	152	.101	.32553	.19738	- .06443
	Equal variances not assumed			1.594	111.803	.114	.32553	.20417	- .07901
Family think I should become a teacher	Equal variances assumed	1.964	.163	3.708	152	.000	.71702	.19335	.33502
	Equal variances not assumed			3.646	118.789	.000	.71702	.19664	.32766
I've always wanted to	Equal variances assumed	.346	.557	1.974	152	.050	.35390	.17931	- .00036

be a teacher	Equal variances not assumed			1. 89 5	10 9.0 01	.061	.353 90	.186 77	- .016 28
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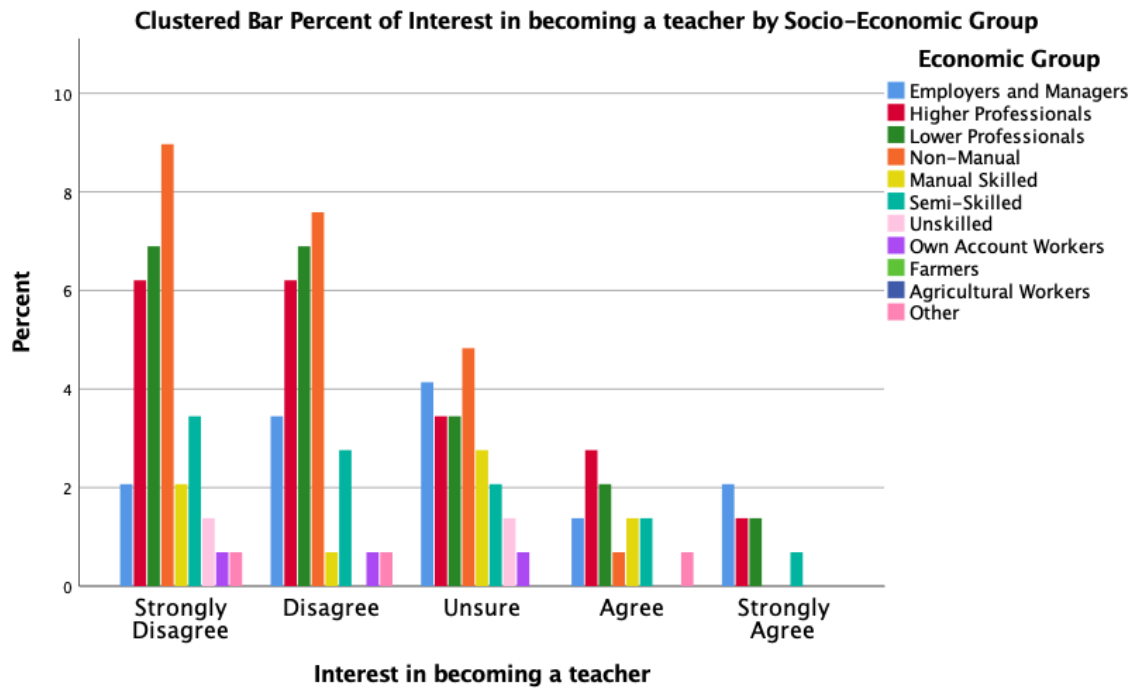
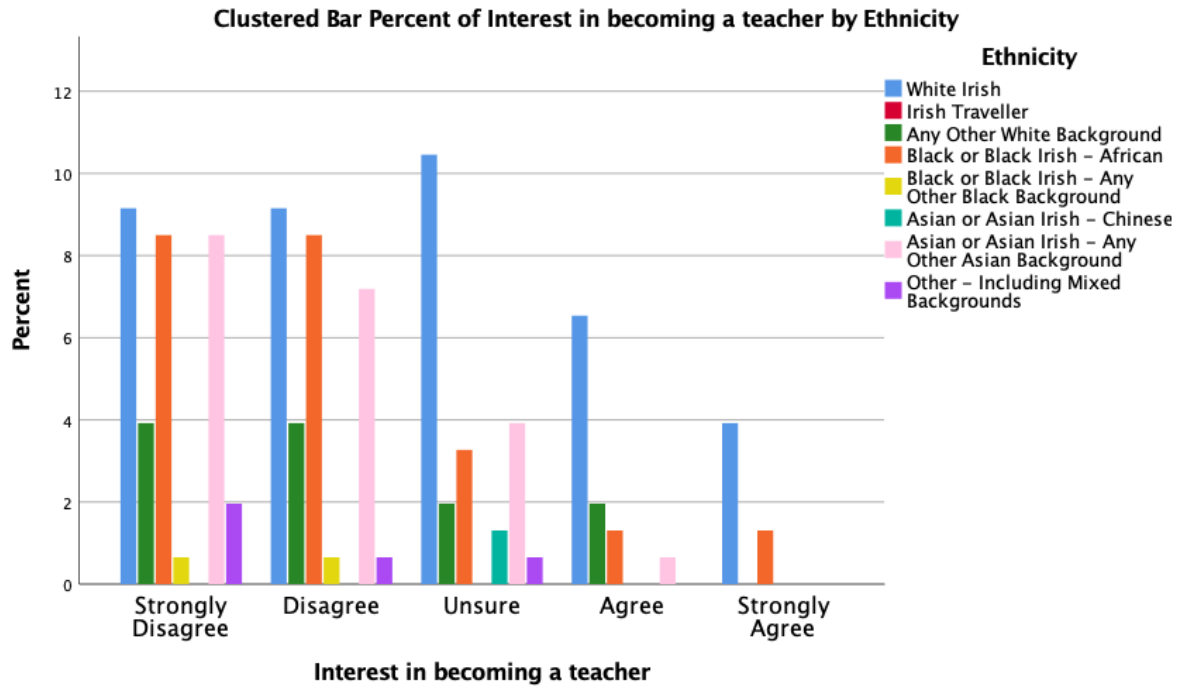
Independent Samples Test		
		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Interest in becoming a teacher	Equal variances assumed	1.05609
	Equal variances not assumed	1.07686
Qualities and Skills to Become a Teacher	Equal variances assumed	.39319
	Equal variances not assumed	.39341
Secure Job/Good Wage	Equal variances assumed	.47102
	Equal variances not assumed	.47172
Good Salary	Equal variances assumed	.17387
	Equal variances not assumed	.17217
Long Holidays	Equal variances assumed	.72330
	Equal variances not assumed	.69489
Short Working Day	Equal variances assumed	.57386
	Equal variances not assumed	.57994
Time with Family	Equal variances assumed	.60878
	Equal variances not assumed	.59186
Influence next Generation	Equal variances assumed	.05599
	Equal variances not assumed	.06792
Worthwhile Social Contribution	Equal variances assumed	.29905
	Equal variances not assumed	.28724
Chance to Work Abroad	Equal variances assumed	.31089
	Equal variances not assumed	.30543
Job that works with Children	Equal variances assumed	.70192
	Equal variances not assumed	.69698
Teacher that were good Role-Models	Equal variances assumed	.39799
	Equal variances not assumed	.40336
Positive Learning Experiences in School	Equal variances assumed	.47807
	Equal variances not assumed	.47072
Friends think I should become a teacher	Equal variances assumed	.71550
	Equal variances not assumed	.73008
Family think I should become a teacher	Equal variances assumed	1.09903
	Equal variances not assumed	1.10639
I've always wanted to be a teacher	Equal variances assumed	.70816
	Equal variances not assumed	.72408

**Appendix HH. Bar Charts - Motivations for Choosing Teaching as a Career Grouped by Gender, Ethnicity or Cultural Background and Socio-economic Group.**

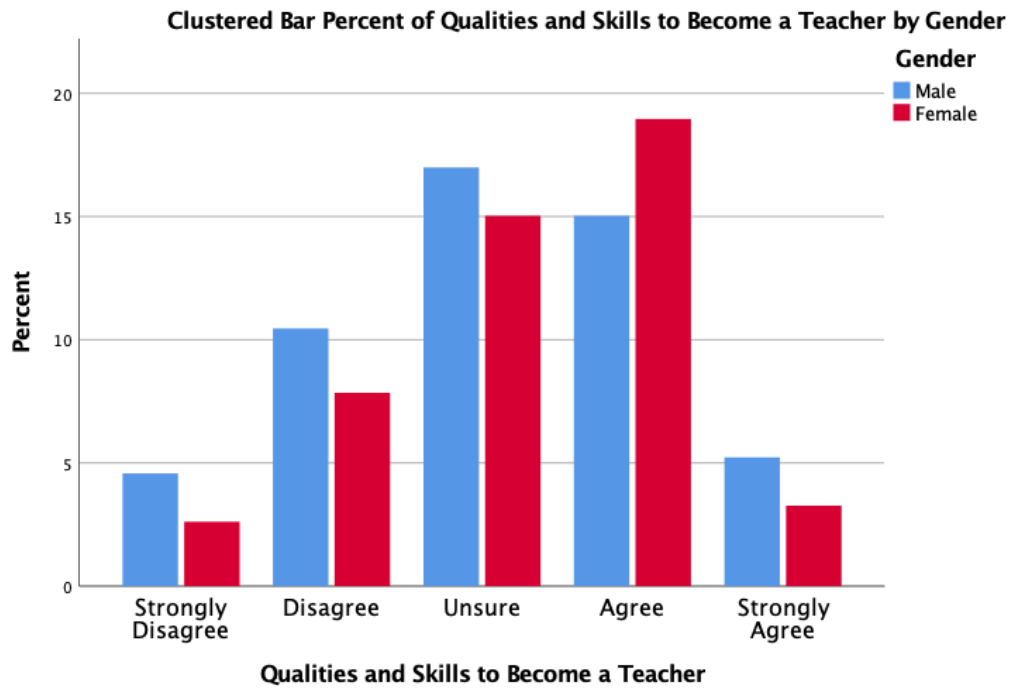
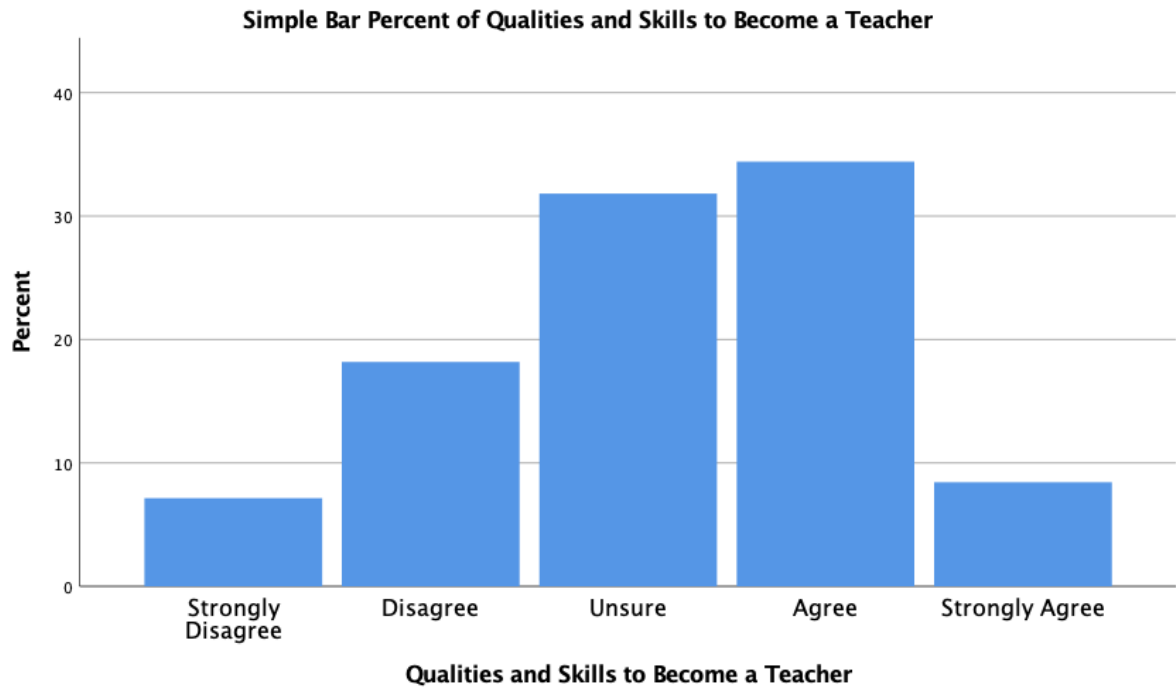
**Motivation 1: ‘I am interested in becoming a teacher’**

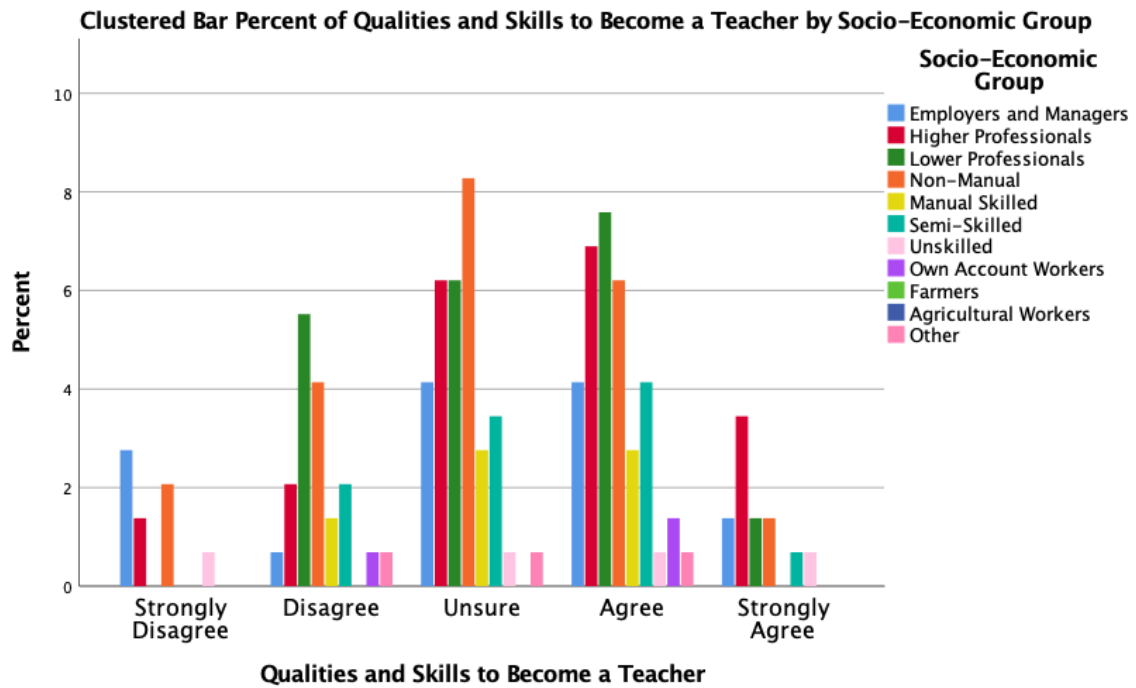
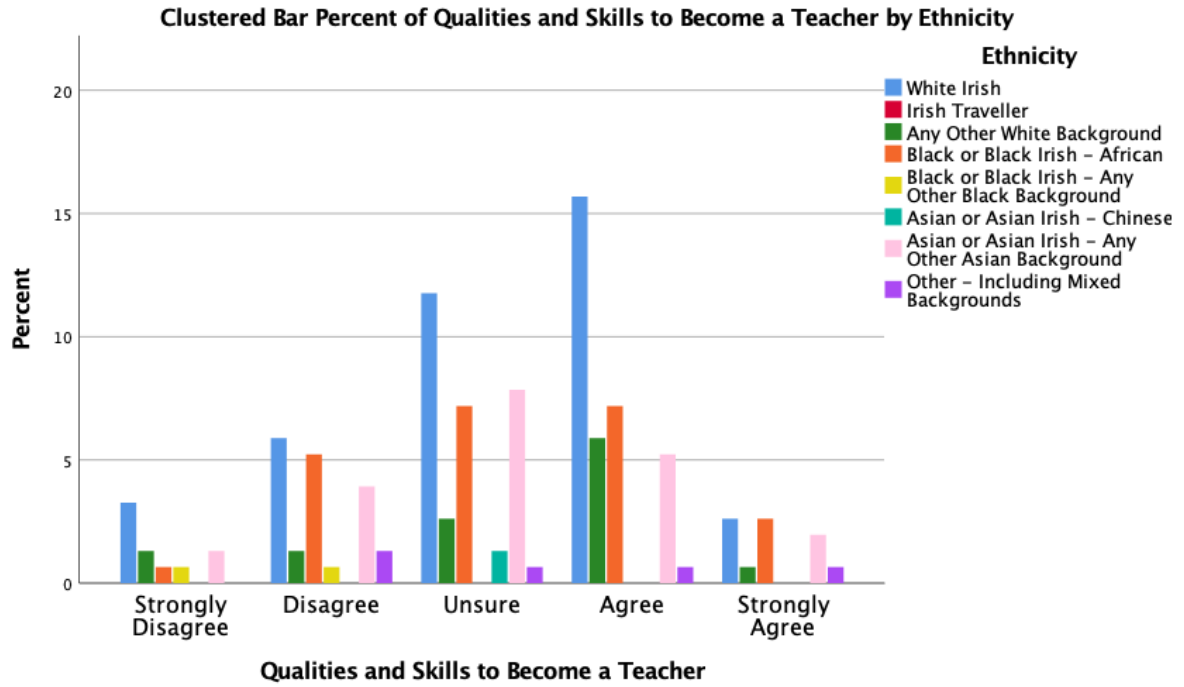




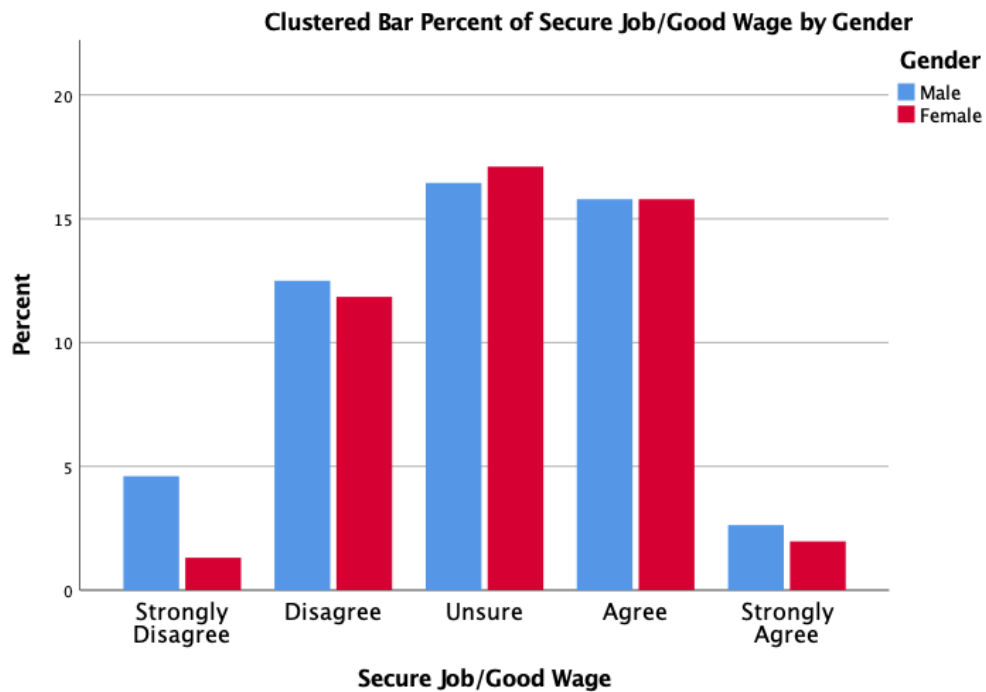
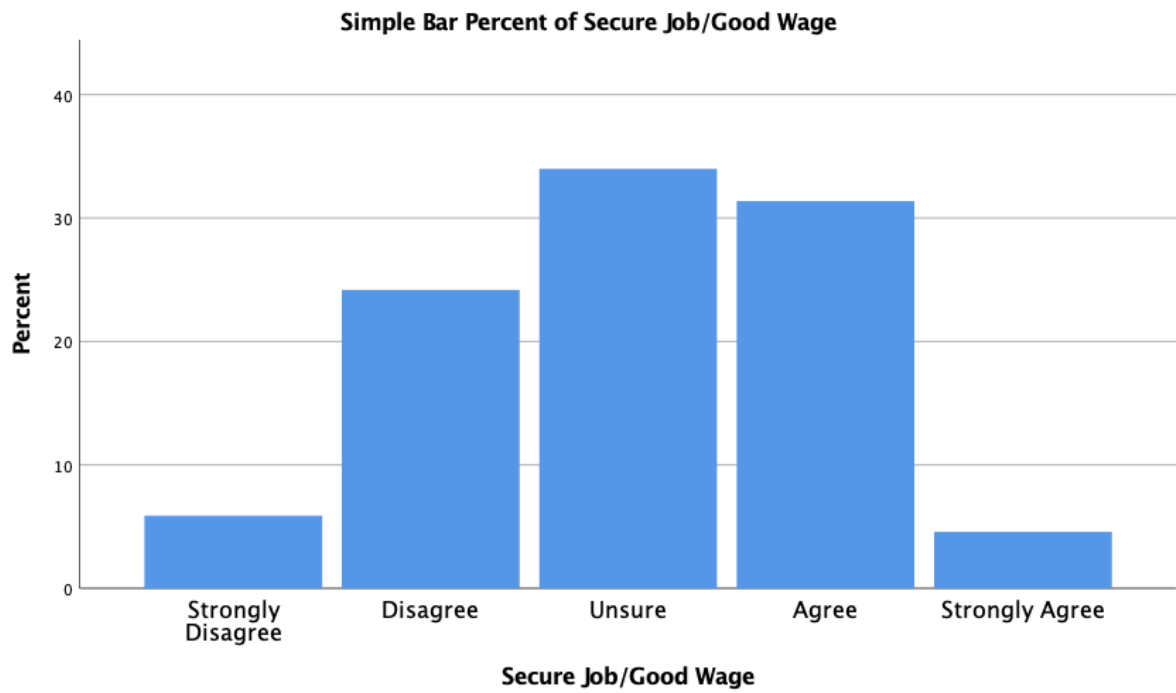


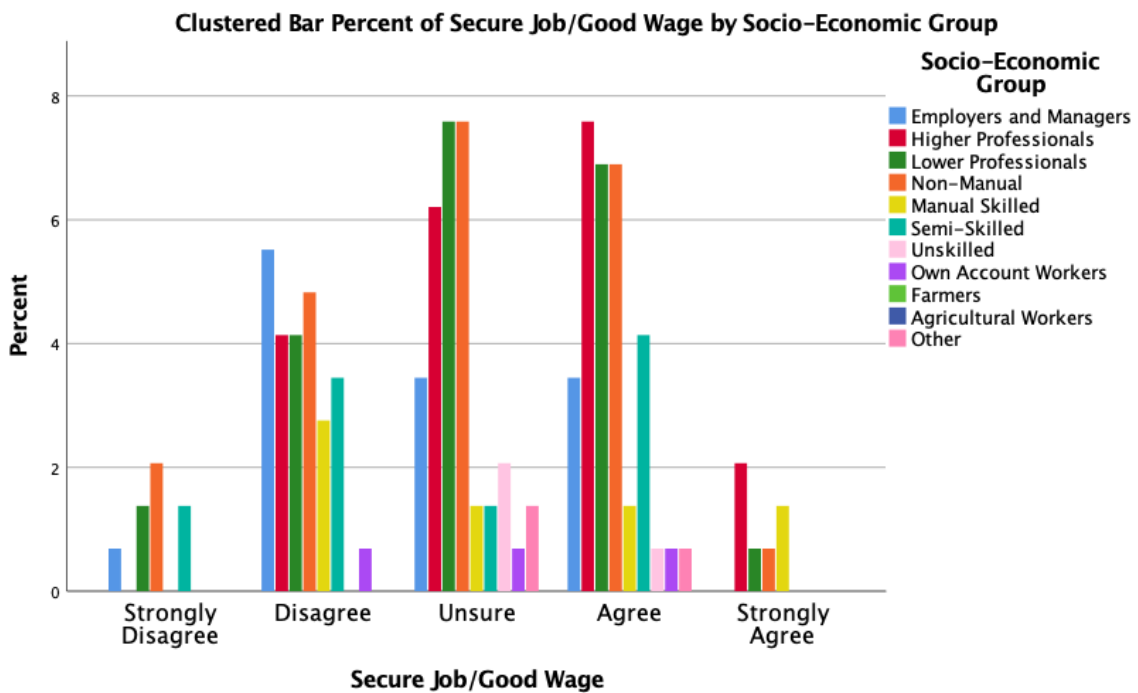
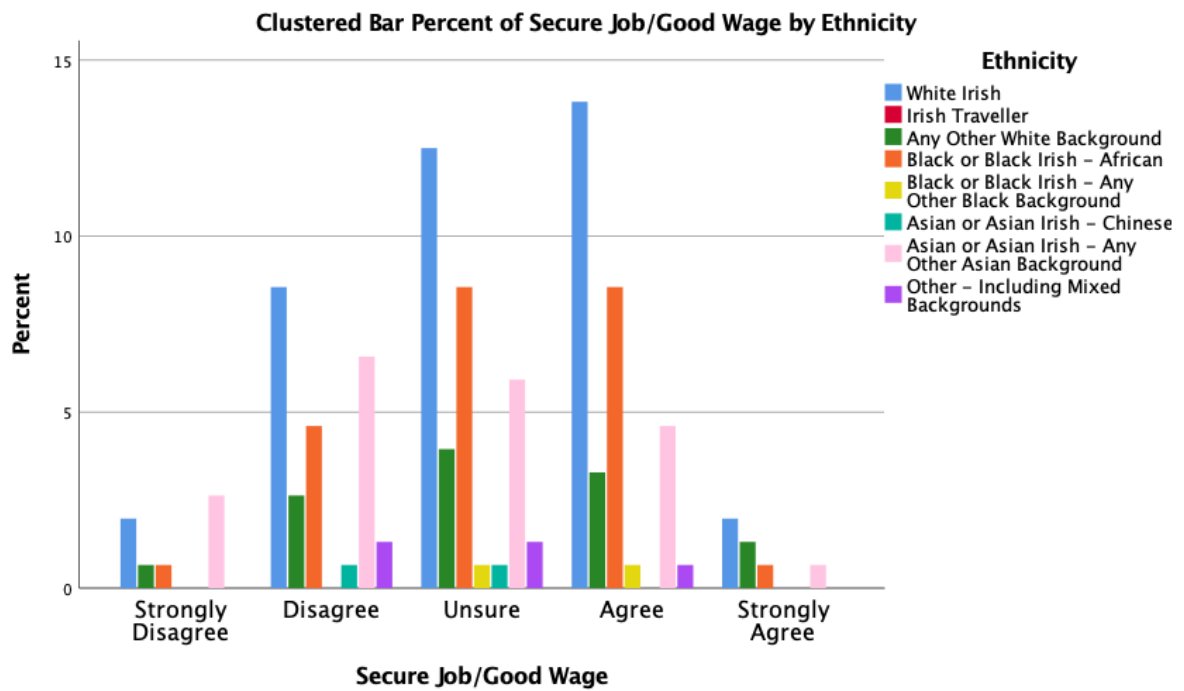
**Motivation 2: ‘I have the qualities and skills to become a teacher’**



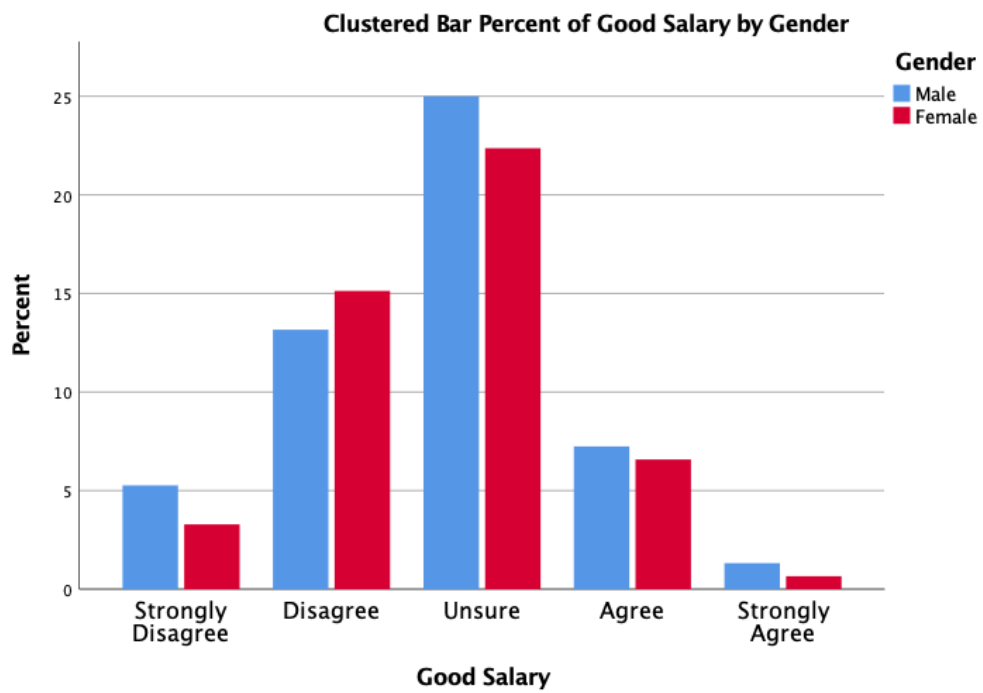
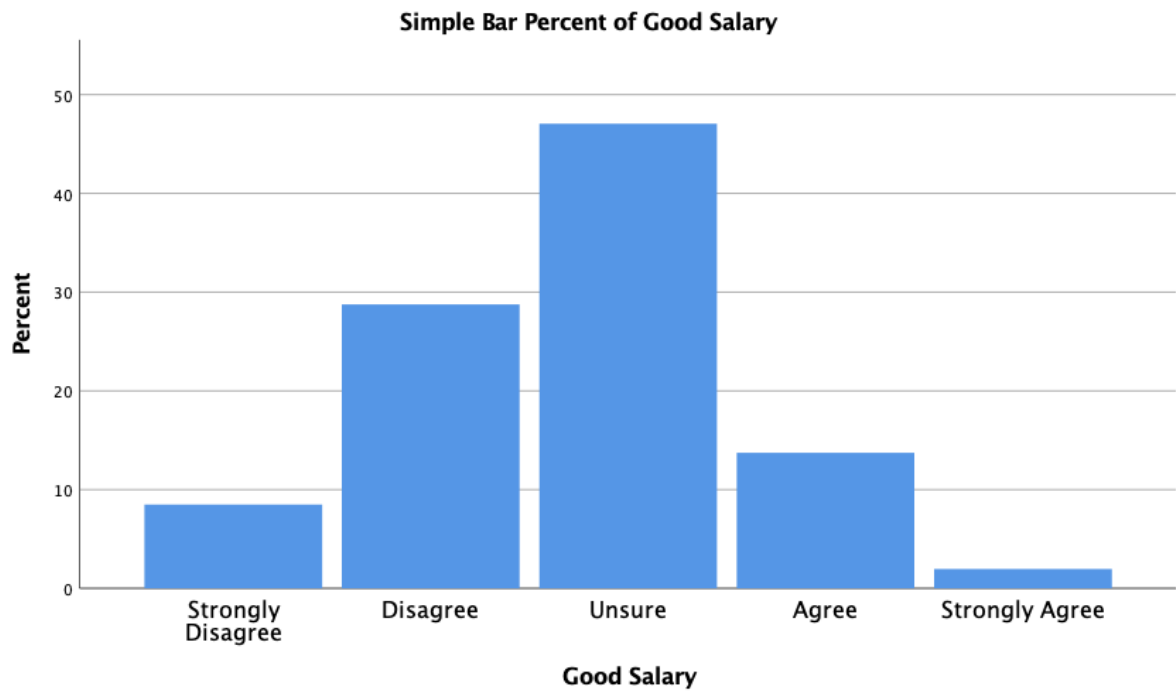


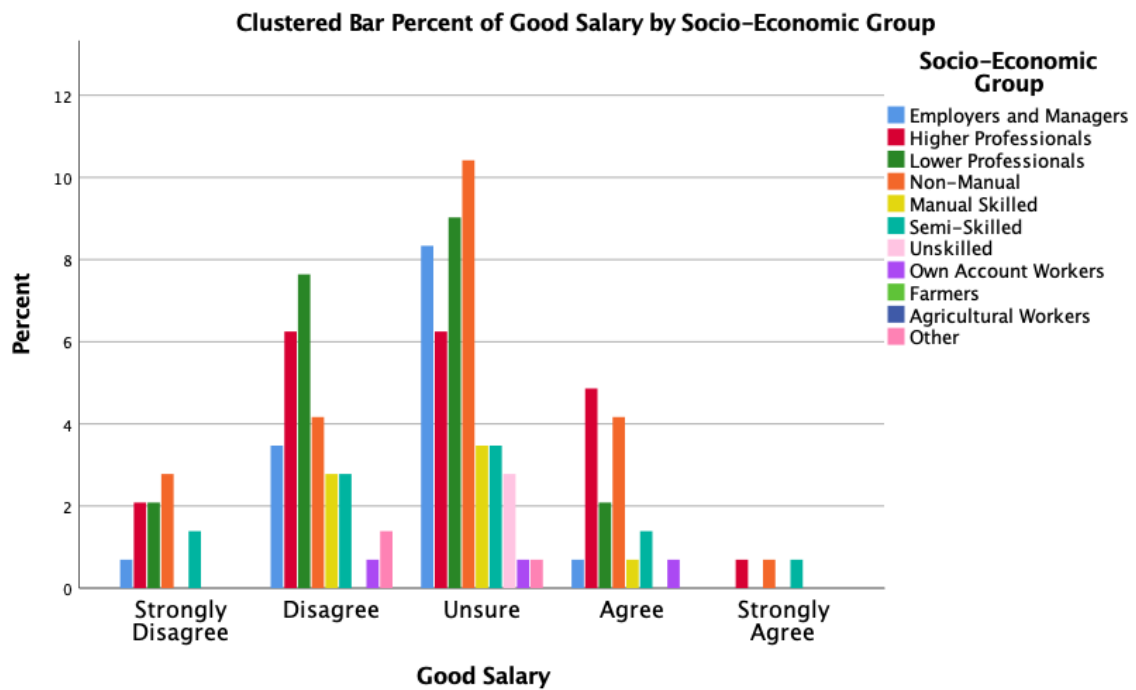
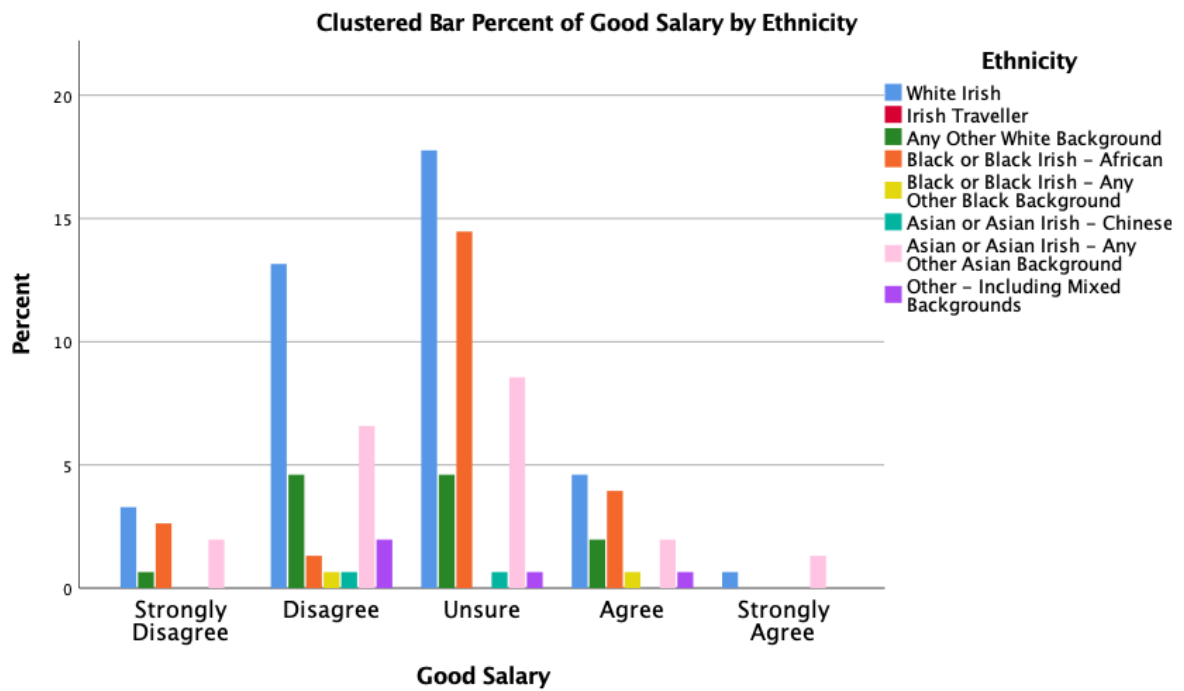
### Motivation 3: 'Teaching is a secure job with a good wage'



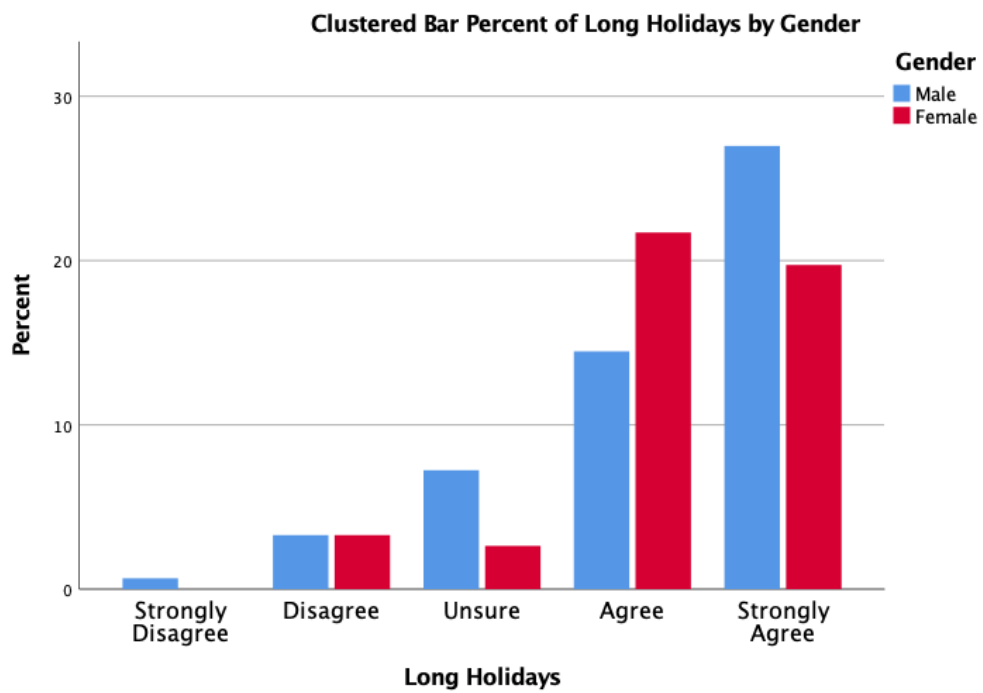
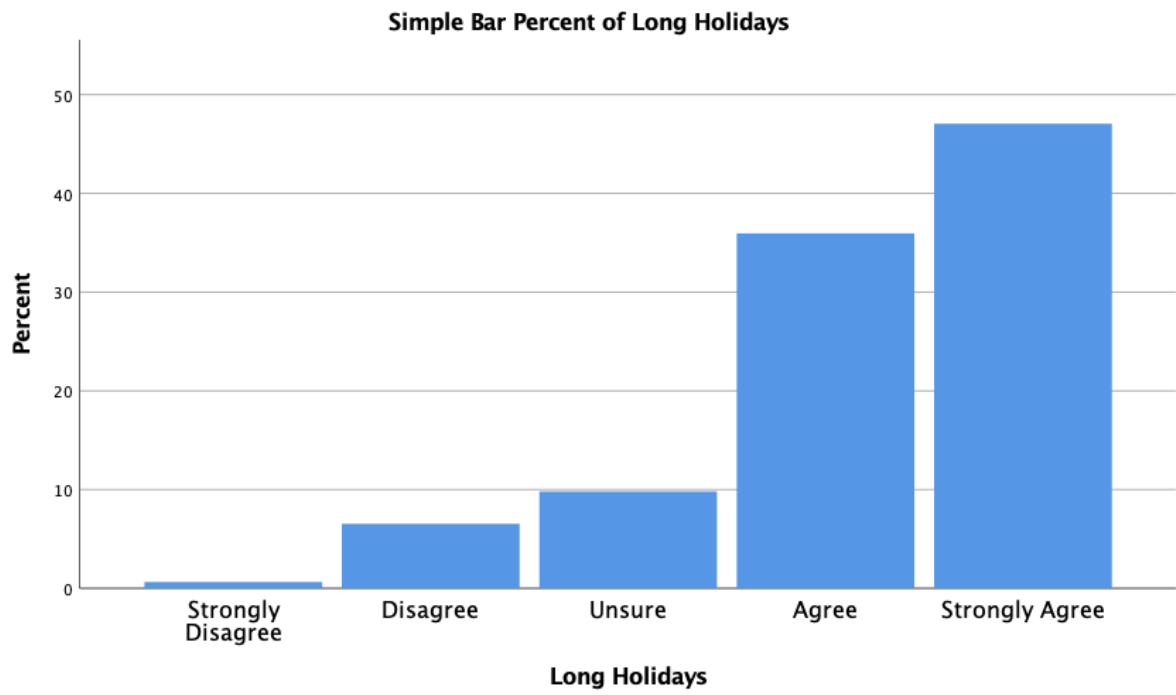


**Motivation 4: ‘Teachers earn a good salary’**

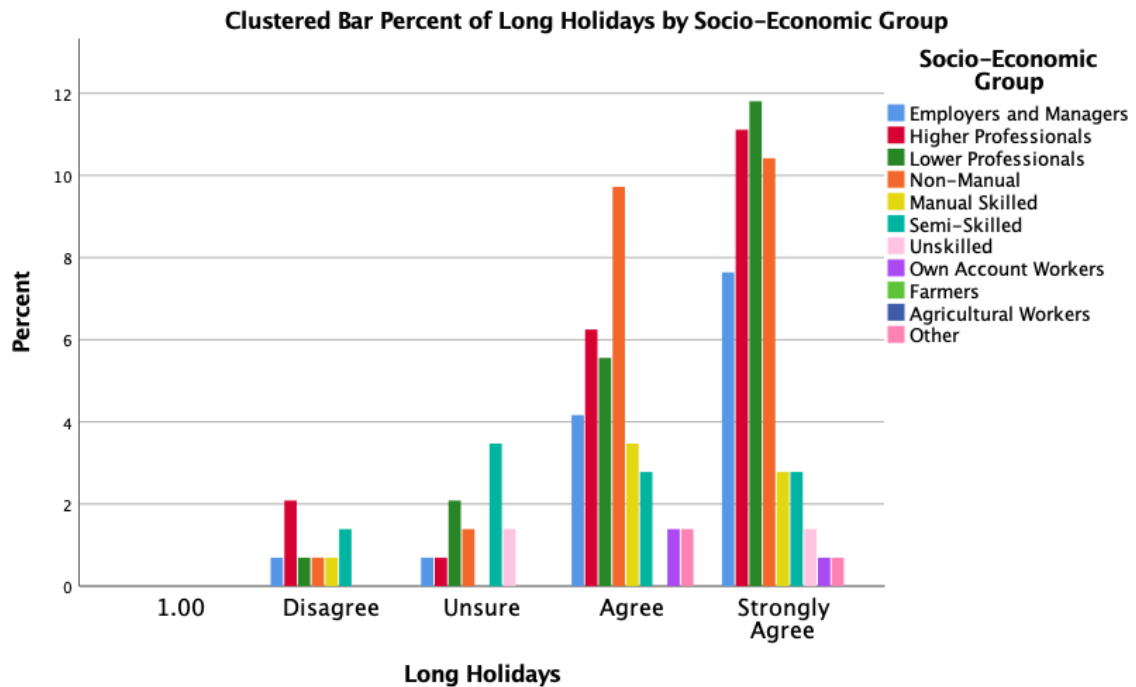
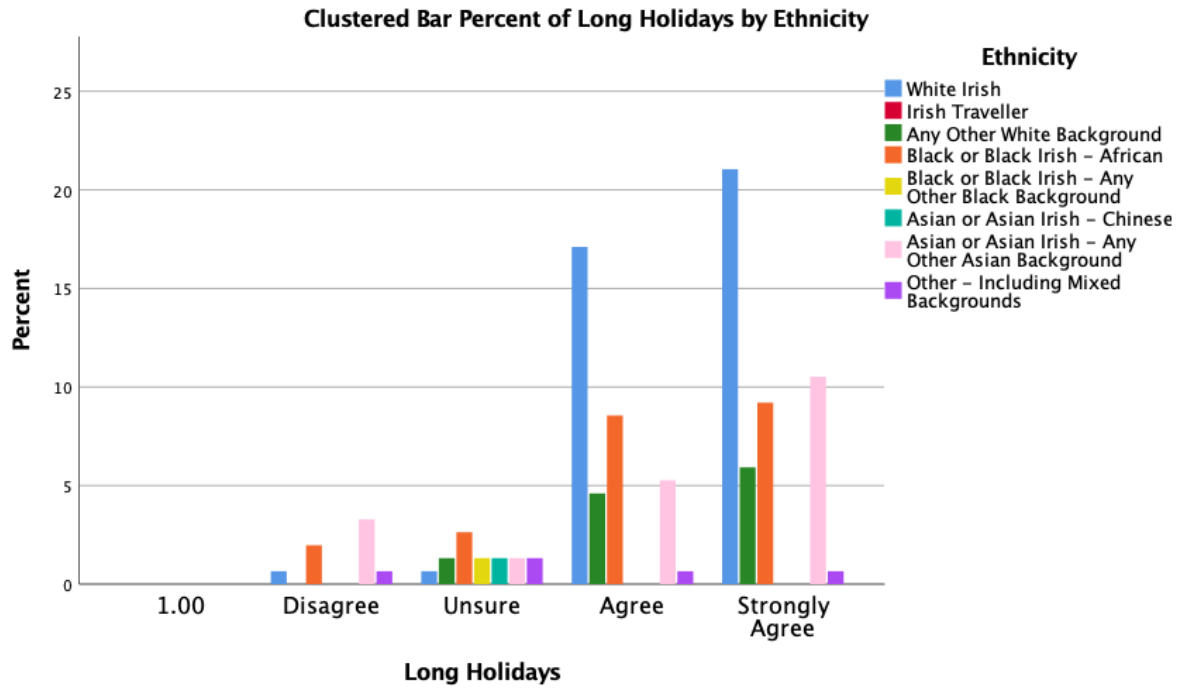




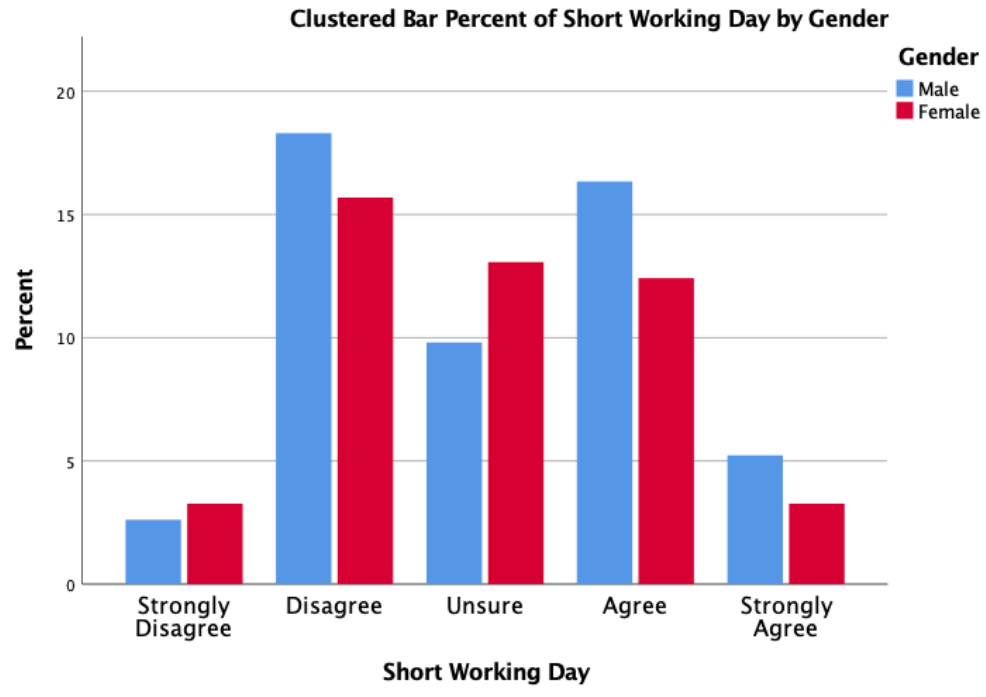
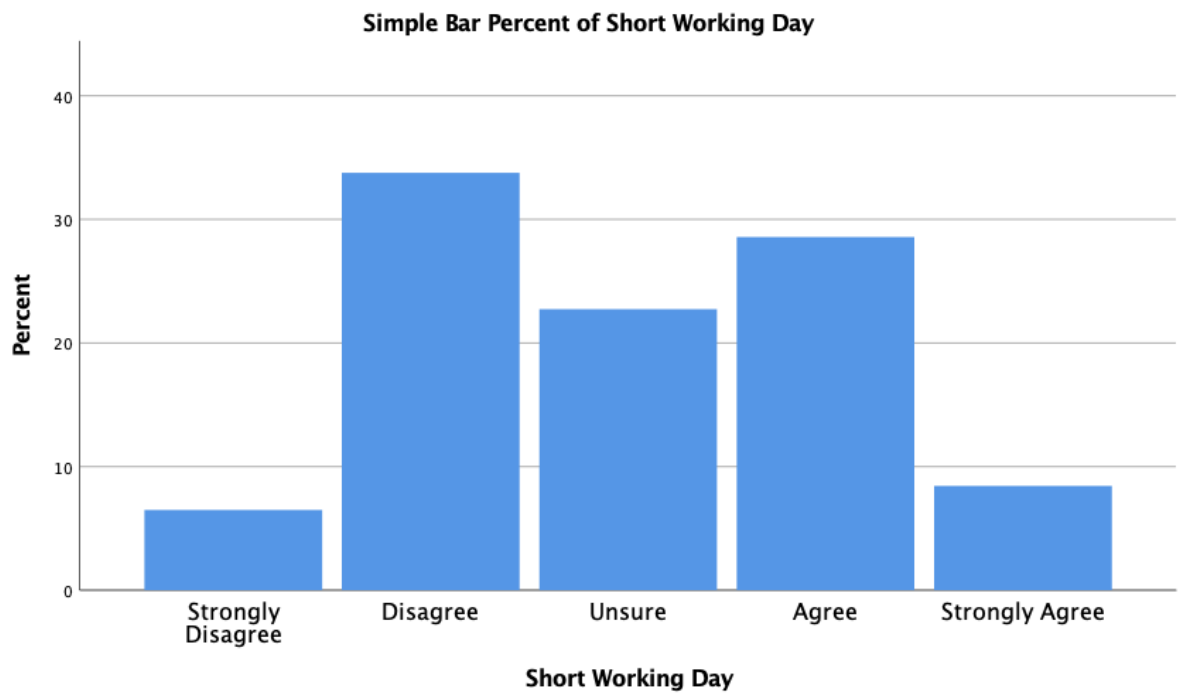
**Motivation 5: ‘Teachers have long holidays’**

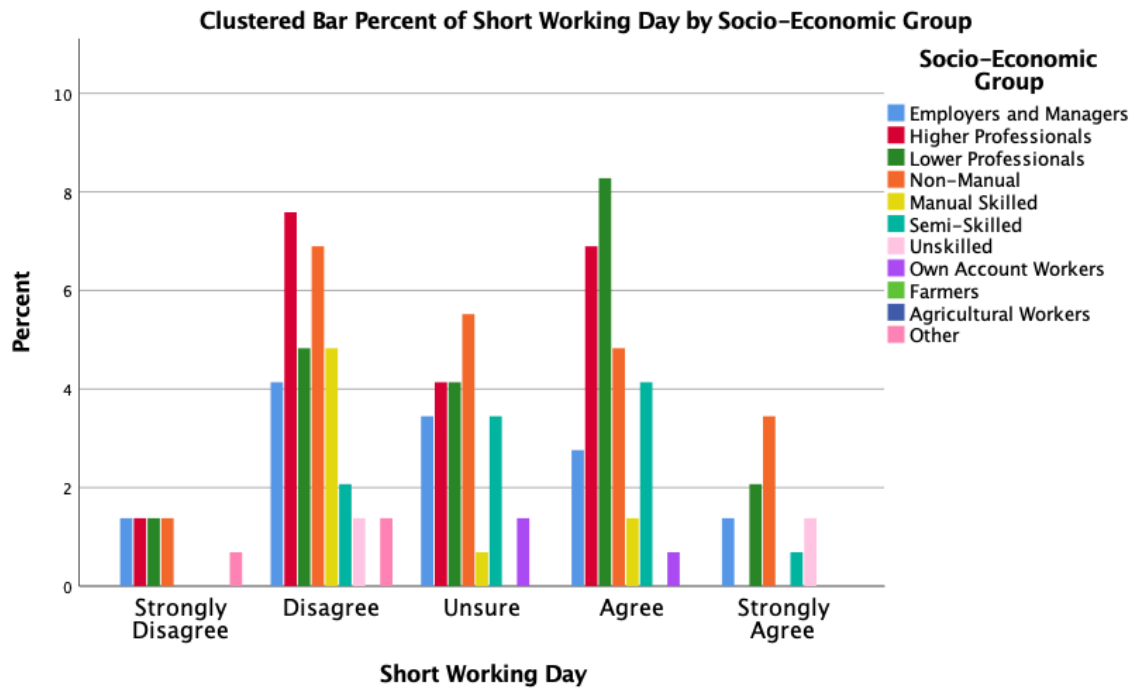
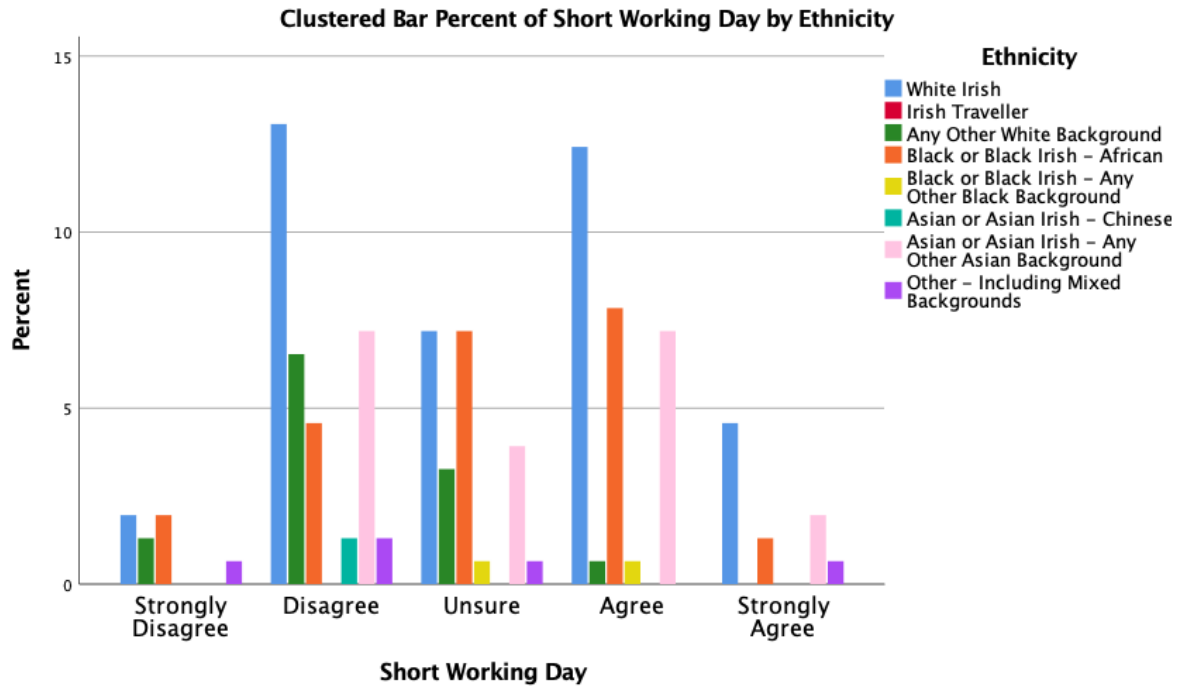




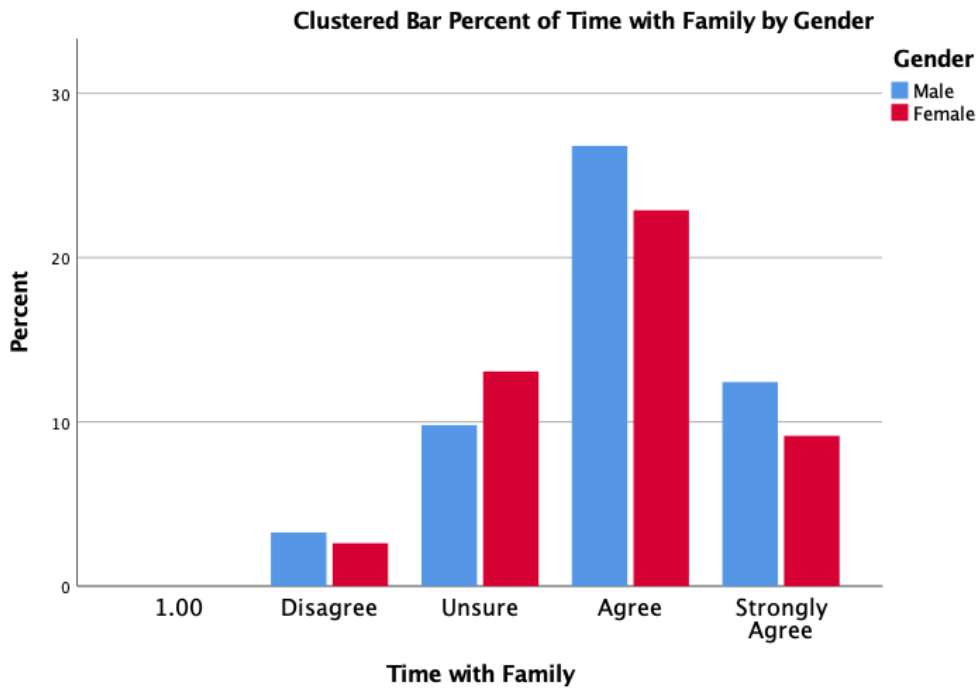
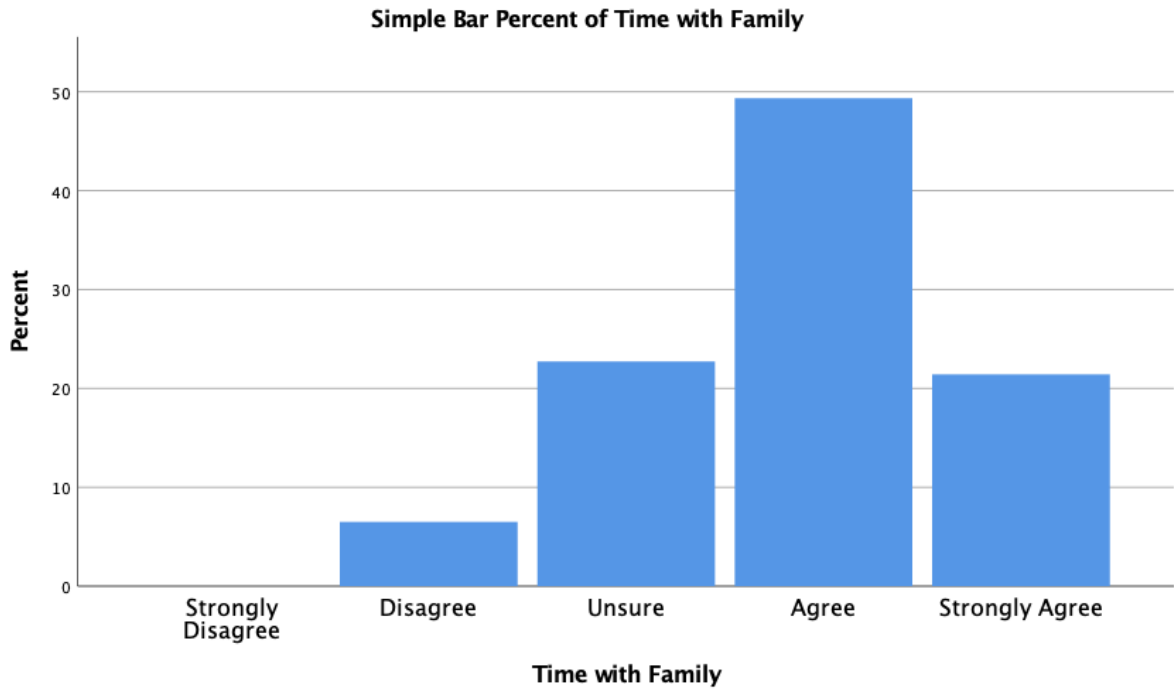


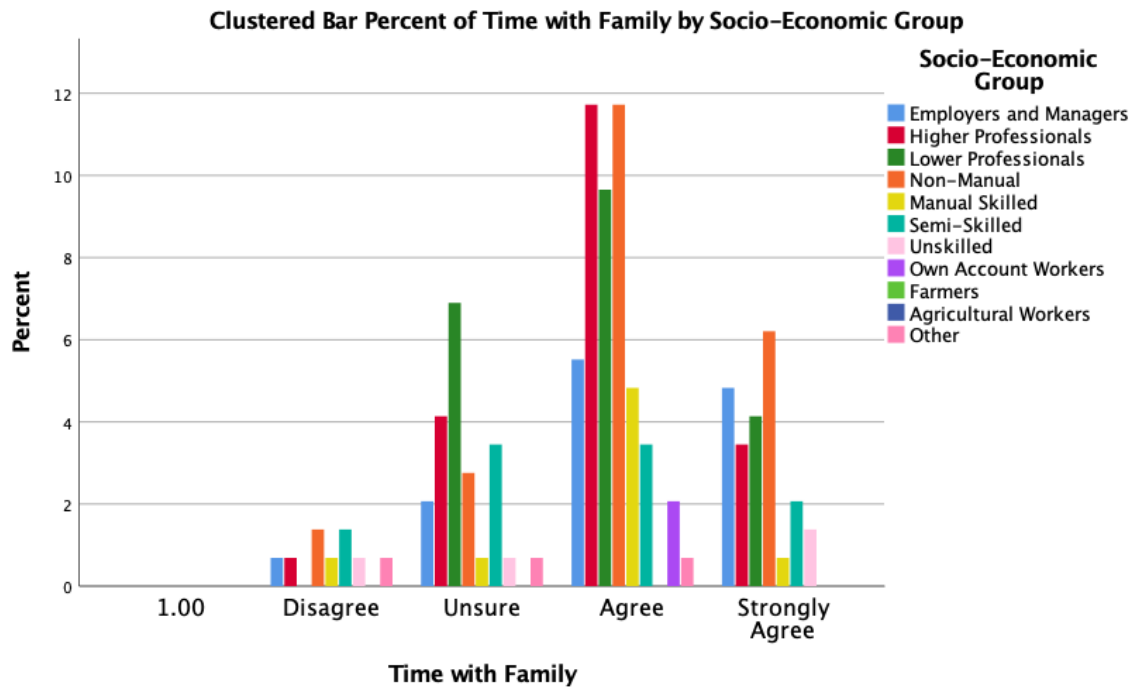
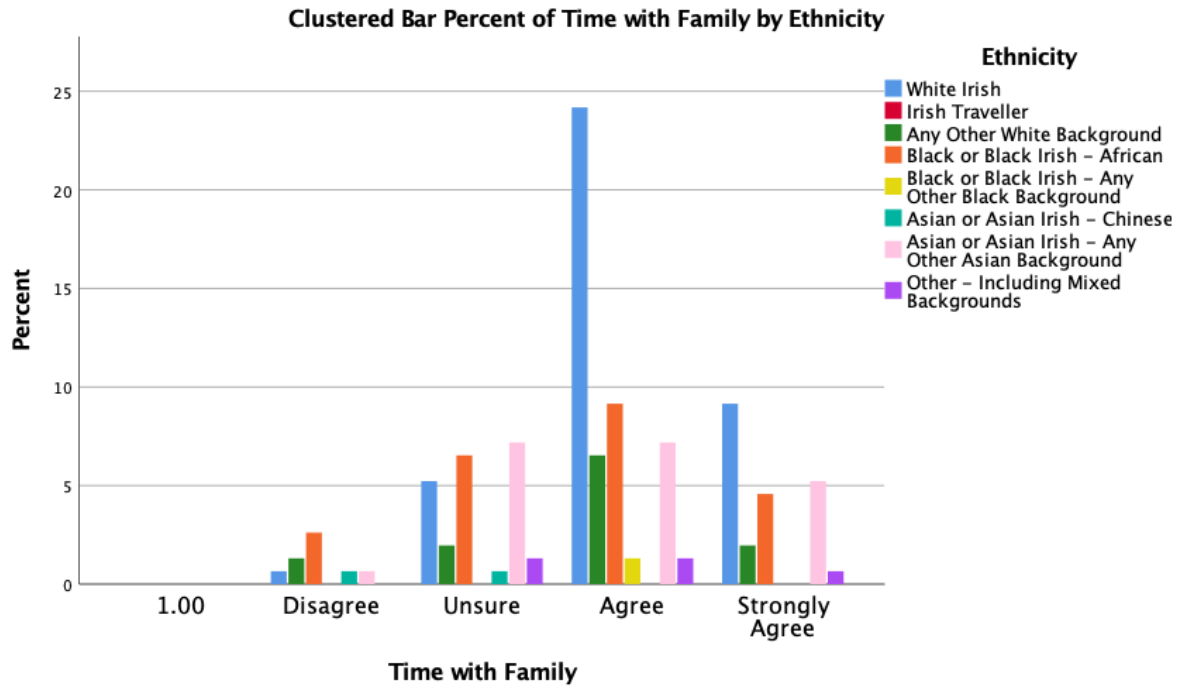
**Motivation 6: ‘Teachers have a short working day’**



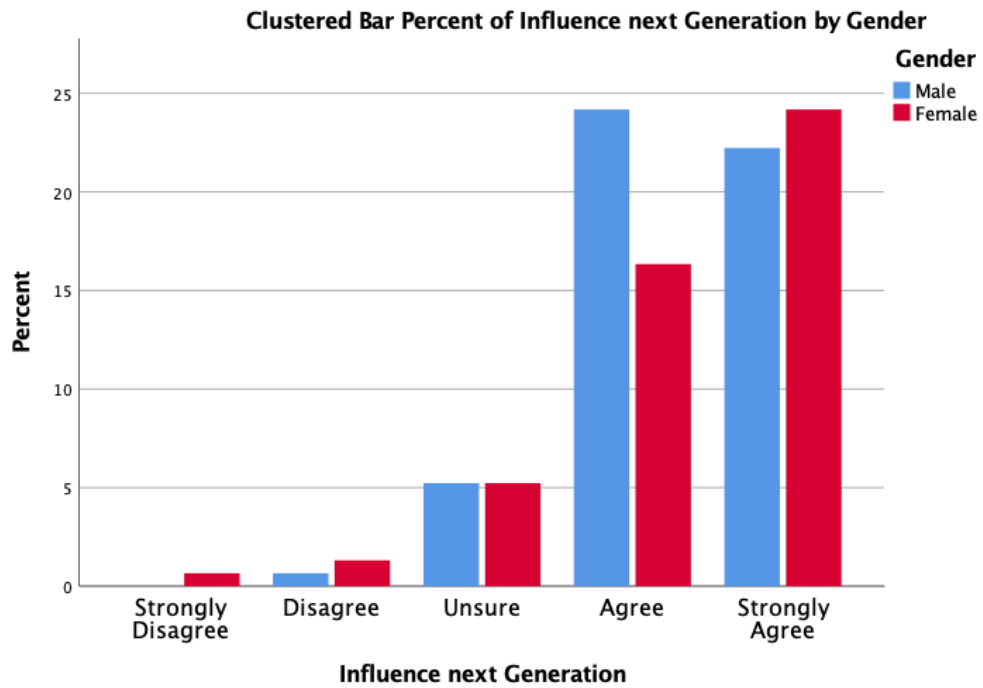
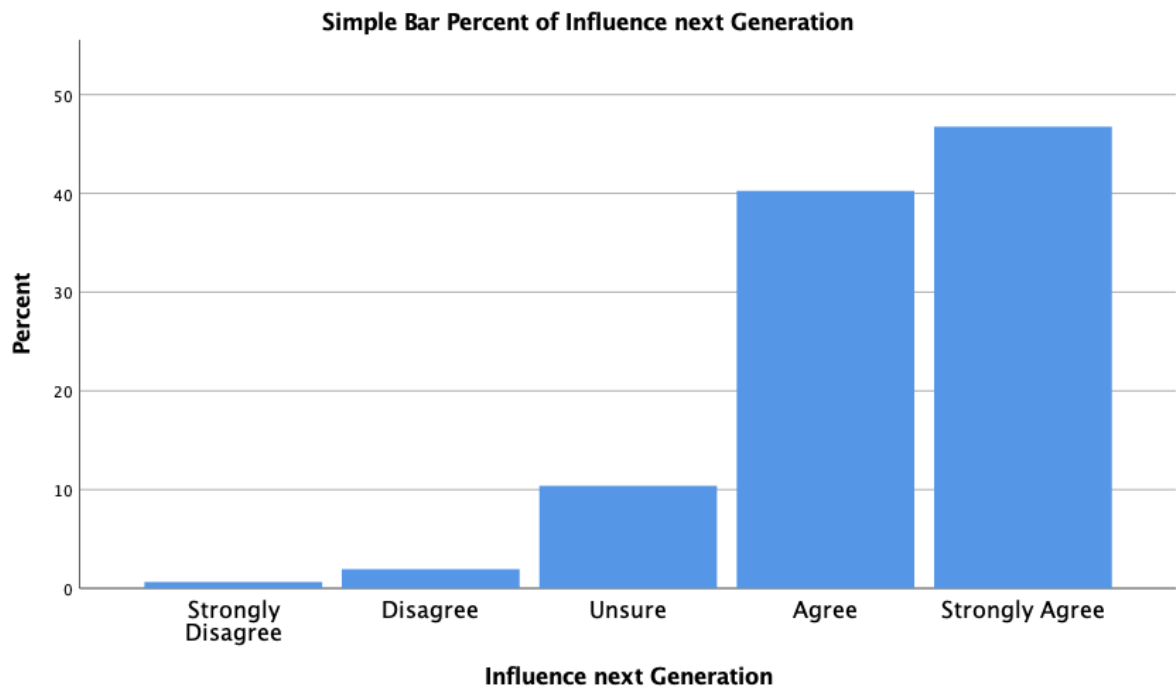


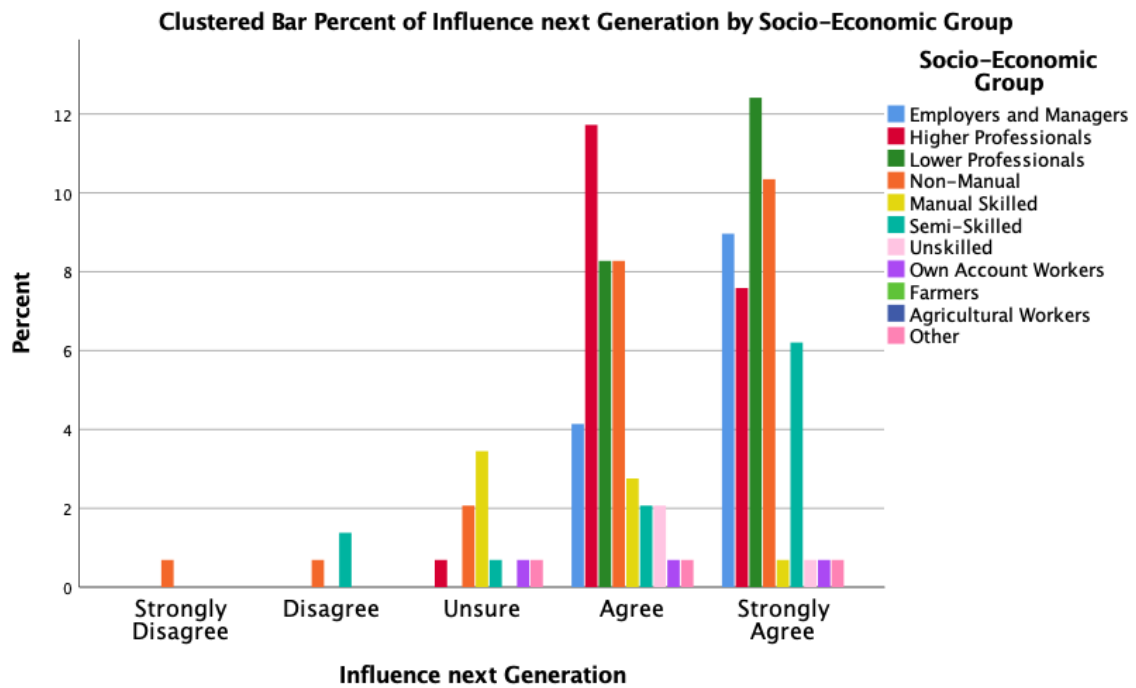
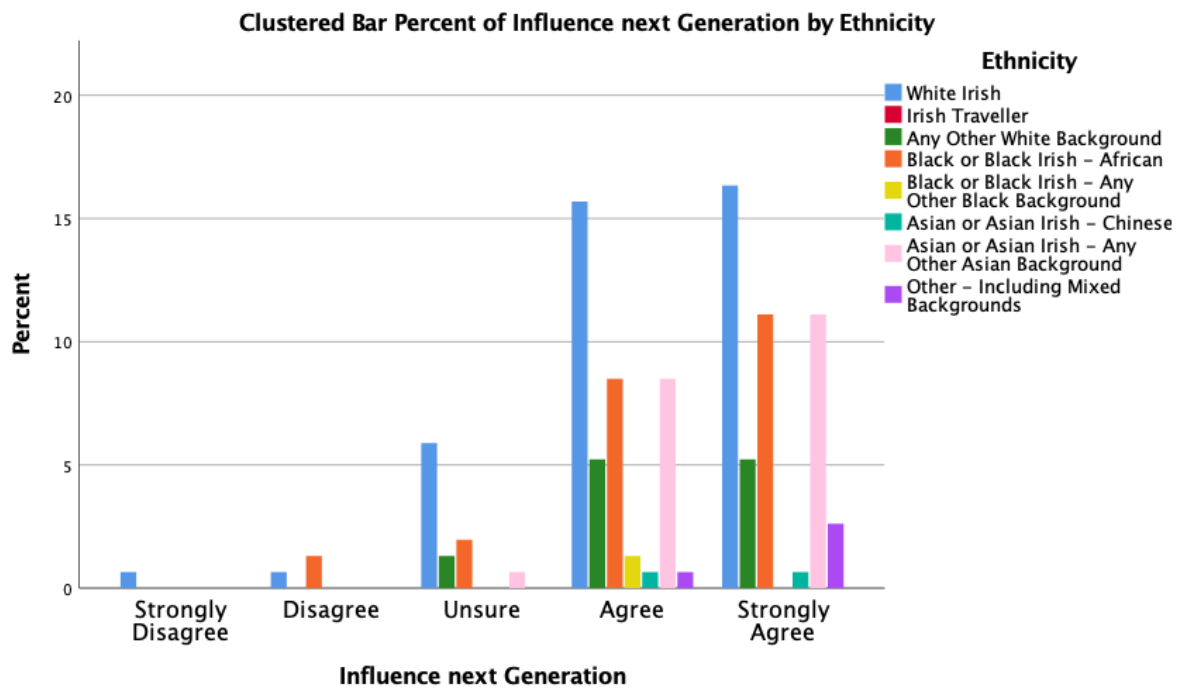
**Motivation 7: ‘Teachers have time to spend with their family’**



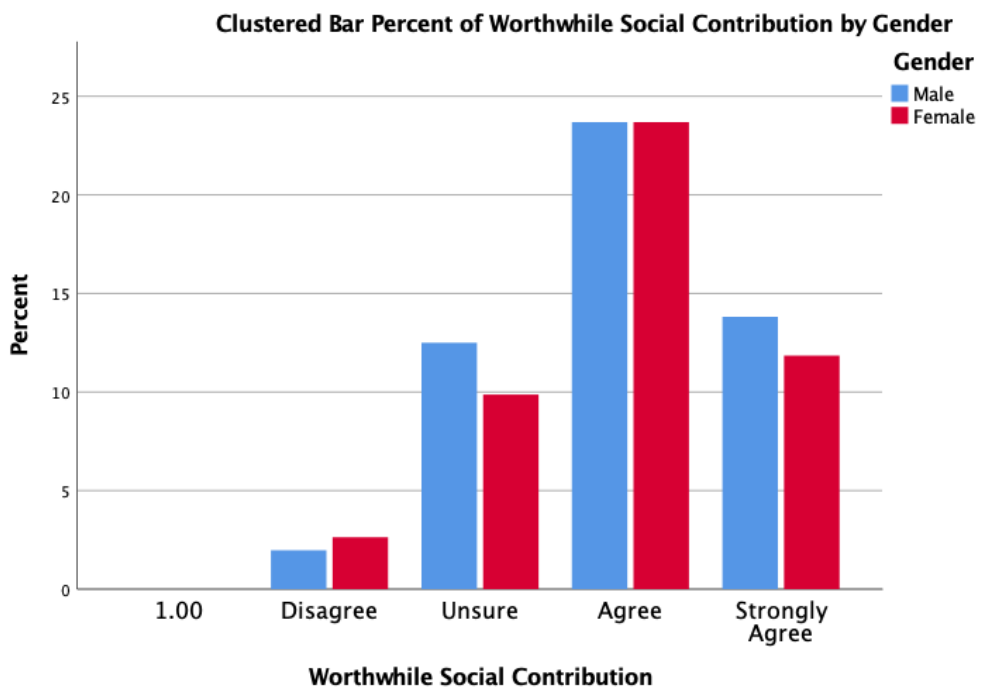
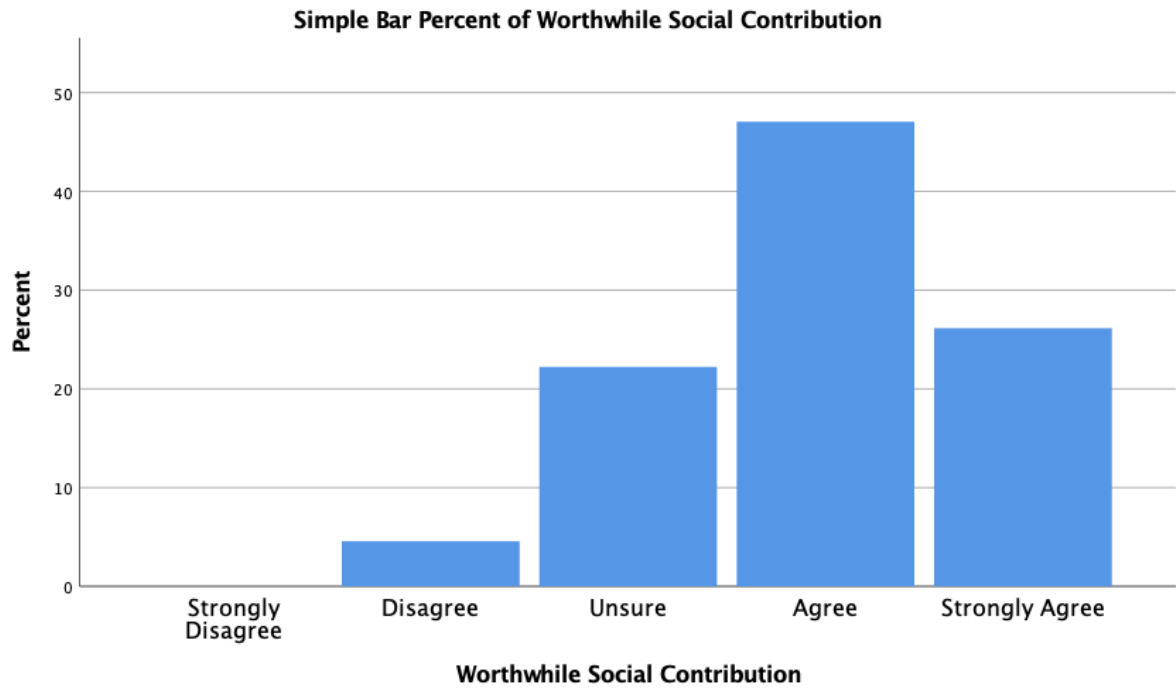


**Motivation 8: ‘Teachers can influence the next generation’**

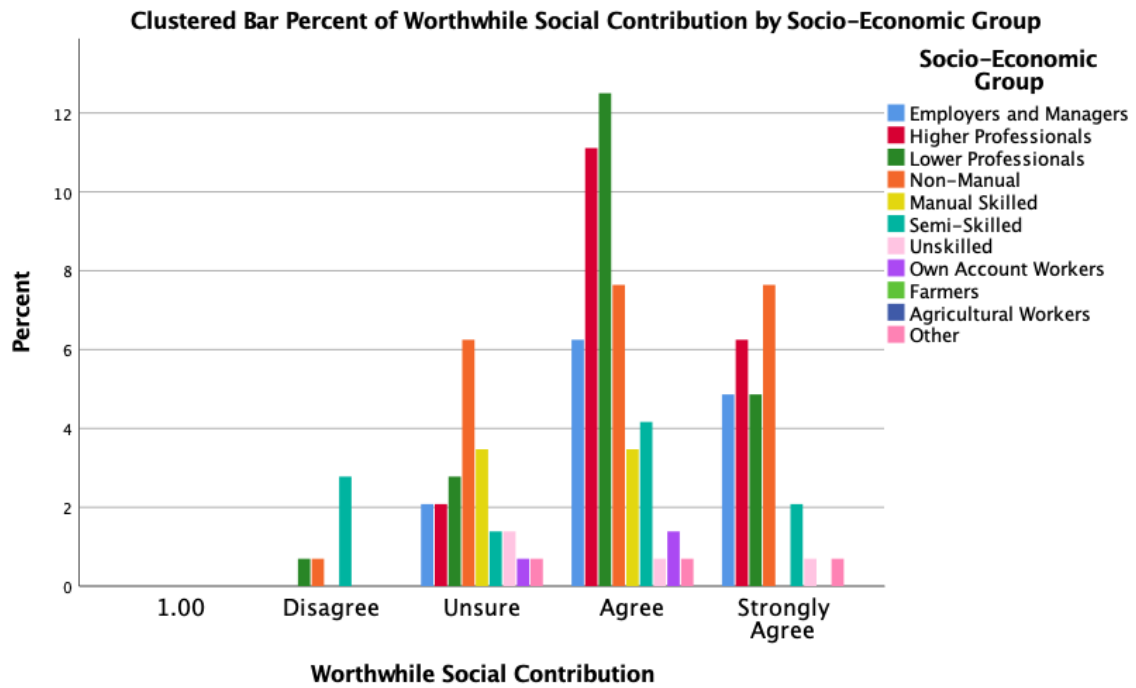
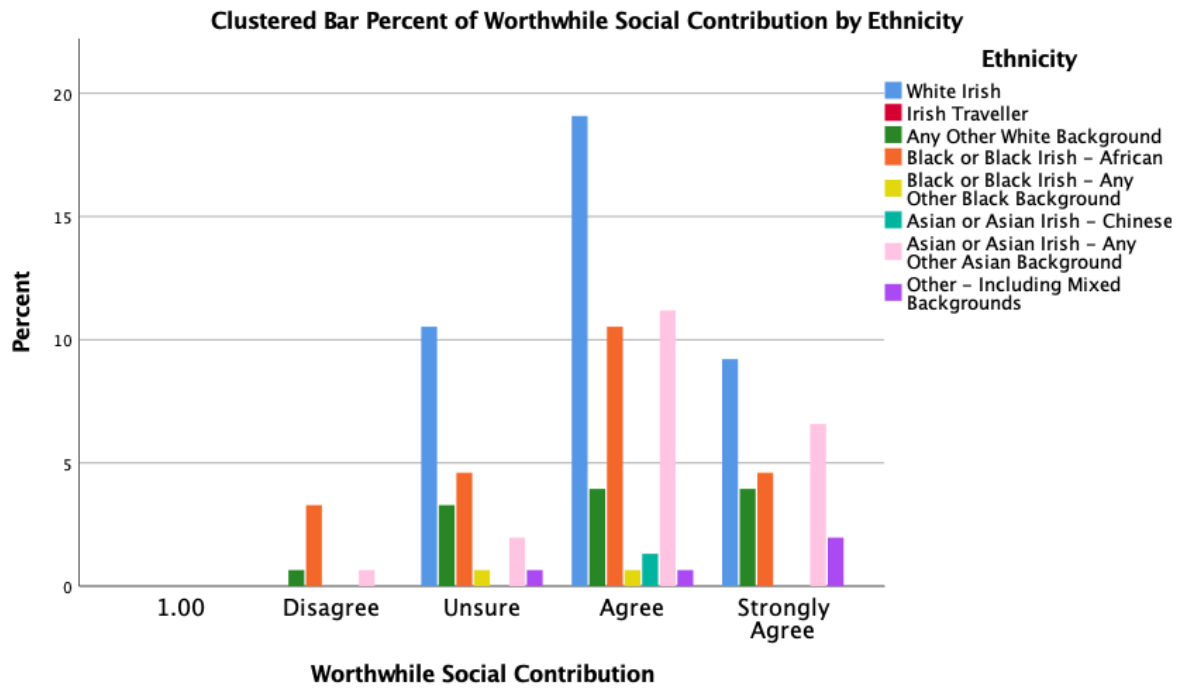




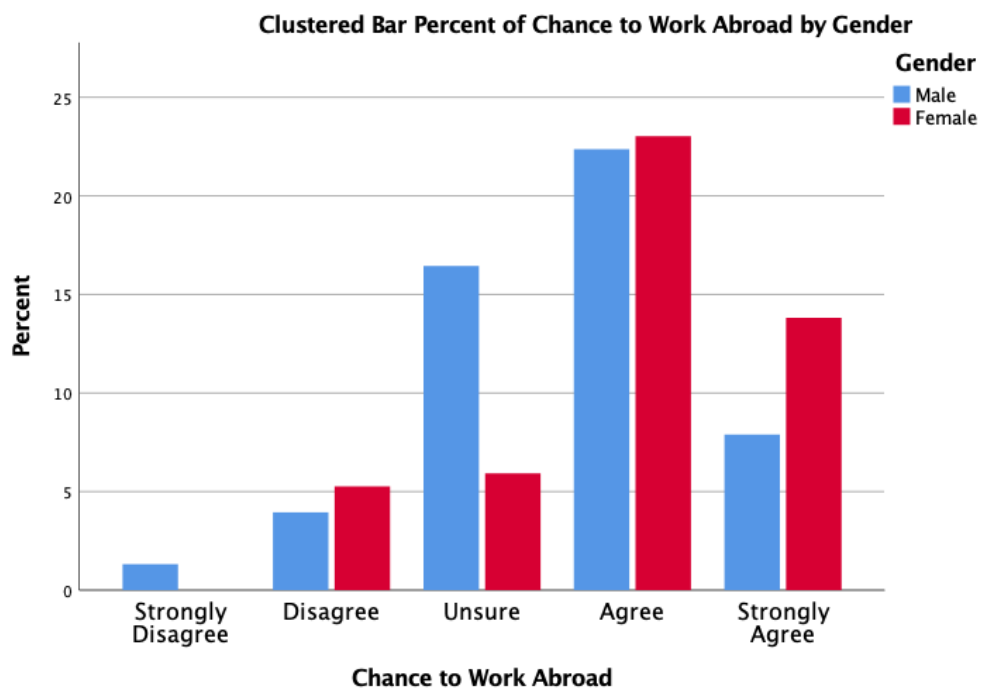
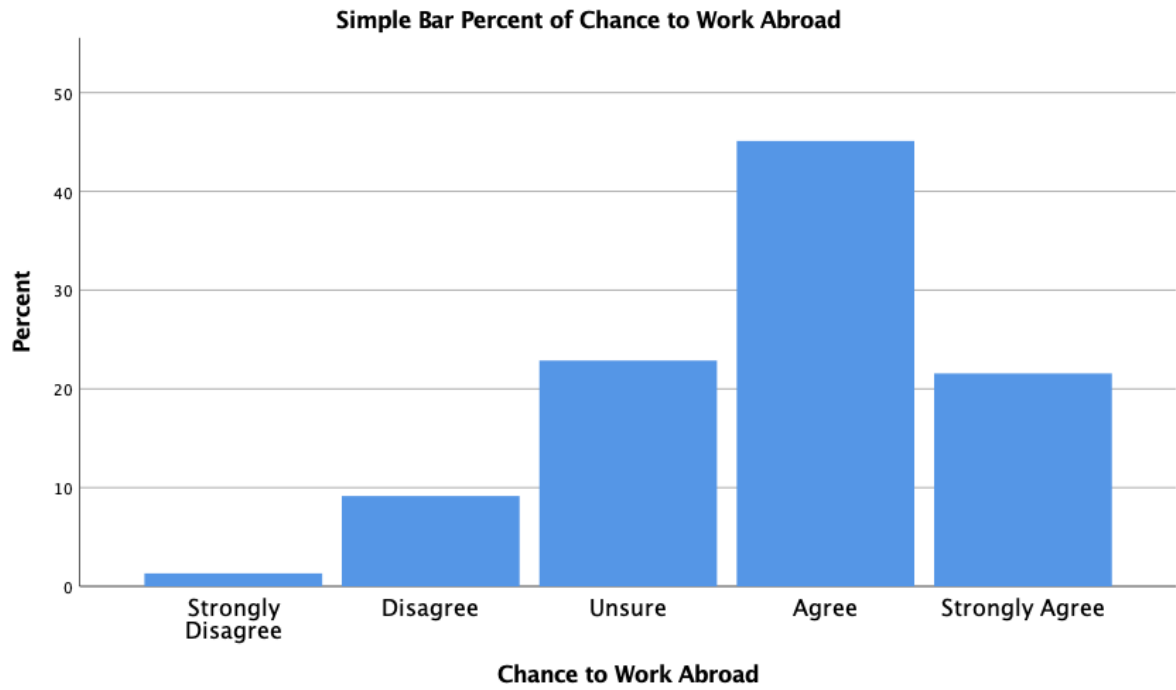
**Motivation 9: ‘Teachers make a worthwhile social contribution’**

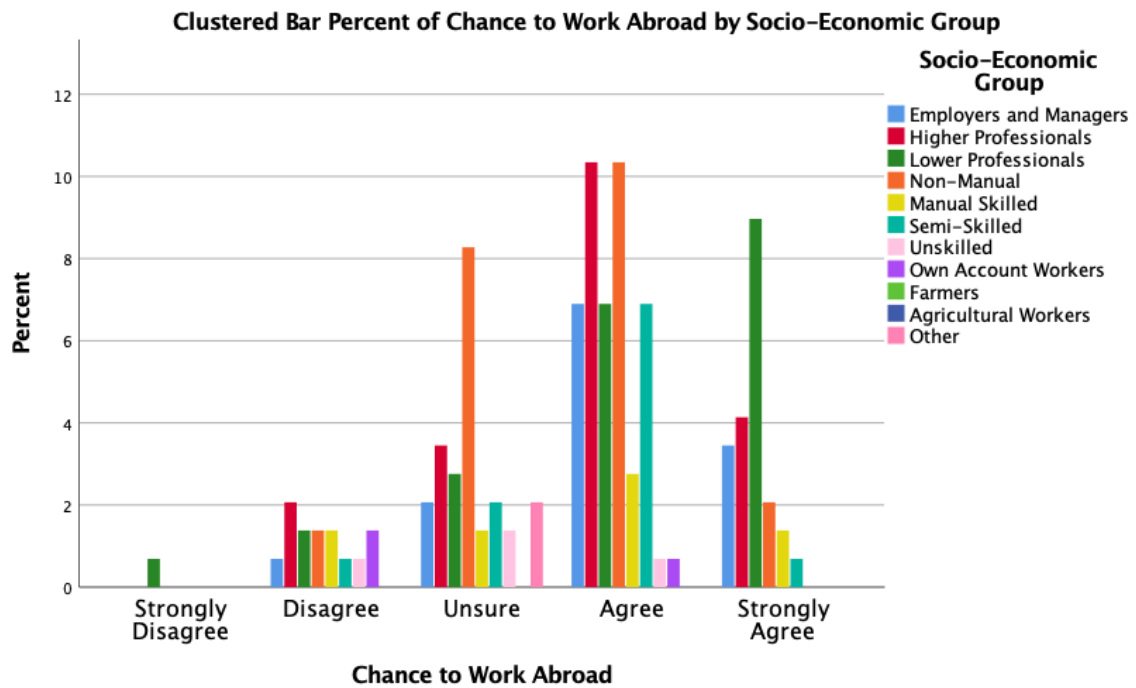
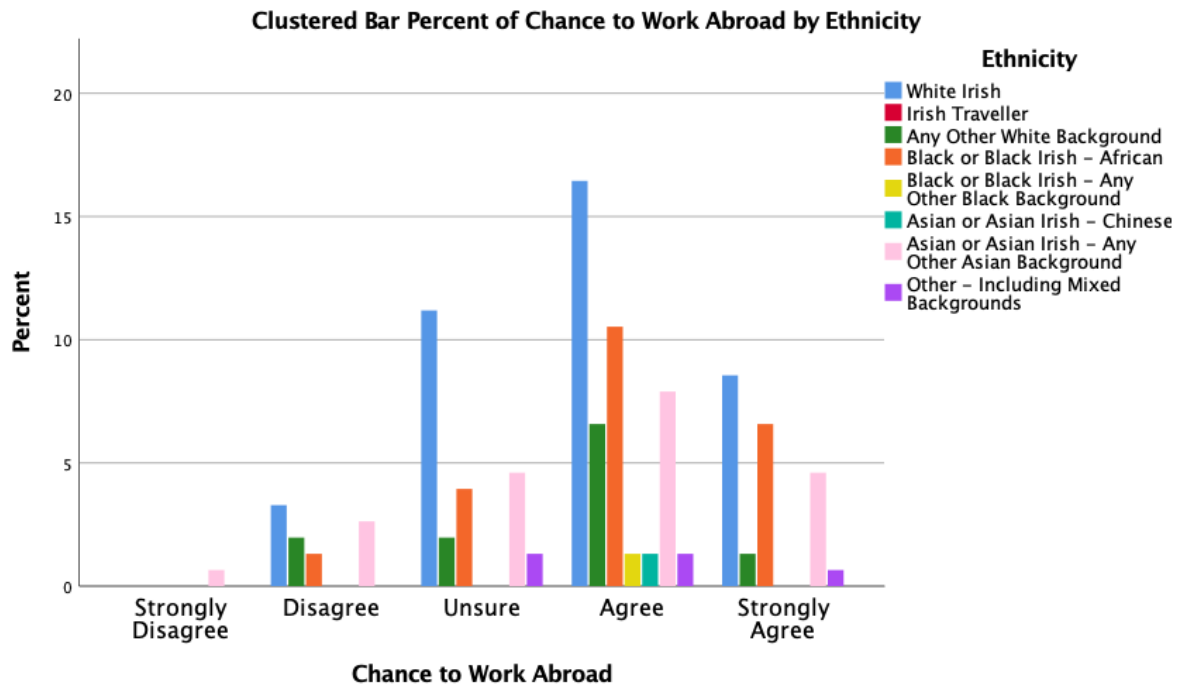




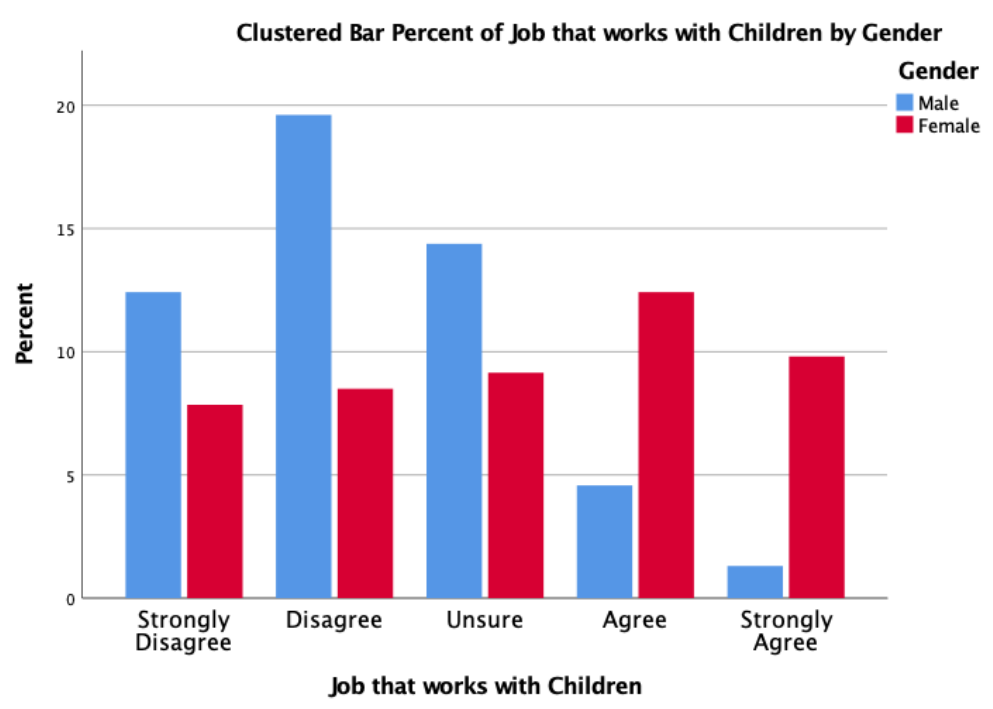
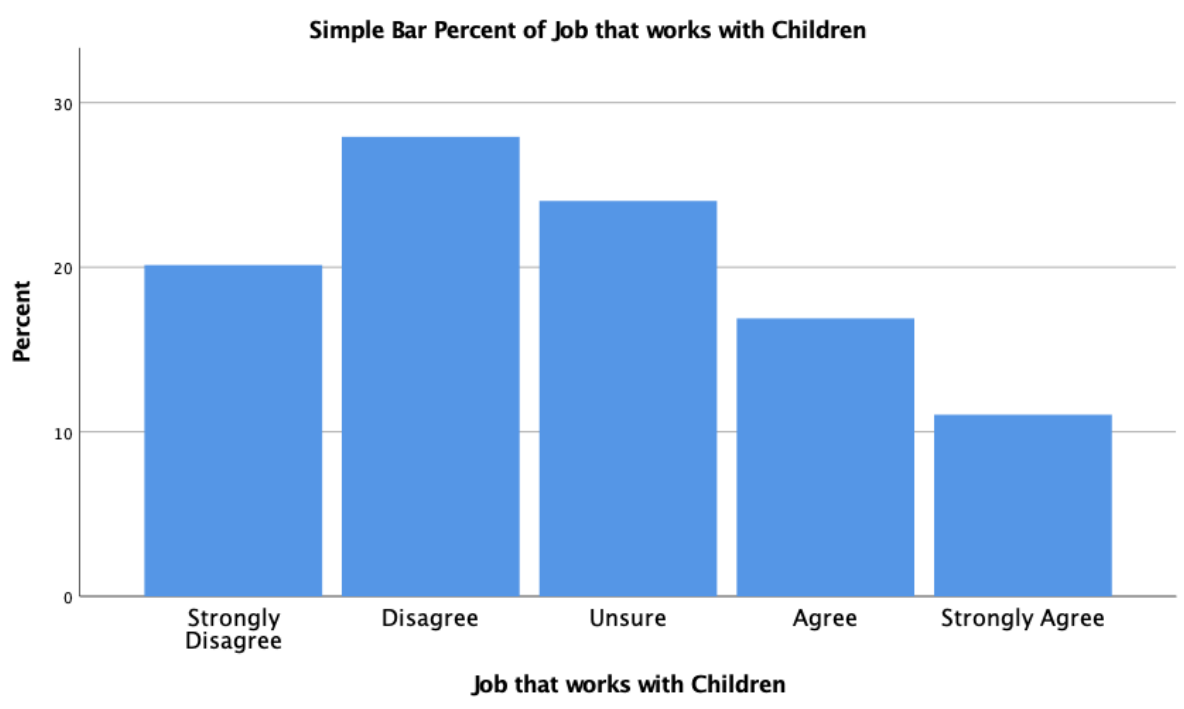


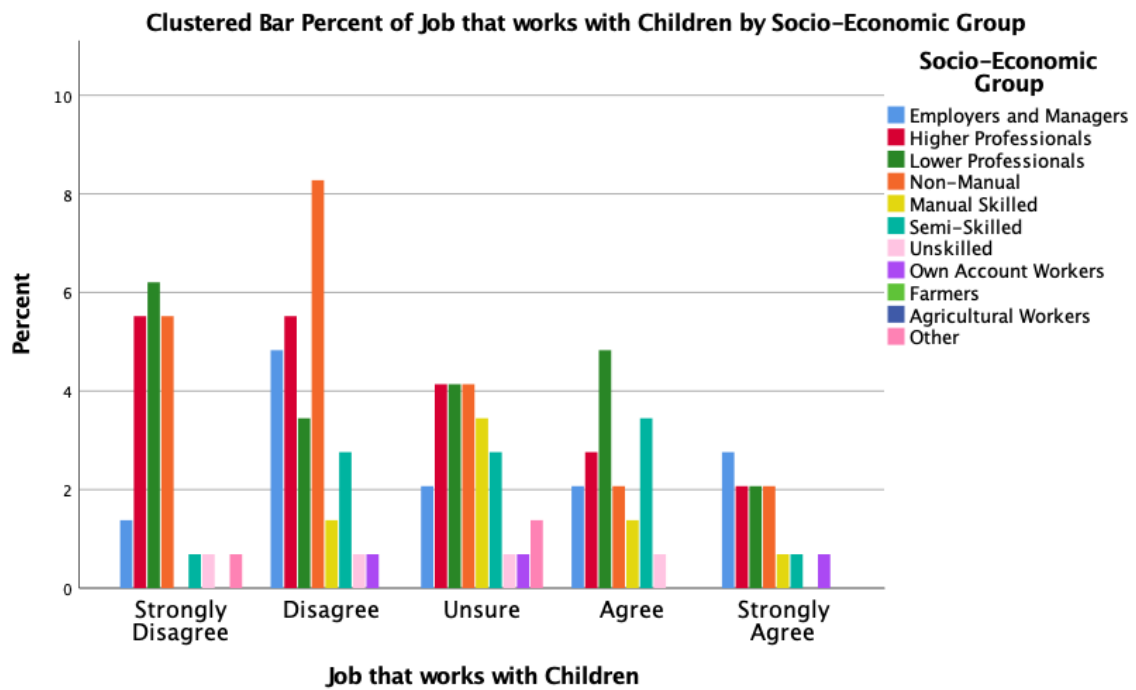
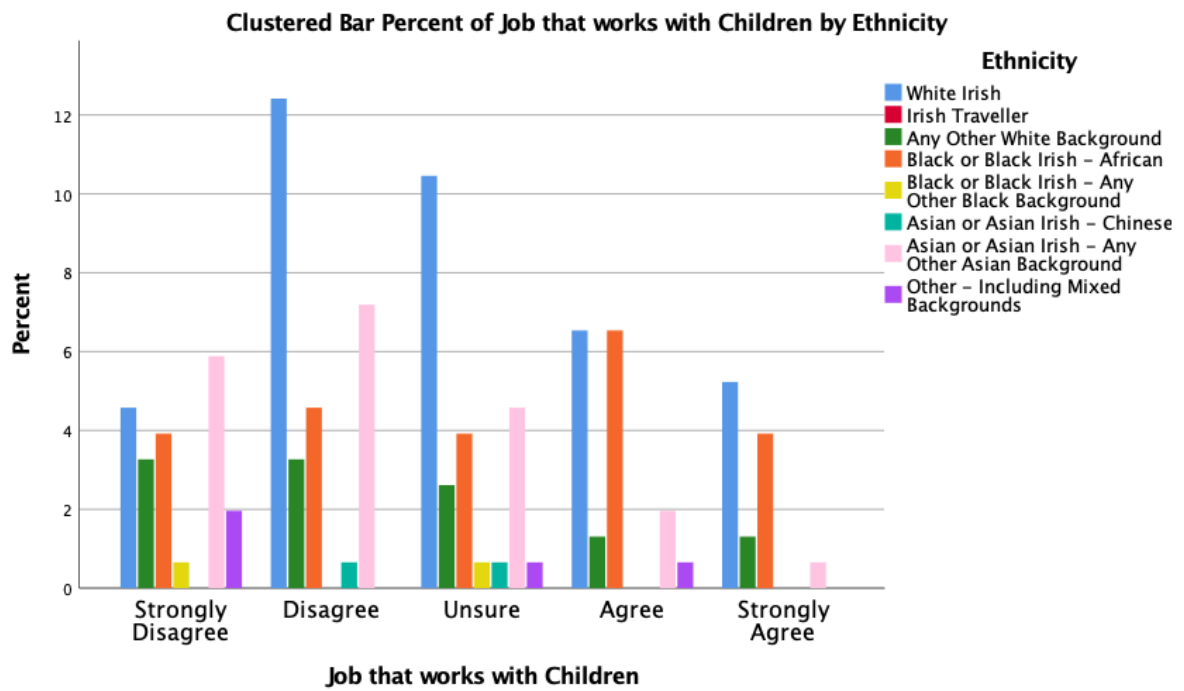
**Motivation 10: ‘Teaching may gave me the chance to work abroad’**





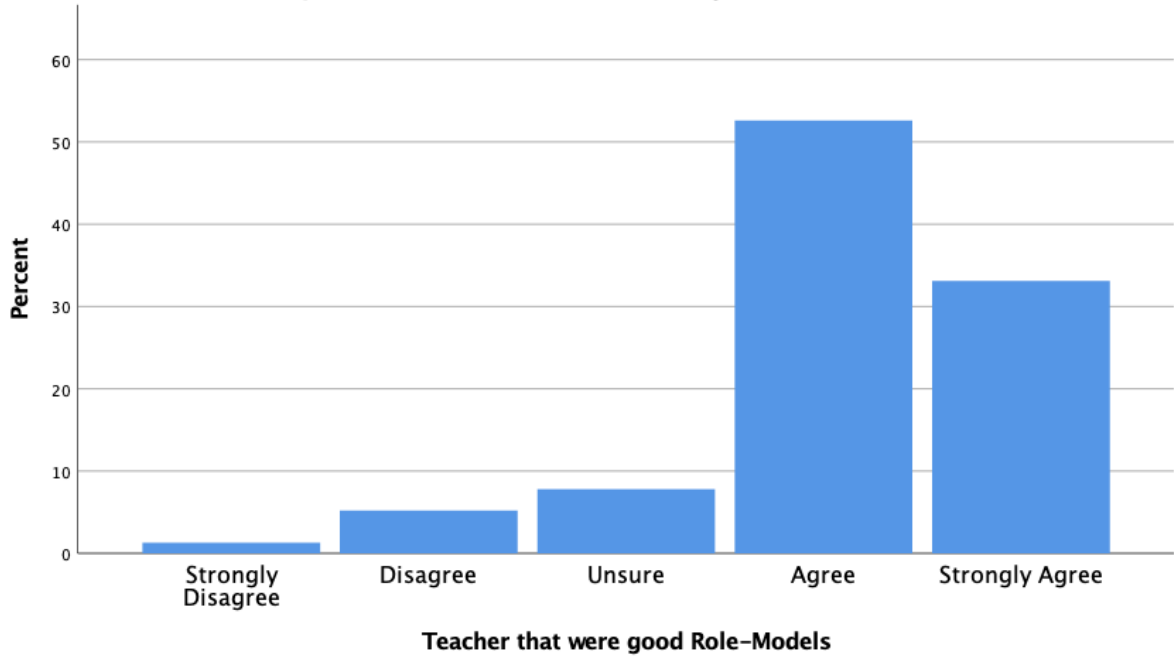
**Motivation 11: ‘I would like a job that works with children’**



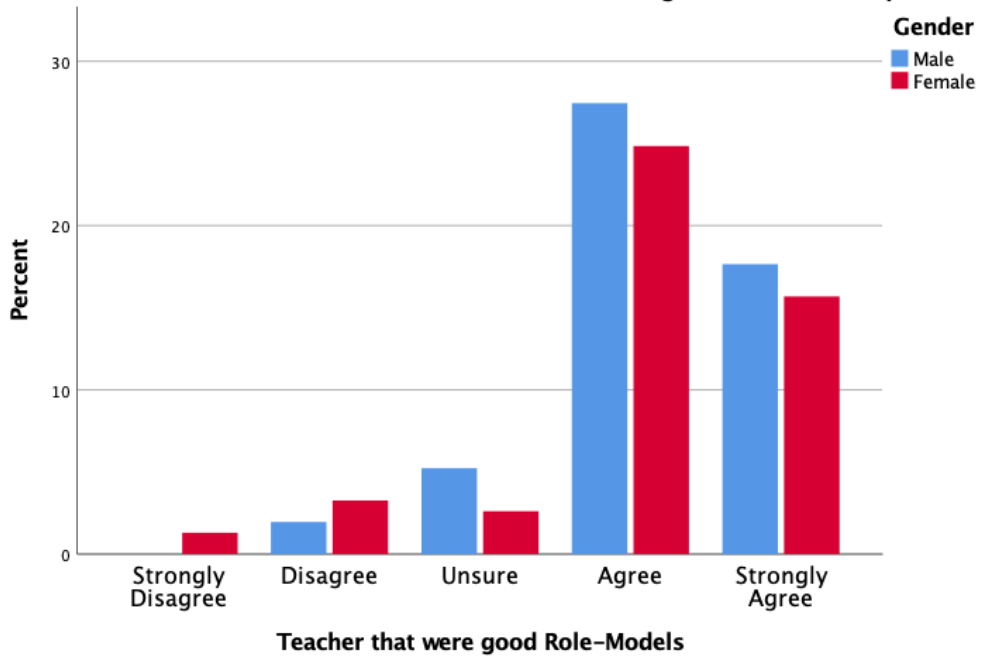


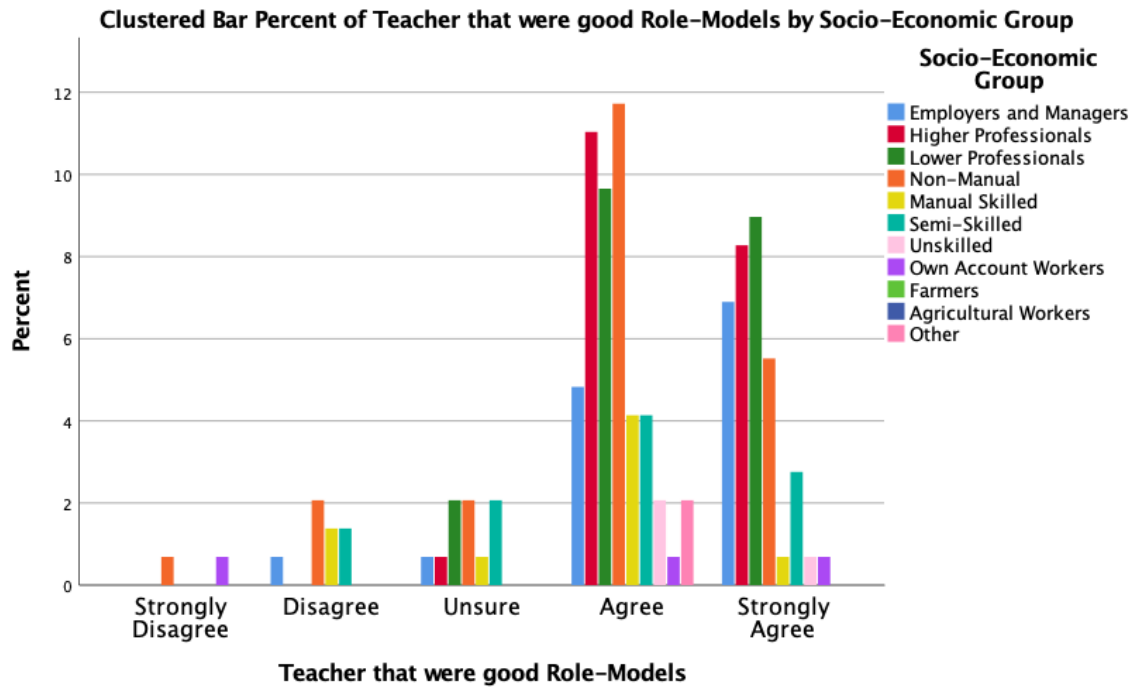
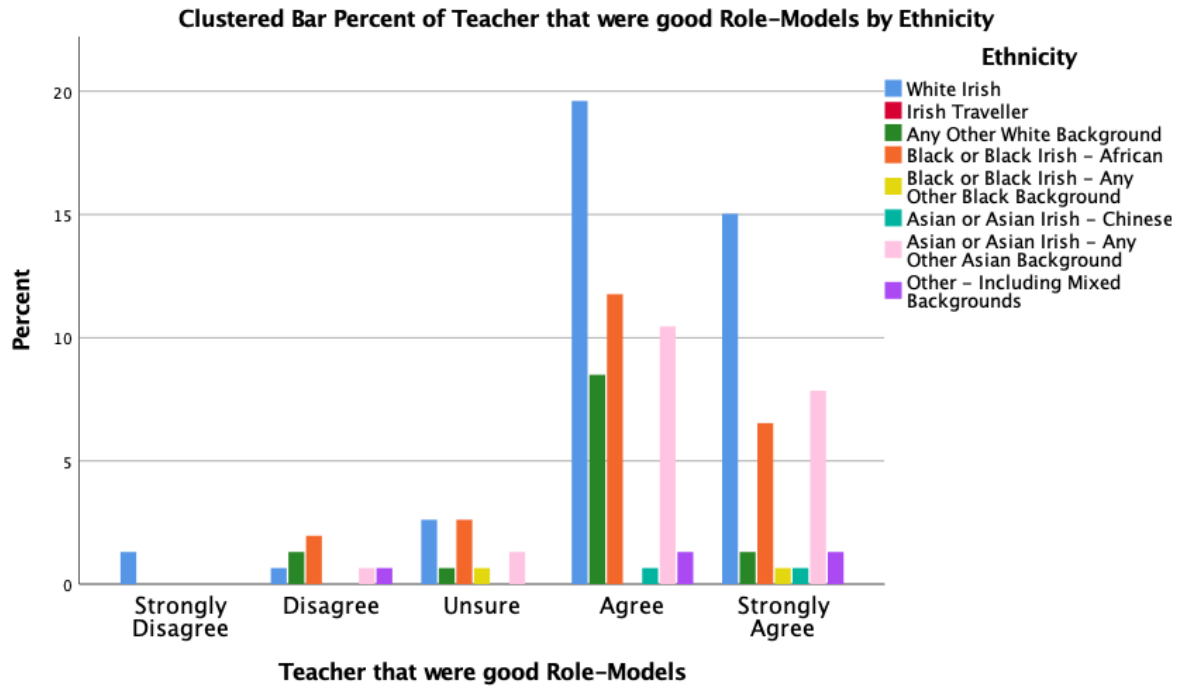
**Motivation 12: ‘I have had teachers who were good role-models’**

**Simple Bar Percent of Teacher that were good Role-Models**

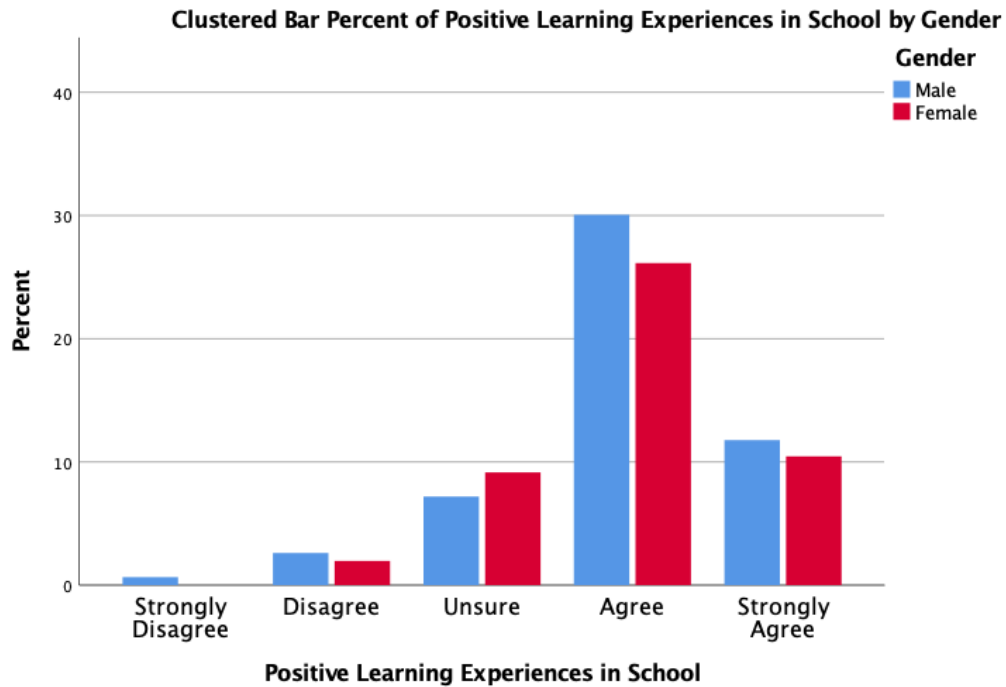
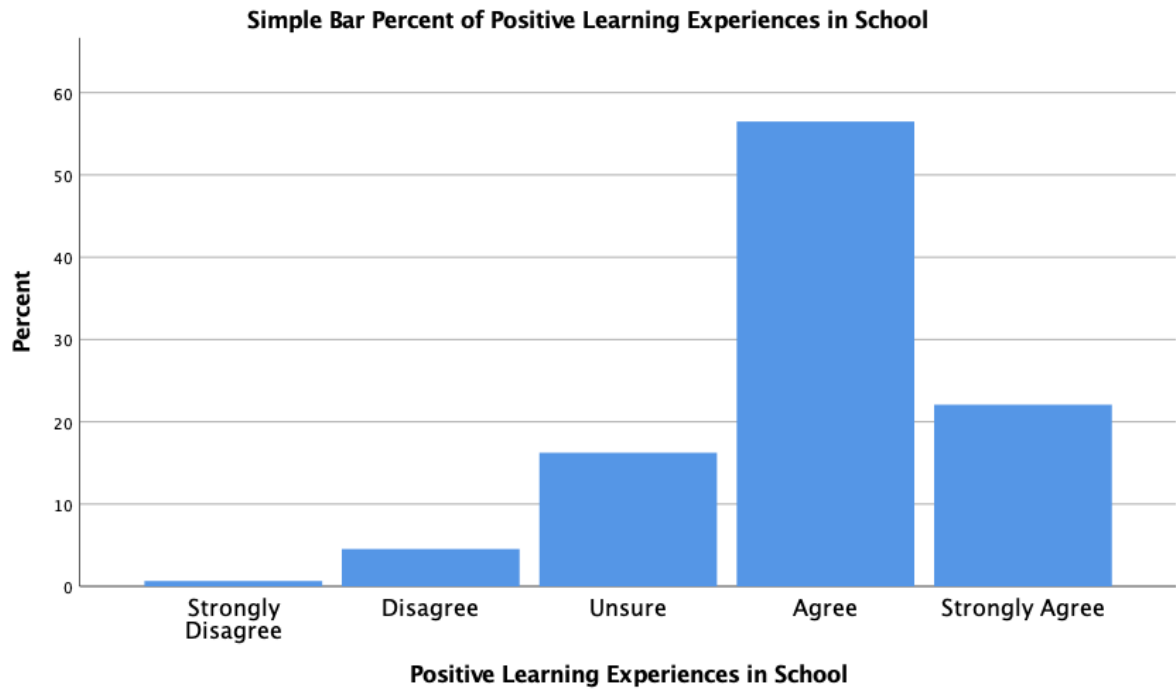


**Clustered Bar Percent of Teacher that were good Role-Models by Gender**

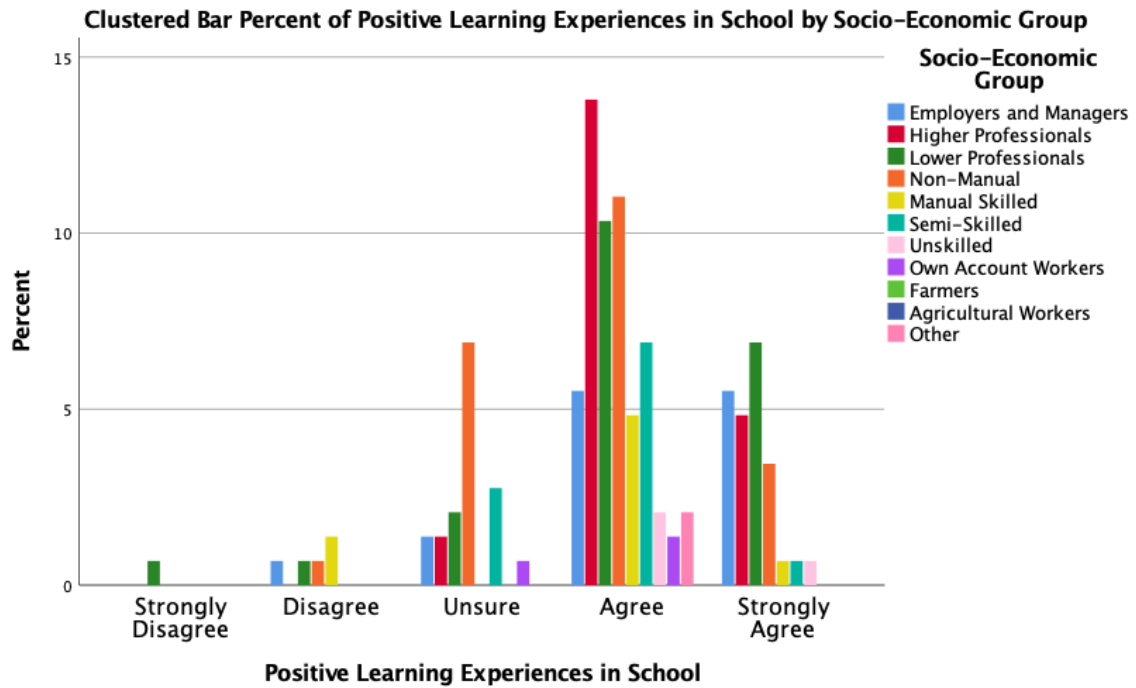
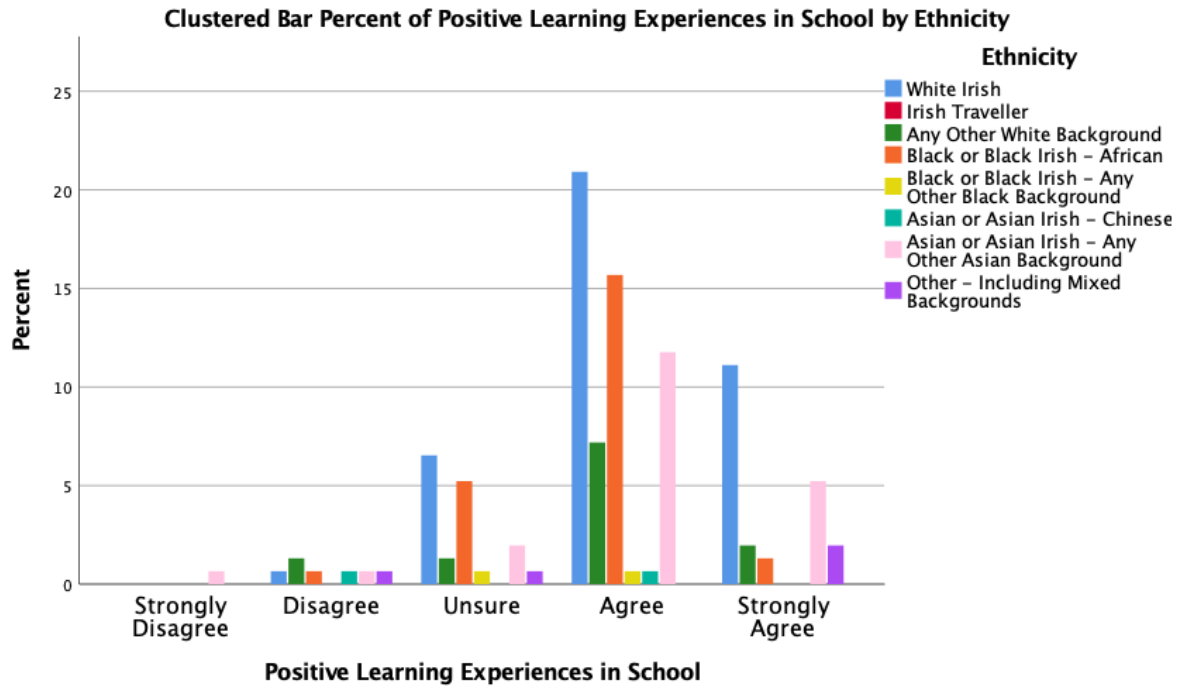




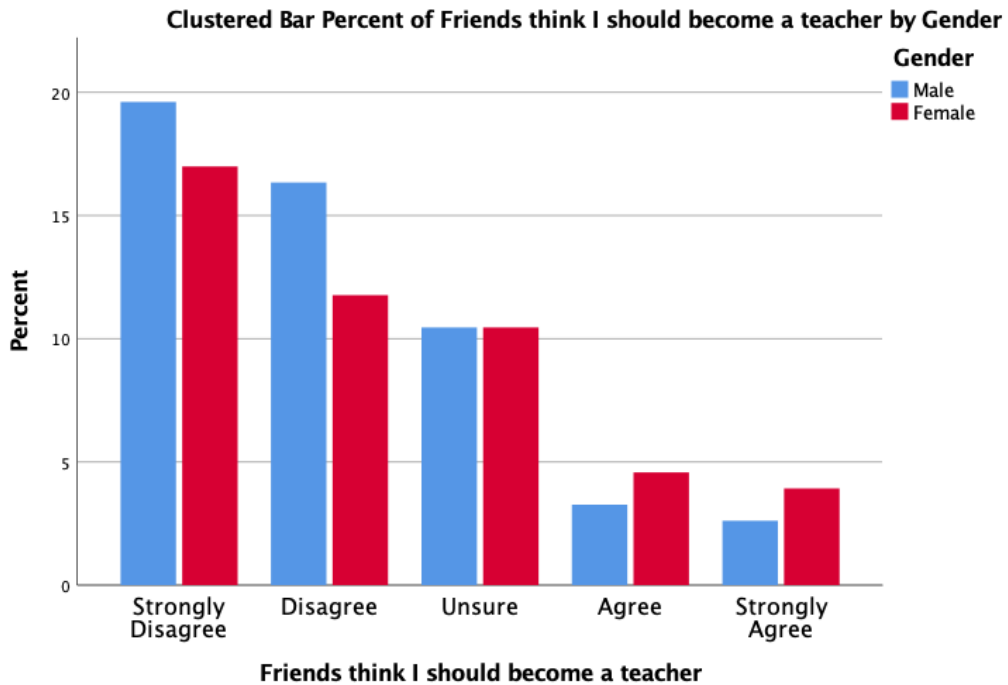
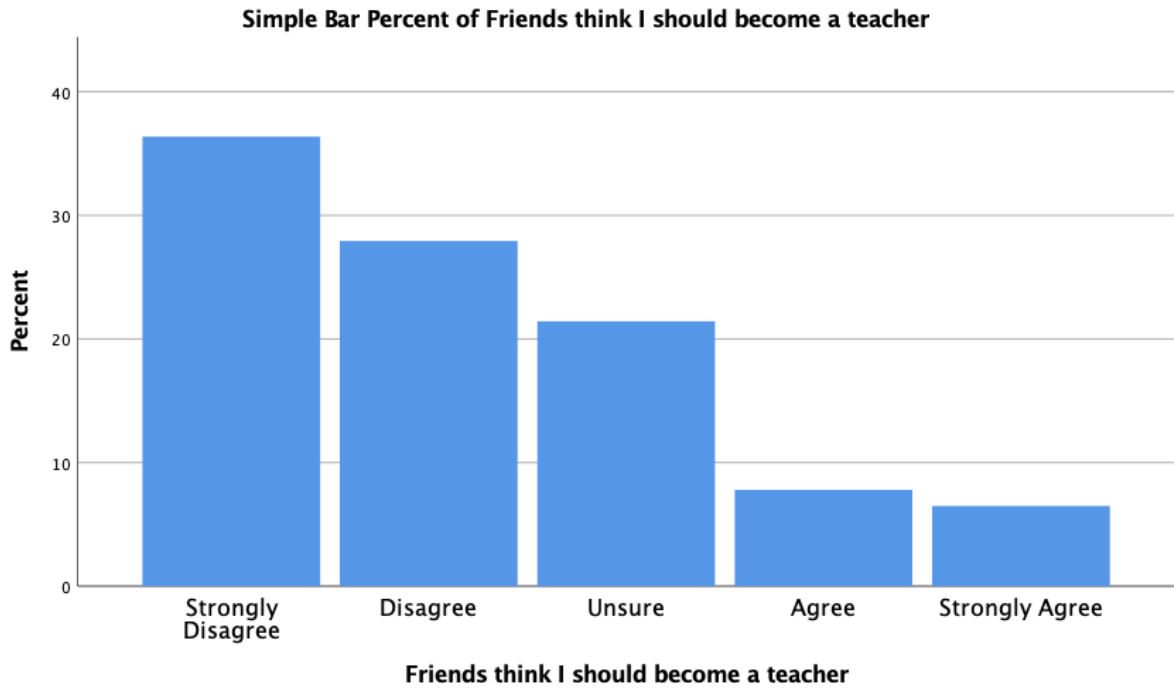
### Motivation 13: 'I had positive learning experiences in school'

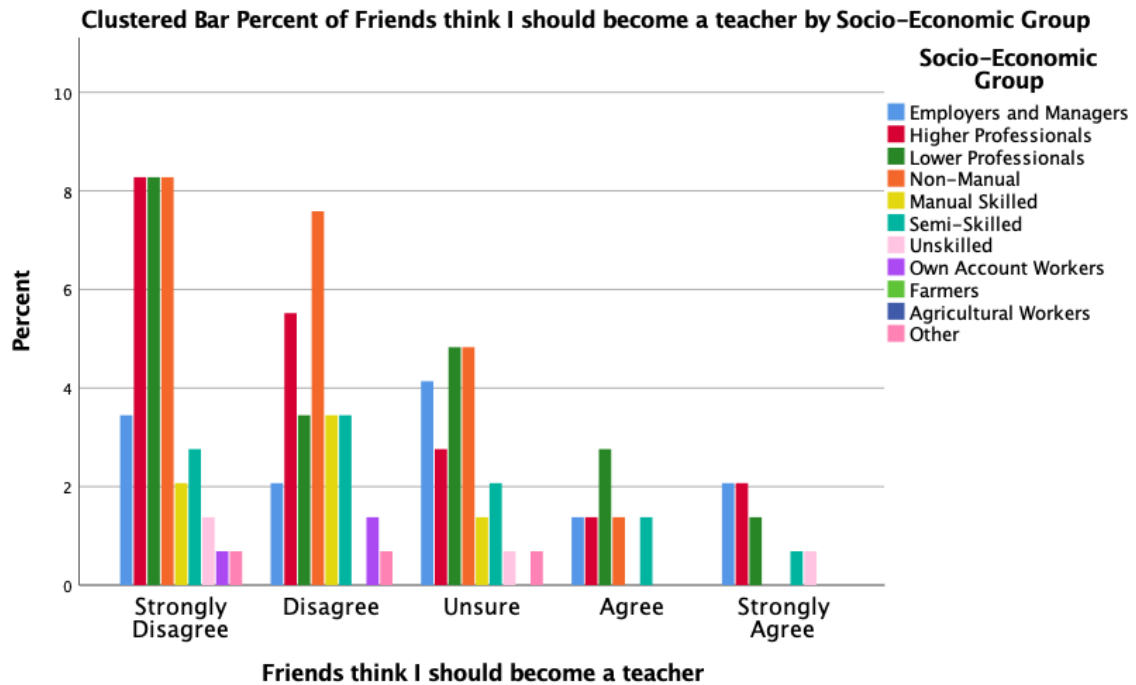
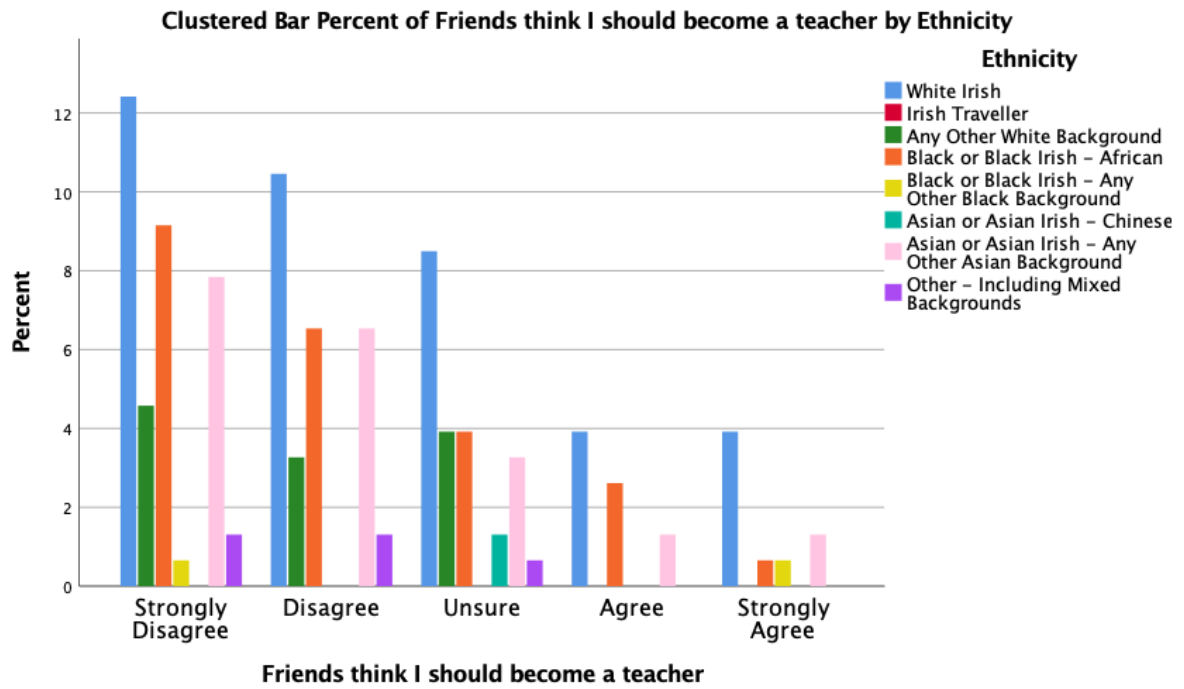




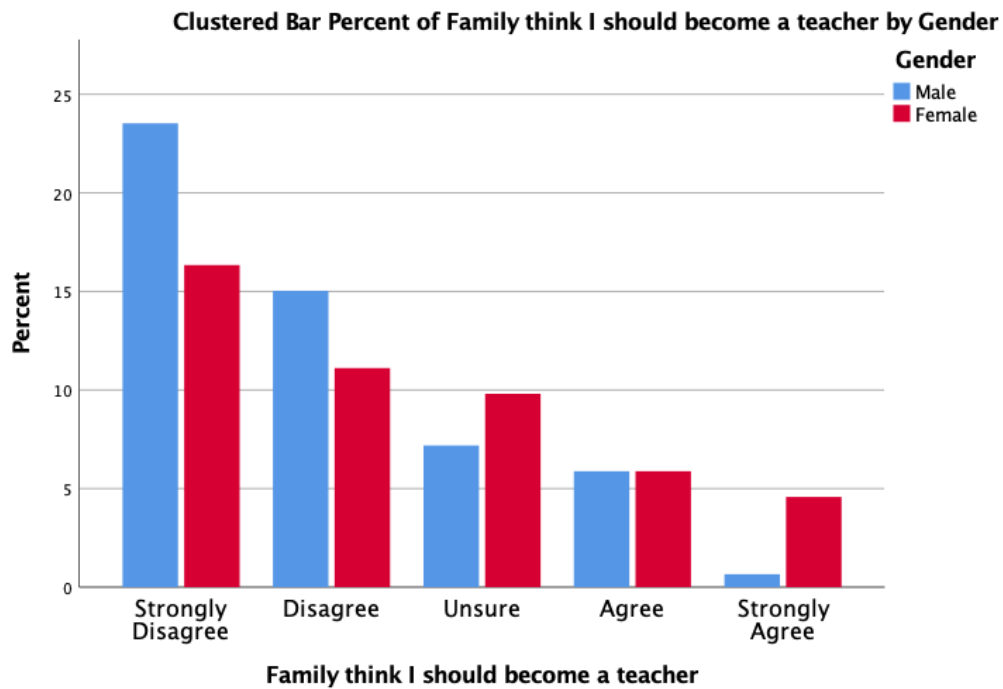
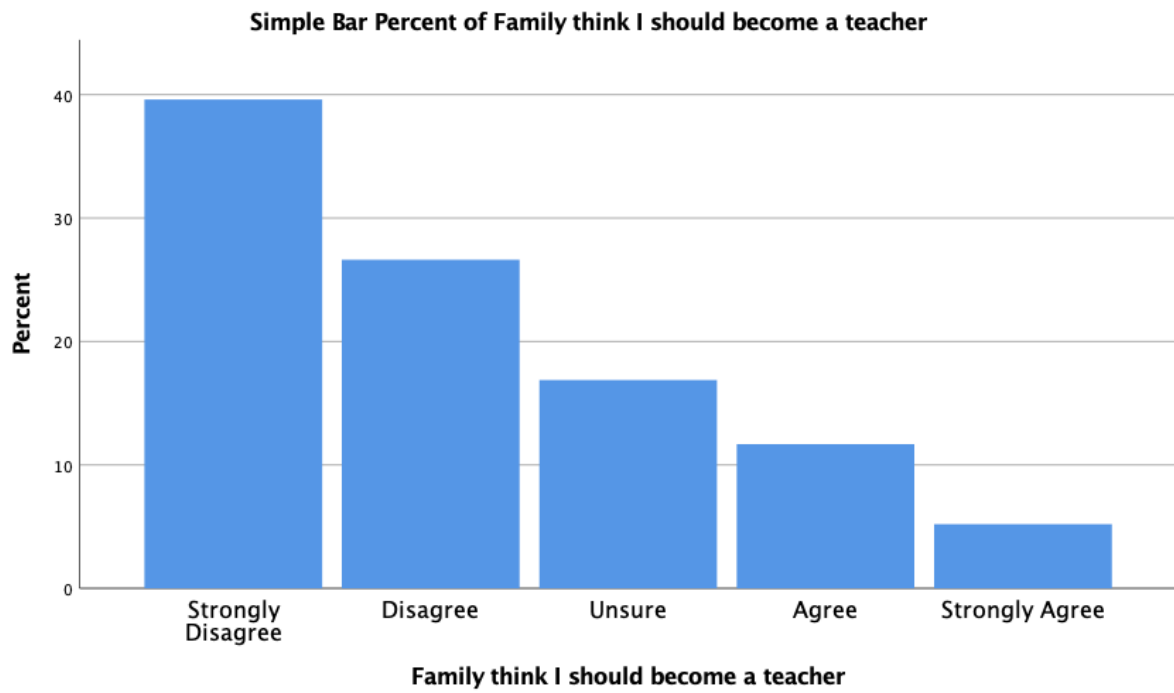


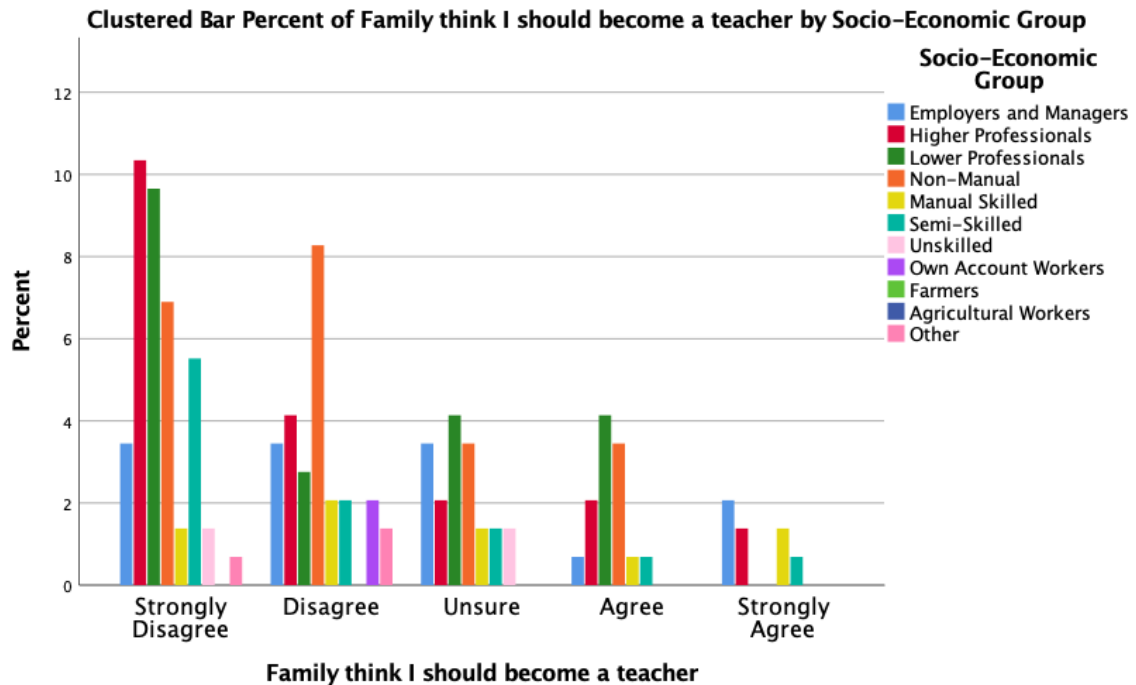
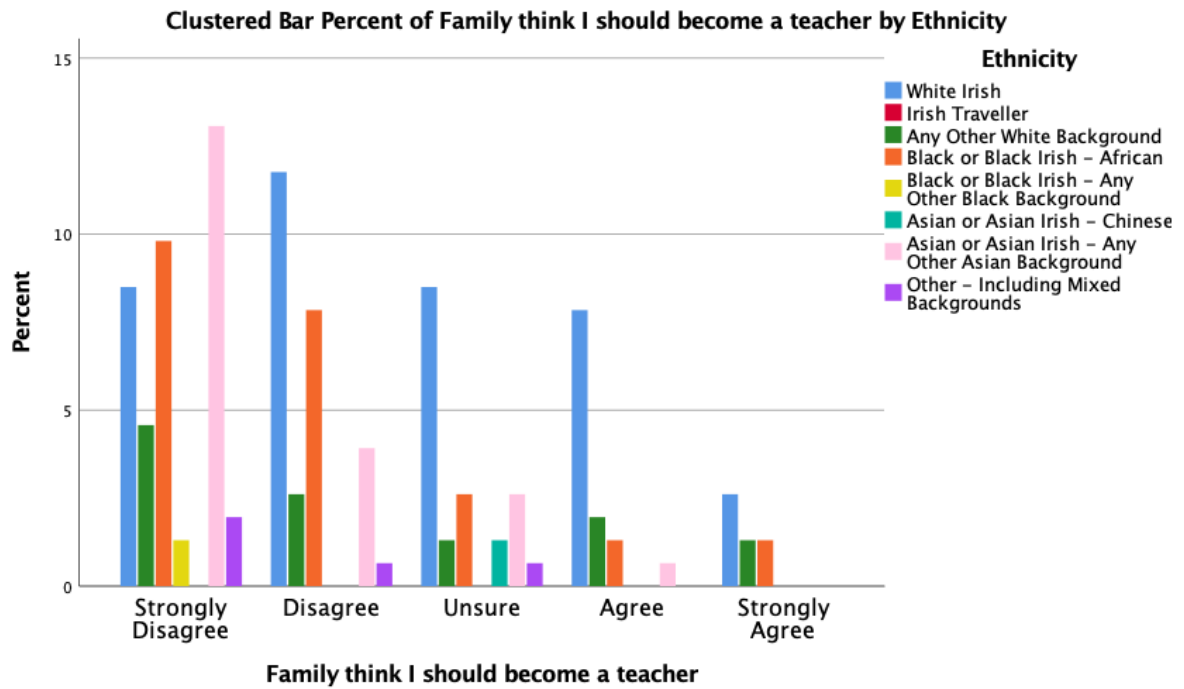
**Motivation 14: ‘My friends think I should become a teacher’**



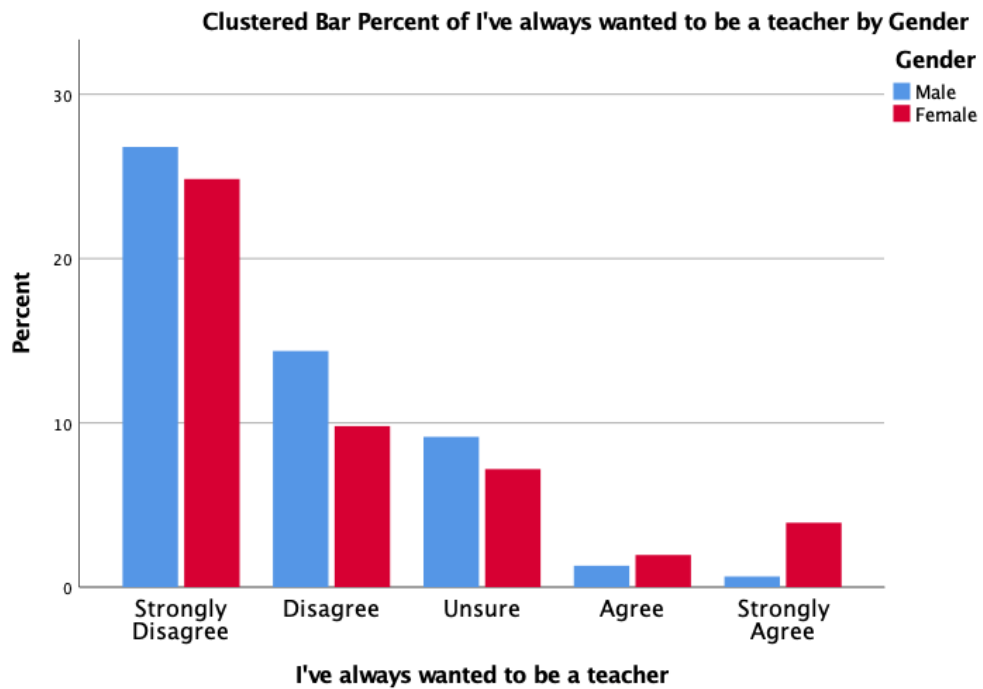
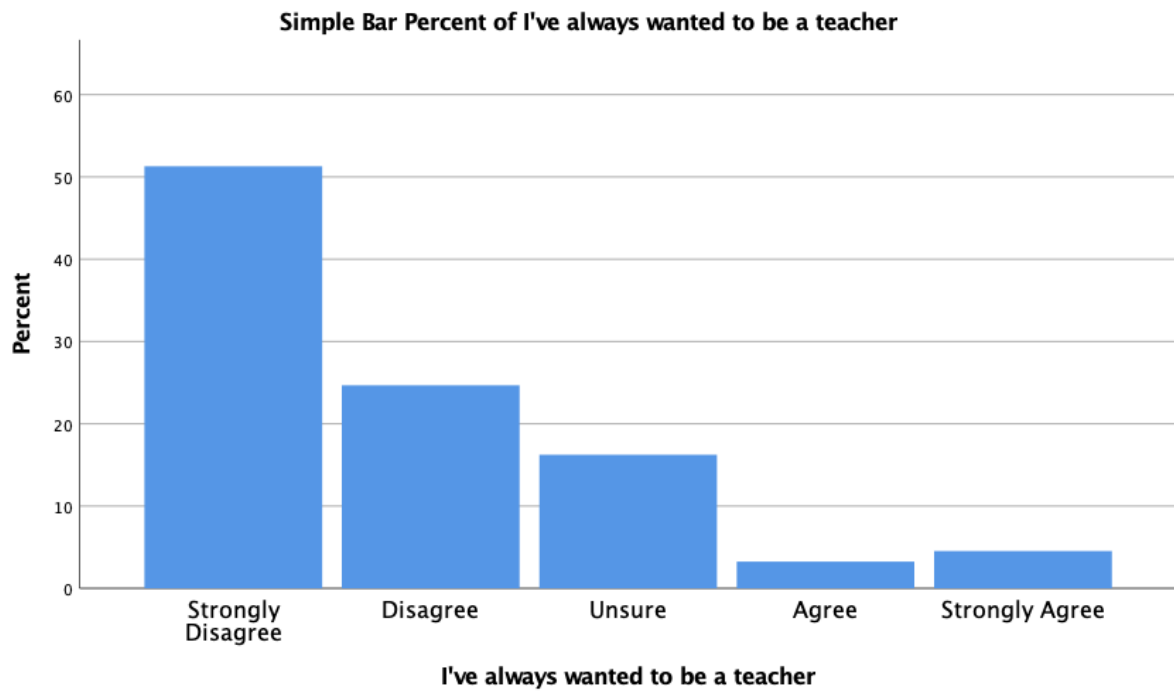


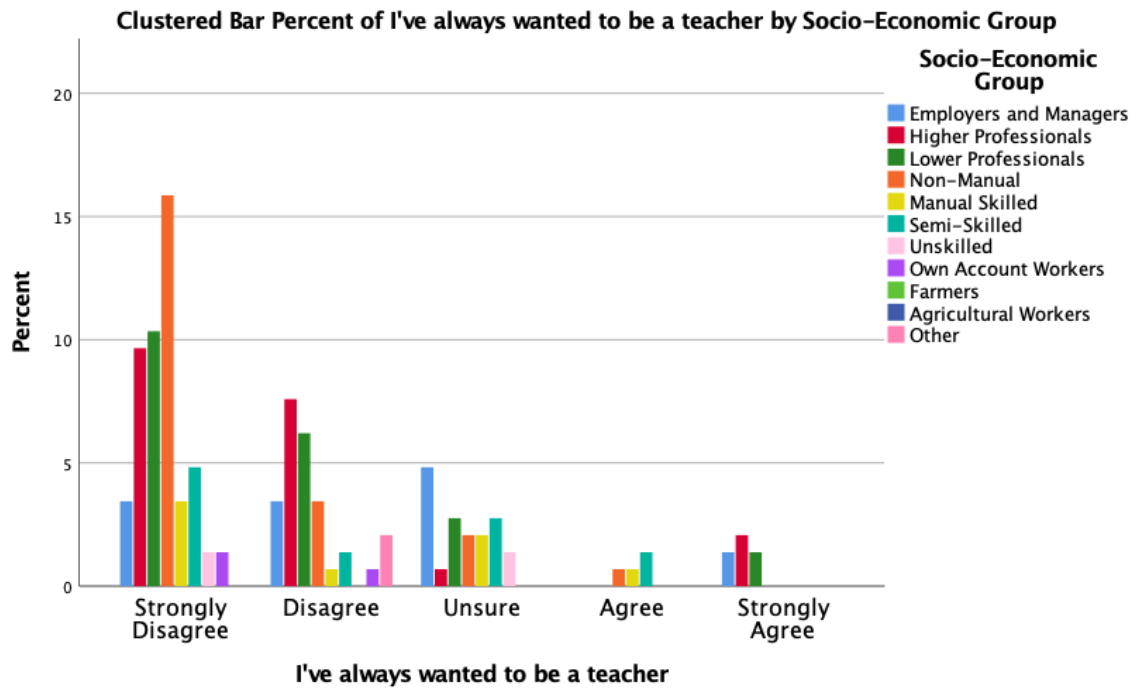
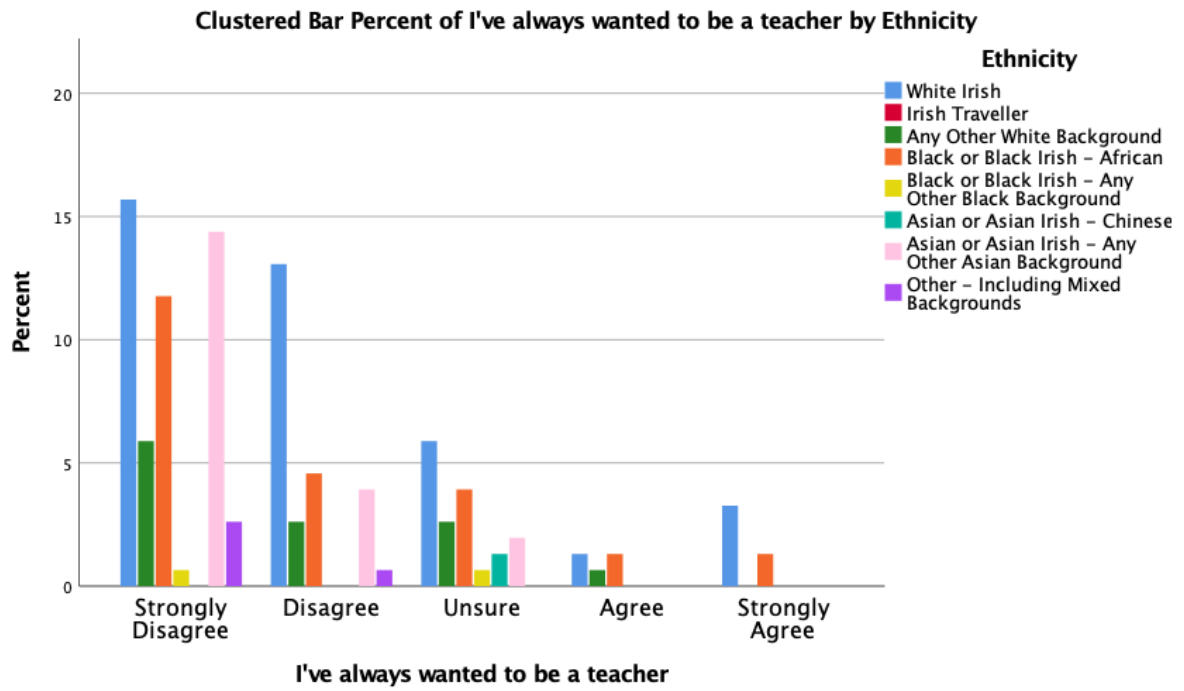
### Motivation 15: 'My family think I should become a teacher'





### Motivation 16: 'I've always wanted to be a teacher'





**Appendix II. Comparing Mean Values - Perceptions of Becoming a Teacher Grouped by Ethnicity or Cultural Background.**

		N	Mean	SD
High levels of expert knowledge	White Irish	60	3.5333	.98233
	Any Other White Background	17	3.2941	1.04670
	Black or Black Irish - African	35	3.4857	1.14716
	Asian or Asian Irish - Any Other Asian Background	31	3.6129	1.08558
	Other	9	3.5556	1.01379
	Total	152	3.5132	1.04207
High levels of technical knowledge and skills	White Irish	59	3.2373	.91612
	Any Other White Background	17	3.2941	.98518
	Black or Black Irish - African	35	3.5429	.95001
	Asian or Asian Irish - Any Other Asian Background	31	3.6129	.88232
	Other	9	3.6667	.86603
	Total	151	3.4172	.92634
Emotionally Demanding	White Irish	60	3.5000	.79191
	Any Other White Background	17	3.7647	.97014
	Black or Black Irish - African	35	3.7143	.89349
	Asian or Asian Irish - Any Other Asian Background	31	3.6129	.88232
	Other	9	3.7778	1.30171
	Total	152	3.6184	.88351
Heavy Workload	White Irish	60	3.6500	1.03866
	Any Other White Background	17	3.8235	.95101
	Black or Black Irish - African	35	3.9429	.76477
	Asian or Asian Irish - Any Other Asian Background	31	3.8065	.90992
	Other	8	3.8750	.83452
	Total	151	3.7815	.93019
Hard Work	White Irish	60	3.7500	1.00212
	Any Other White Background	17	4.1176	.60025
	Black or Black Irish - African	35	4.0571	.72529



	Asian or Asian Irish - Any Other Asian Background	31	3.9355	.85383
	Other	9	4.1111	.92796
	Total	15 2	3.9211	.87289
Teachers are seen as Professionals	White Irish	60	4.0167	.83345
	Any Other White Background	17	3.4118	.87026
	Black or Black Irish - African	35	3.6286	.87735
	Asian or Asian Irish - Any Other Asian Background	30	3.6667	.99424
	Other	9	3.6667	.70711
	Total	15 1	3.7682	.89027
Well-respected Career	White Irish	60	3.7667	.83090
	Any Other White Background	17	3.4118	.71229
	Black or Black Irish - African	35	3.5714	.77784
	Asian or Asian Irish - Any Other Asian Background	31	3.5161	1.06053
	Other	9	3.5556	1.13039
	Total	15 2	3.6184	.87598
Well-Paid/Earn a Good Salary	White Irish	60	2.8667	.83294
	Any Other White Background	17	2.7647	.90342
	Black or Black Irish - African	35	2.8286	1.04278
	Asian or Asian Irish - Any Other Asian Background	31	2.6774	1.01282
	Other	9	2.7778	1.09291
	Total	15 2	2.8026	.93525
Useful job for Travel	White Irish	60	3.4333	1.09493
	Any Other White Background	17	2.9412	1.14404
	Black or Black Irish - African	35	3.4571	.91853
	Asian or Asian Irish - Any Other Asian Background	31	3.0000	1.21106
	Other	9	3.4444	1.23603
	Total	15 2	3.2961	1.10291
Consider a career in teaching	White Irish	60	2.8833	1.35411
	Any Other White Background	17	2.5294	1.32842
	Black or Black Irish - African	35	2.3714	1.19030
	Asian or Asian Irish - Any Other Asian Background	31	1.9355	.96386

	Other	9	2.3333	1.00000
	Total	15 2	2.5000	1.26072
Told teaching was not a good career choice	White Irish	60	2.3500	1.08651
	Any Other White Background	17	2.4706	1.06757
	Black or Black Irish - African	35	2.4571	1.35783
	Asian or Asian Irish - Any Other Asian Background	31	2.4516	1.15004
	Other	9	2.5556	1.13039
	Total	15 2	2.4211	1.15390
Encouraged to consider careers other than teaching	White Irish	60	3.7833	1.13633
	Any Other White Background	17	4.0000	1.06066
	Black or Black Irish - African	35	3.9143	1.12122
	Asian or Asian Irish - Any Other Asian Background	31	3.7097	1.41877
	Other	9	4.0000	1.32288
	Total	15 2	3.8355	1.18737

**Appendix JJ. Independent Sample T-Tests - Perceptions of Becoming a Teacher  
Grouped by Ethnicity or Cultural Background.**

<b>Group Statistics</b>					
	Ethnic All	N	Mean	Std. Deviation	Std. Error Mean
High levels of expert knowledge	White Irish	60	3.5333	.98233	.12682
	Ethnically Diverse	93	3.5161	1.08960	.11299
High levels of technical knowledge and skills	White Irish	59	3.2373	.91612	.11927
	Ethnically Diverse	93	3.5484	.92685	.09611
Emotionally Demanding	White Irish	60	3.5000	.79191	.10223
	Ethnically Diverse	93	3.6989	.92999	.09644
Heavy Workload	White Irish	60	3.6500	1.03866	.13409
	Ethnically Diverse	92	3.8696	.84147	.08773
Hard Work	White Irish	60	3.7500	1.00212	.12937
	Ethnically Diverse	93	4.0430	.76491	.07932
Teachers are seen as Professionals	White Irish	60	4.0167	.83345	.10760
	Ethnically Diverse	92	3.6196	.89985	.09382
Well-respected Career	White Irish	60	3.7667	.83090	.10727
	Ethnically Diverse	93	3.5161	.89215	.09251
Well-Paid/Earn a Good Salary	White Irish	60	2.8667	.83294	.10753
	Ethnically Diverse	93	2.7634	.99343	.10301
Useful job for Travel	White Irish	60	3.4333	1.09493	.14135
	Ethnically Diverse	93	3.2043	1.09900	.11396
Consider a career in teaching	White Irish	60	2.8833	1.35411	.17481
	Ethnically Diverse	93	2.2366	1.13634	.11783
Told teaching was not a good career choice	White Irish	60	2.3500	1.08651	.14027
	Ethnically Diverse	93	2.4839	1.20337	.12478
	White Irish	60	3.7833	1.13633	.14670

Encouraged to consider careers other than teaching	Ethnically Diverse	93	3.8710	1.21785	.12629
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<b>Independent Samples Test</b>						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
High levels of expert knowledge	Equal variances assumed	.919	.339	.099	151	.921
	Equal variances not assumed			.101	135.206	.919
High levels of technical knowledge and skills	Equal variances assumed	.019	.891	-2.026	150	.045
	Equal variances not assumed			-2.031	124.647	.044
Emotionally Demanding	Equal variances assumed	1.005	.318	-1.367	151	.174
	Equal variances not assumed			-1.415	139.750	.159
Heavy Workload	Equal variances assumed	8.156	.005	-1.432	150	.154
	Equal variances not assumed			-1.370	107.545	.173
Hard Work	Equal variances assumed	9.548	.002	-2.045	151	.043
	Equal variances not assumed			-1.931	102.411	.056
Teachers are seen as Professionals	Equal variances assumed	3.101	.080	2.737	150	.007
	Equal variances not assumed			2.782	132.977	.006

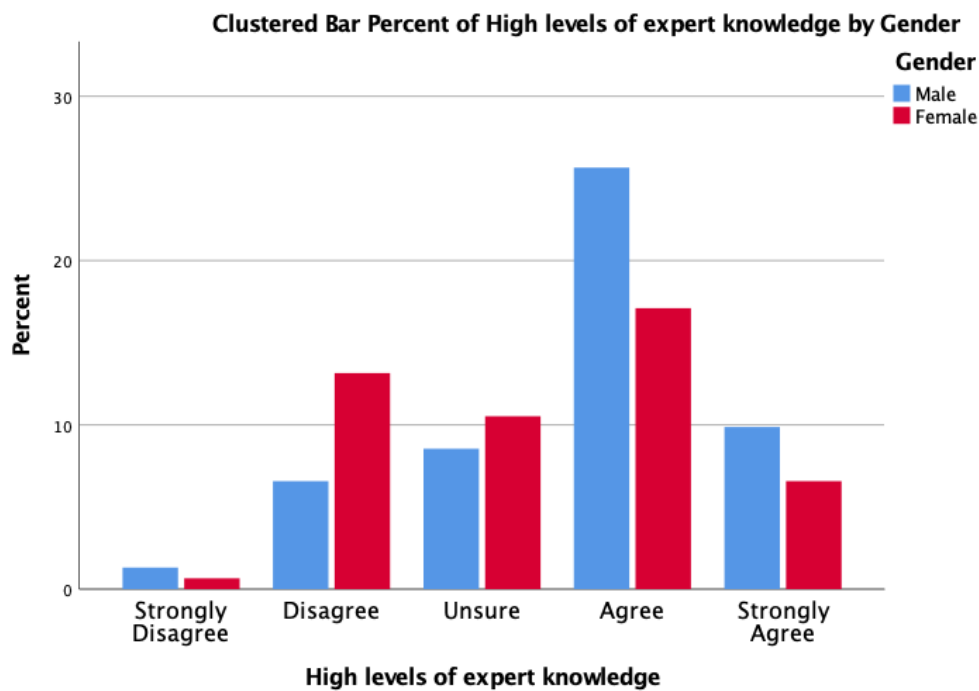
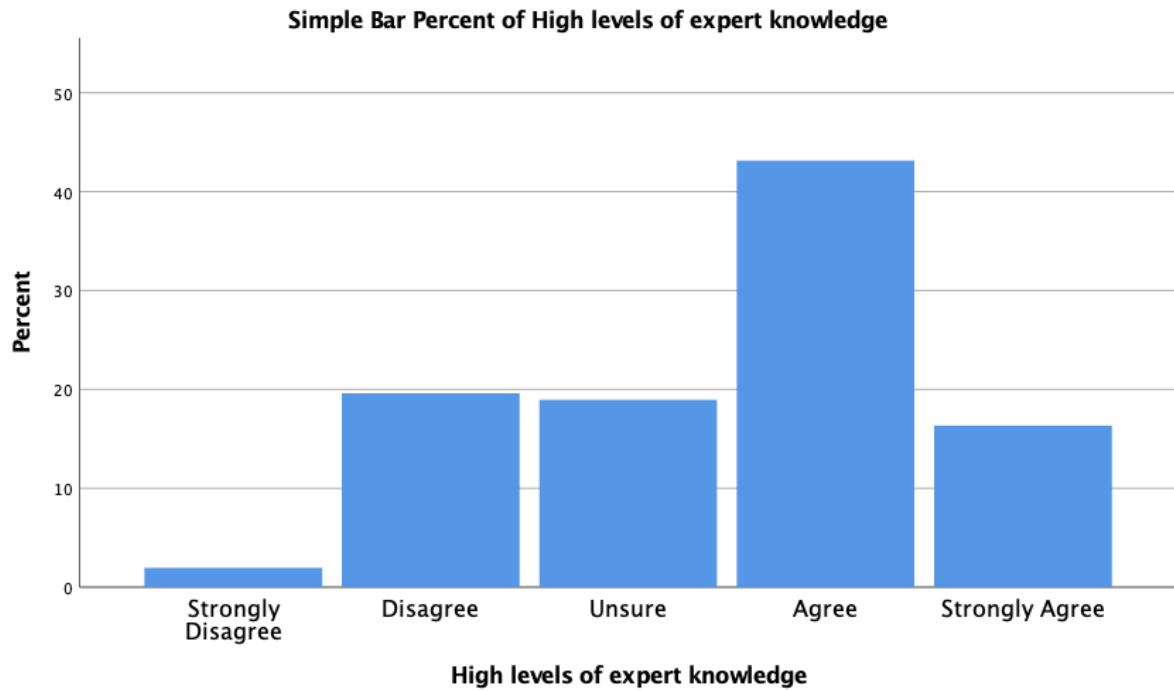
Well-respected Career	Equal variances assumed	1.687	.196	1.742	151	.084
	Equal variances not assumed			1.769	132.425	.079
Well-Paid/Earn a Good Salary	Equal variances assumed	2.987	.086	.667	151	.506
	Equal variances not assumed			.693	140.888	.489
Useful job for Travel	Equal variances assumed	.068	.795	1.260	151	.209
	Equal variances not assumed			1.261	126.382	.209
Consider a career in teaching	Equal variances assumed	2.898	.091	3.186	151	.002
	Equal variances not assumed			3.068	110.202	.003
Told teaching was not a good career choice	Equal variances assumed	1.336	.250	-.697	151	.487
	Equal variances not assumed			-.713	135.082	.477
Encouraged to consider careers other than teaching	Equal variances assumed	.304	.582	-.446	151	.656
	Equal variances not assumed			-.453	132.264	.651

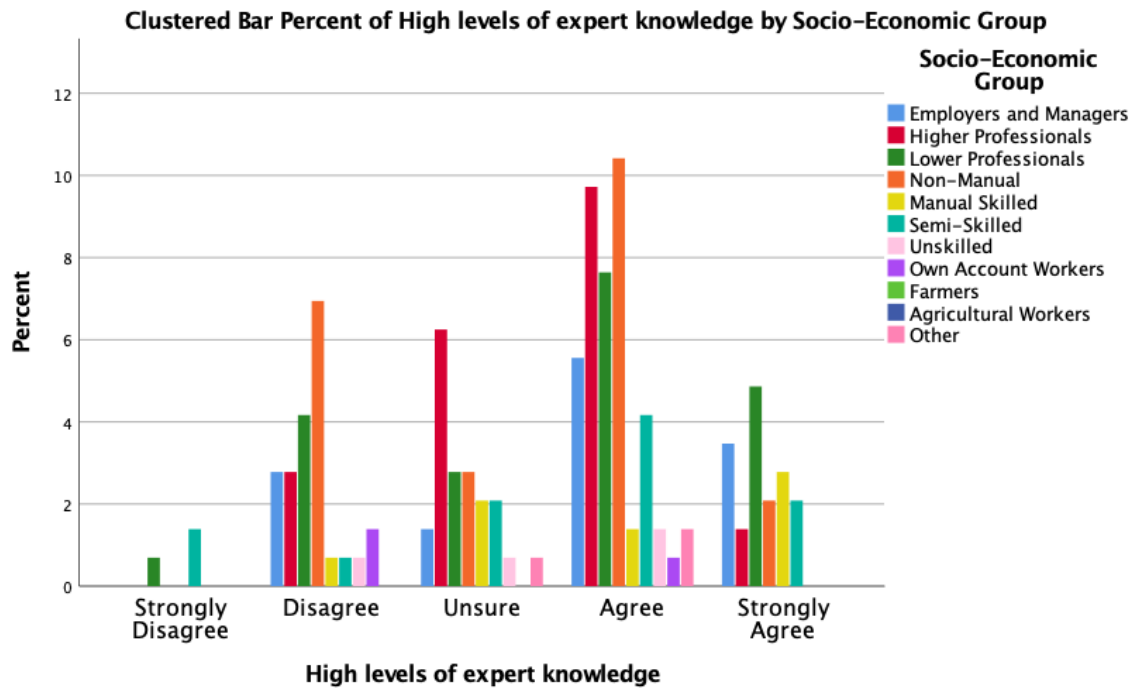
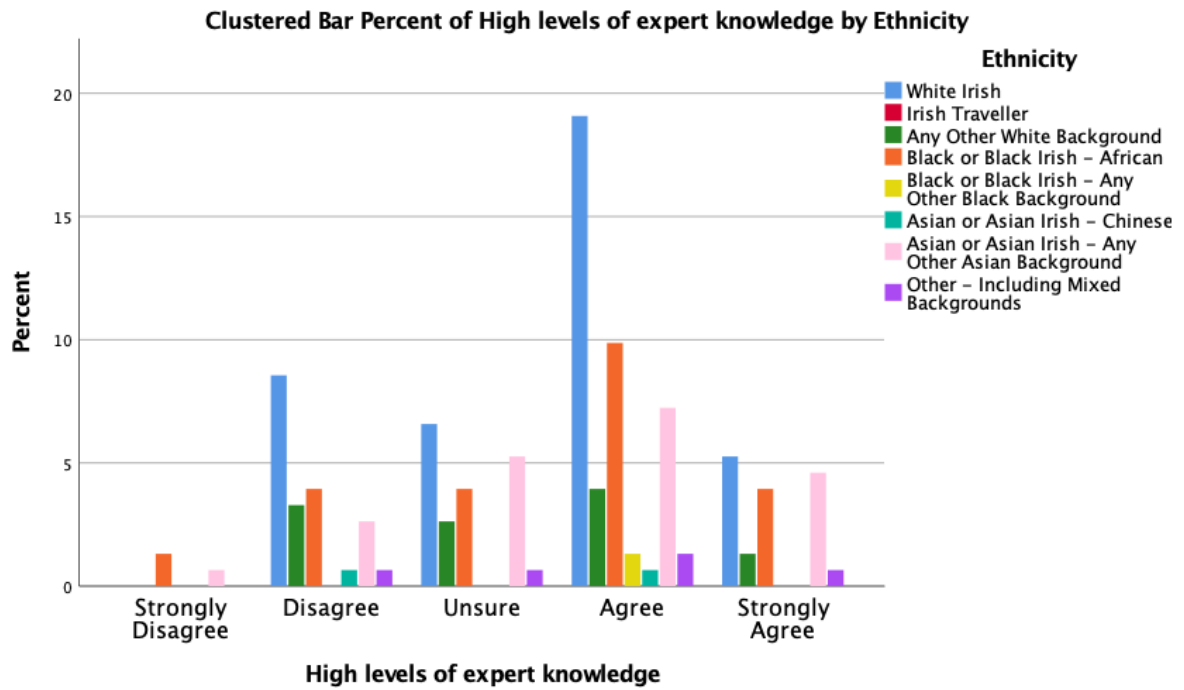
Independent Samples Test					
		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
High levels of expert knowledge	Equal variances assumed	.01720	.17370	-.32599	.36040
	Equal variances not assumed	.01720	.16985	-.31870	.35311
High levels of technical knowledge and skills	Equal variances assumed	-.31110	.15358	-.61455	-.00765
	Equal variances not assumed	-.31110	.15317	-.61426	-.00794
Emotionally Demanding	Equal variances assumed	-.19892	.14549	-.48638	.08853

	Equal variances not assumed	-.19892	.14054	-.47679	.07894
Heavy Workload	Equal variances assumed	-.21957	.15334	-.52255	.08342
	Equal variances not assumed	-.21957	.16024	-.53720	.09807
Hard Work	Equal variances assumed	-.29301	.14329	-.57613	-.00989
	Equal variances not assumed	-.29301	.15175	-.59399	.00797
Teachers are seen as Professionals	Equal variances assumed	.39710	.14509	.11042	.68378
	Equal variances not assumed	.39710	.14275	.11474	.67946
Well-respected Career	Equal variances assumed	.25054	.14385	-.03368	.53476
	Equal variances not assumed	.25054	.14165	-.02965	.53073
Well-Paid/Earn a Good Salary	Equal variances assumed	.10323	.15466	-.20235	.40880
	Equal variances not assumed	.10323	.14891	-.19117	.39762
Useful job for Travel	Equal variances assumed	.22903	.18172	-.13001	.58807
	Equal variances not assumed	.22903	.18157	-.13028	.58835
Consider a career in teaching	Equal variances assumed	.64677	.20302	.24565	1.04790
	Equal variances not assumed	.64677	.21082	.22899	1.06456
Told teaching was not a good career choice	Equal variances assumed	-.13387	.19194	-.51310	.24535
	Equal variances not assumed	-.13387	.18774	-.50516	.23742
Encouraged to consider careers other than teaching	Equal variances assumed	-.08763	.19650	-.47587	.30061
	Equal variances not assumed	-.08763	.19357	-.47053	.29526

**Appendix KK. Bar Charts - Perceptions of Becoming a Teacher Grouped by Gender, Ethnicity or Cultural Background and Socio-economic Group.**

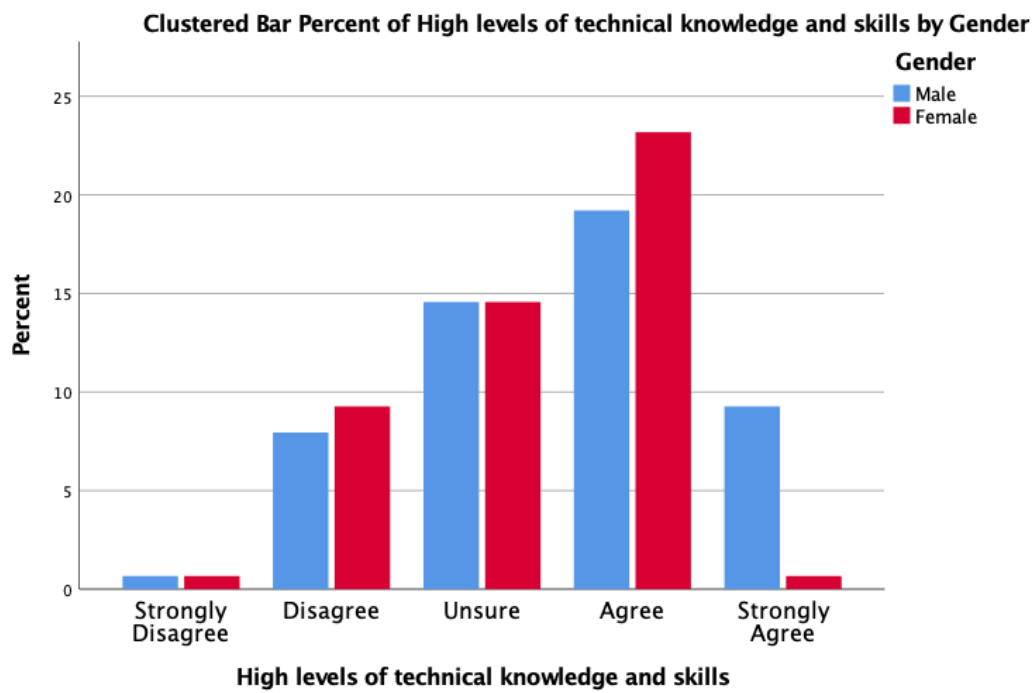
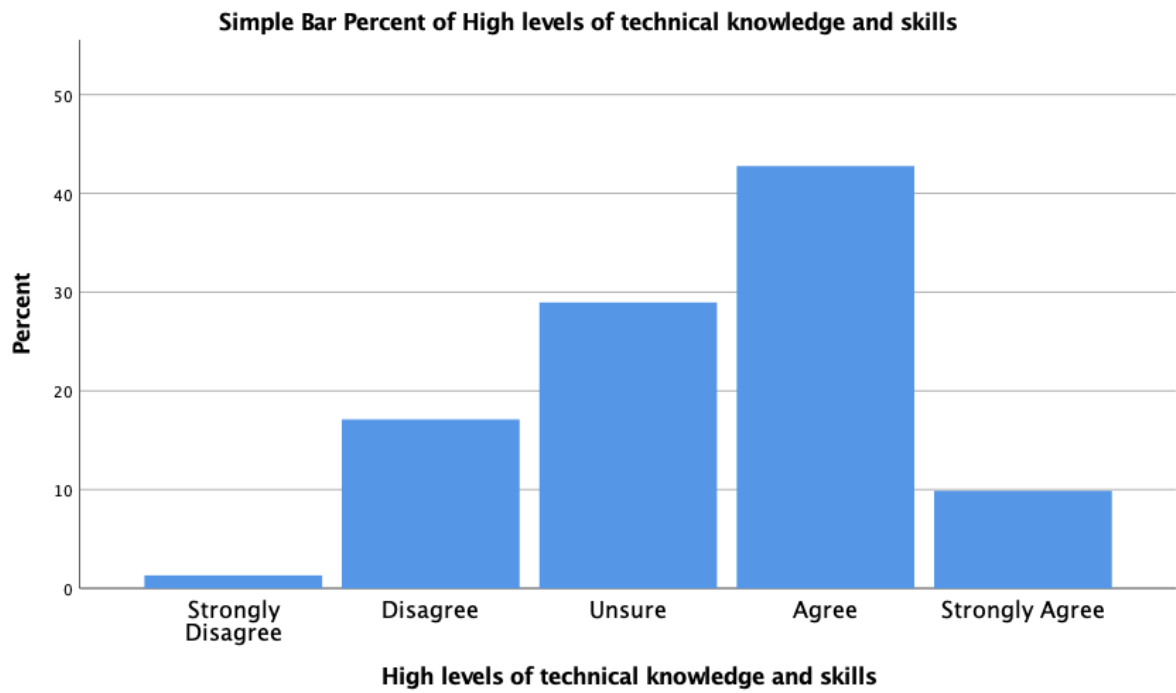
**Perception 1: ‘Teaching requires high levels of expert knowledge’**

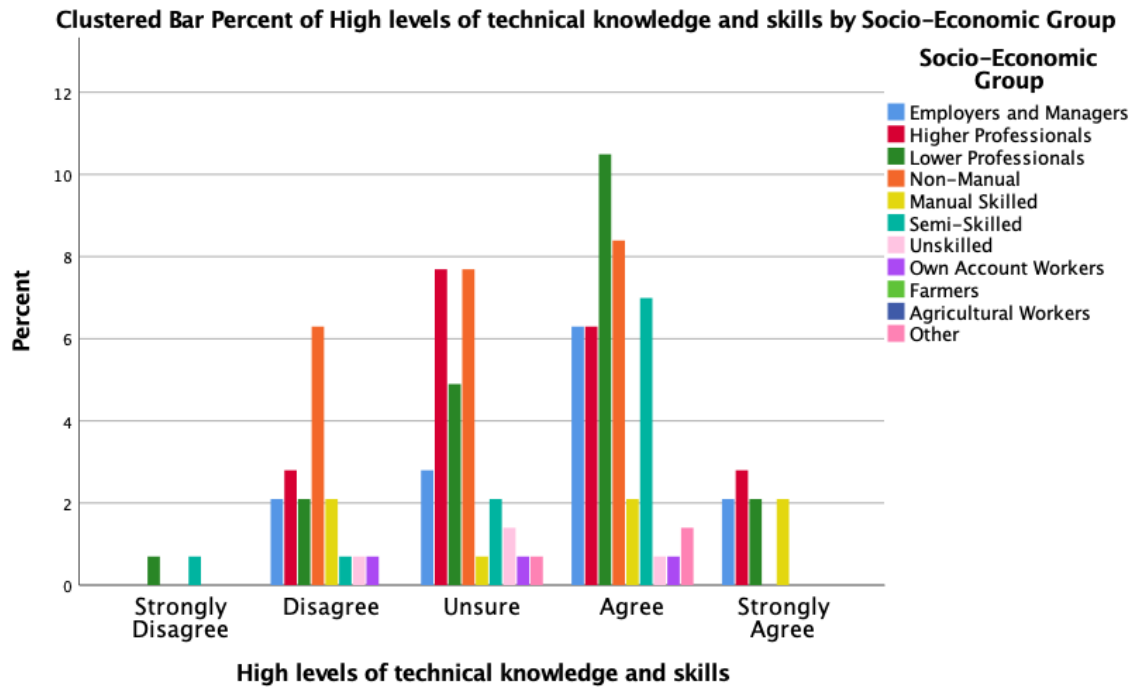
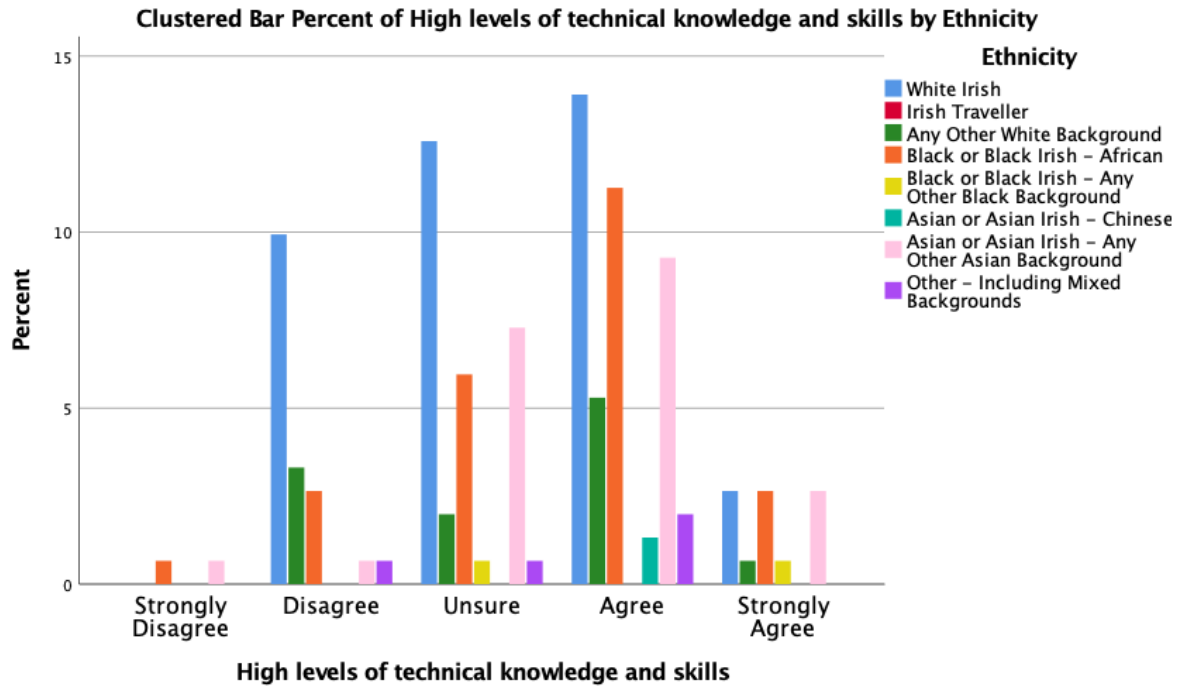




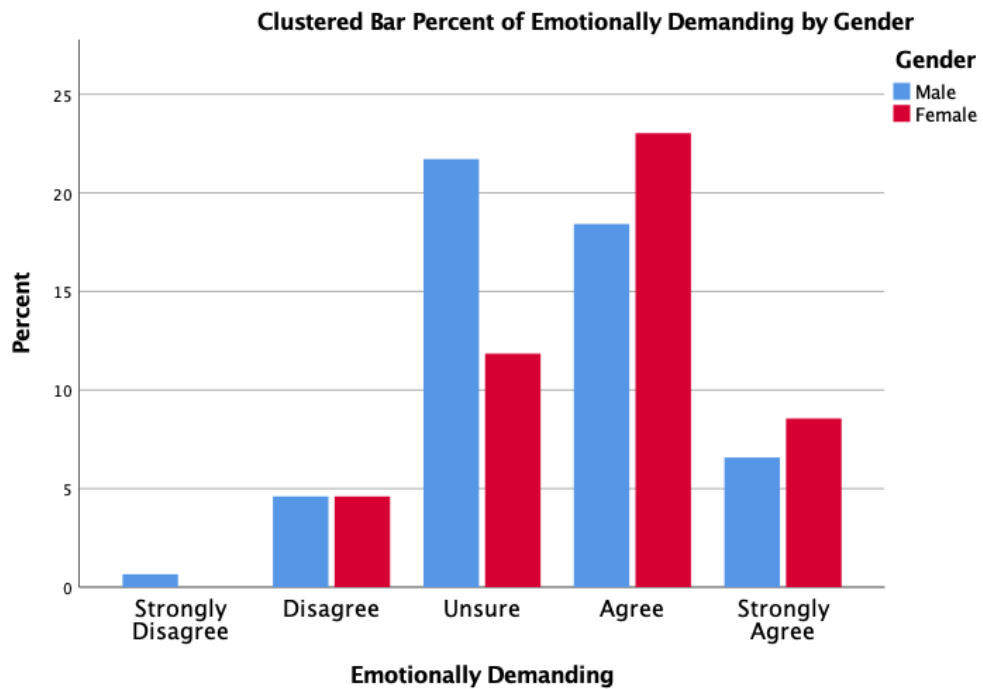
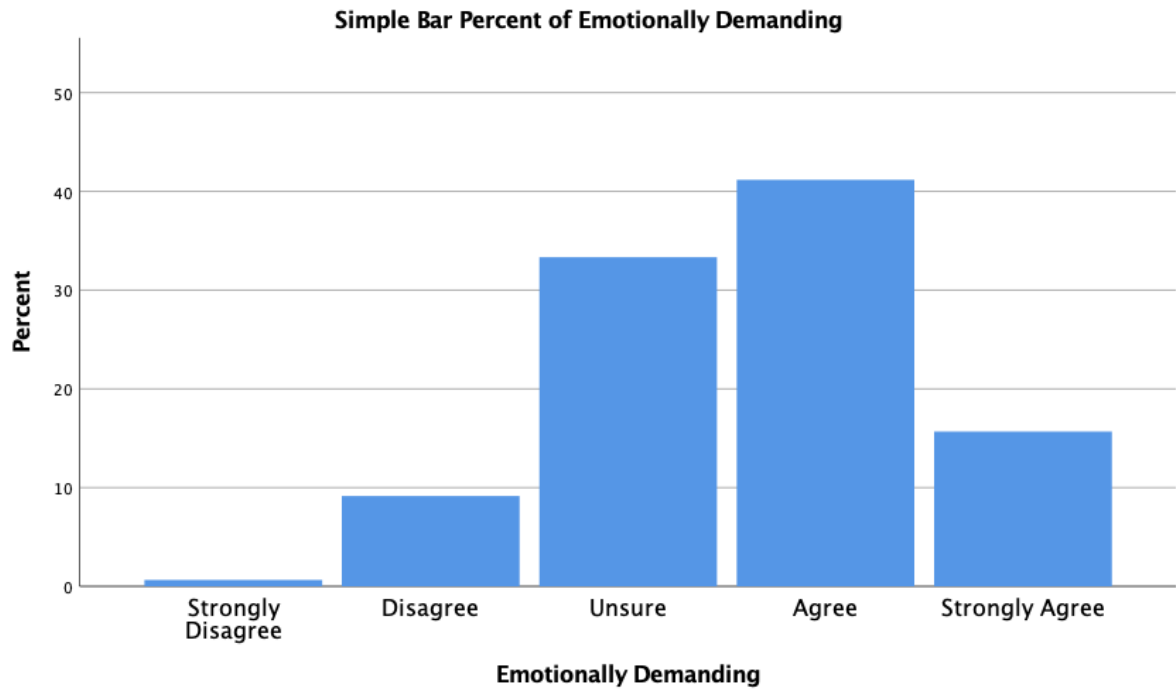


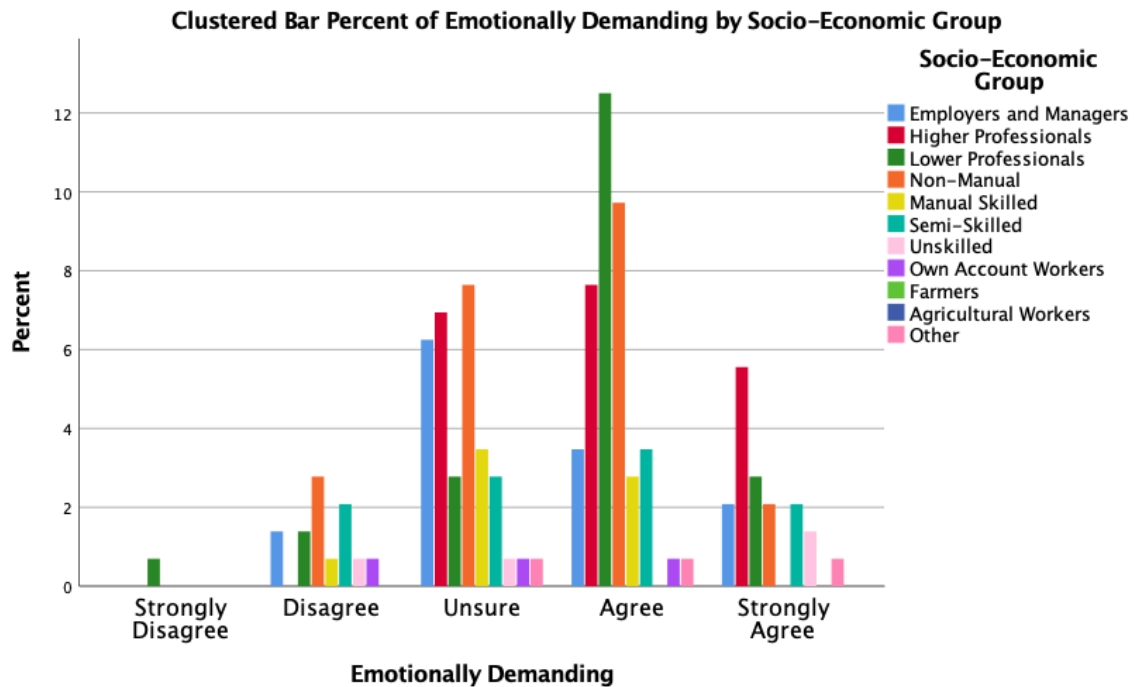
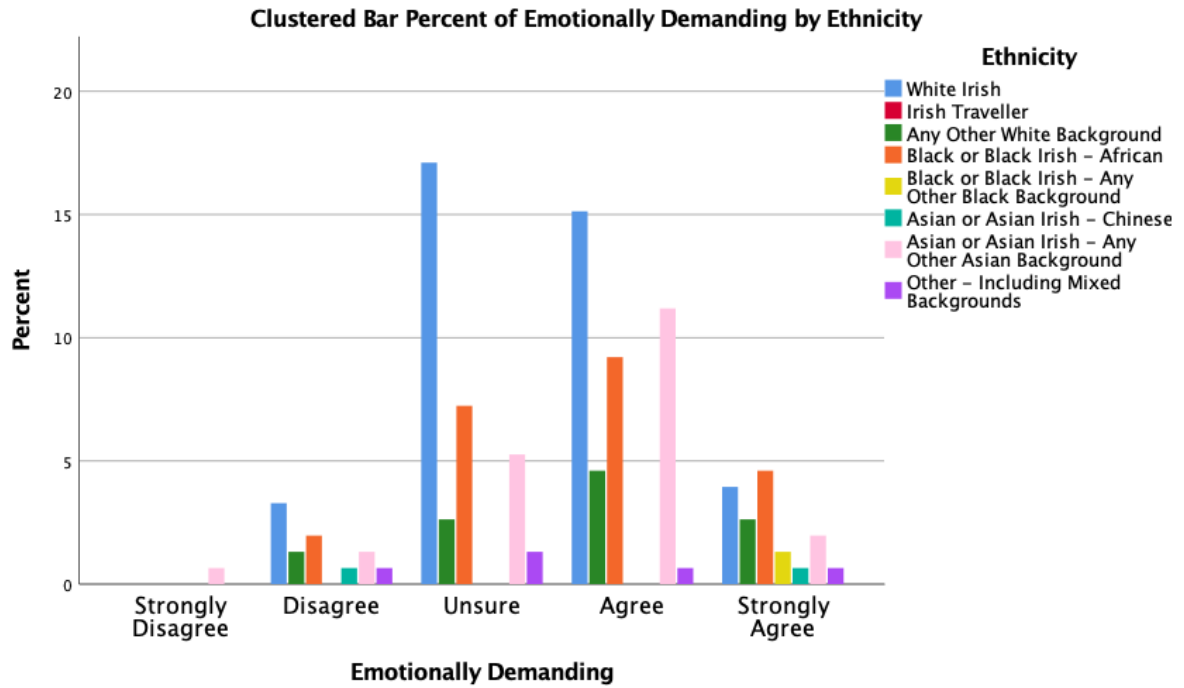
**Perception 2: ‘Teaching requires high levels of technical knowledge and skills’**



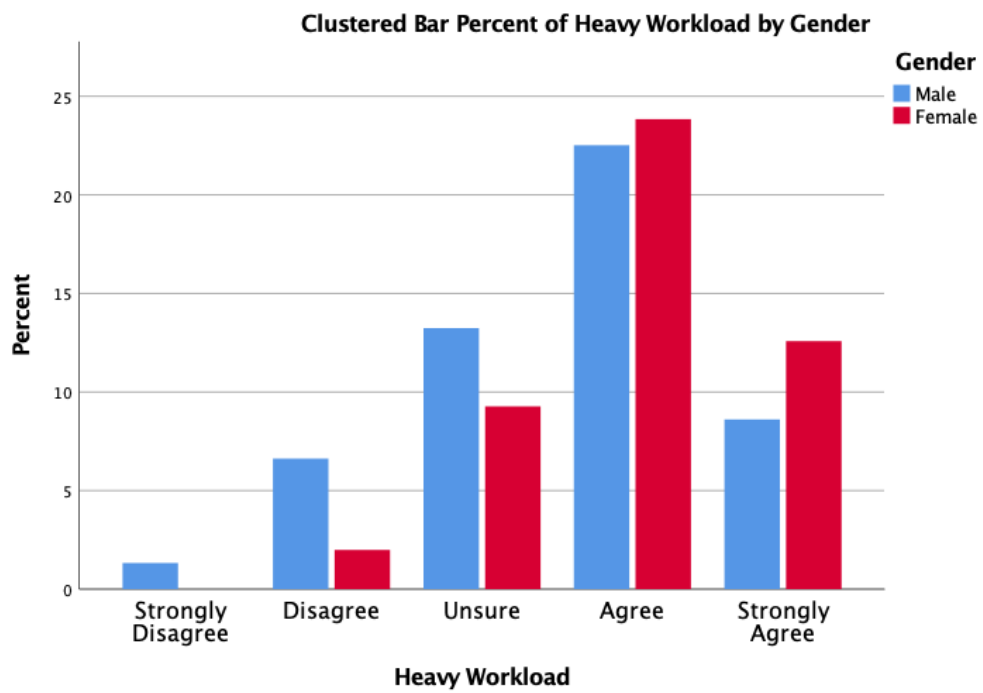
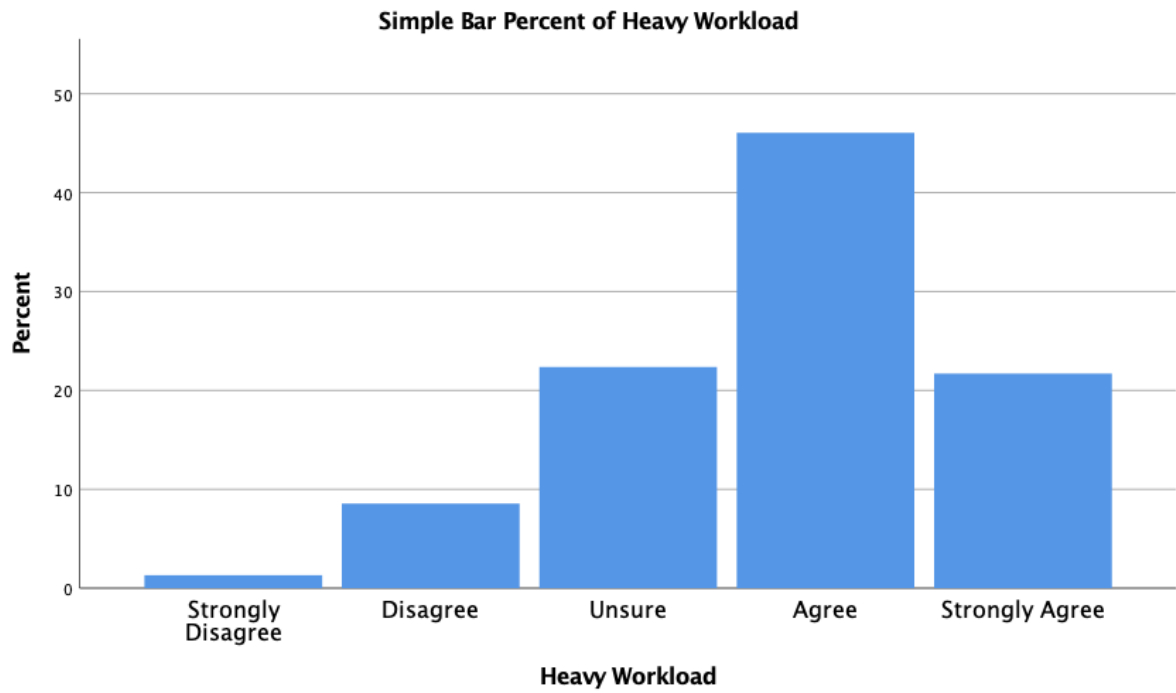


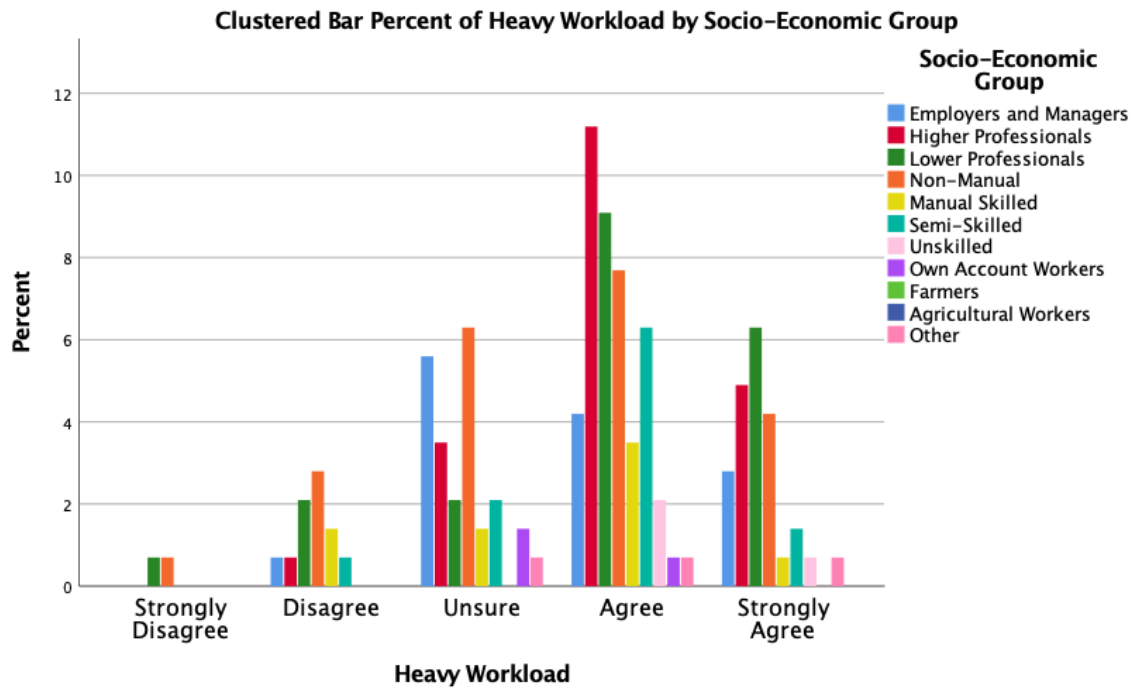
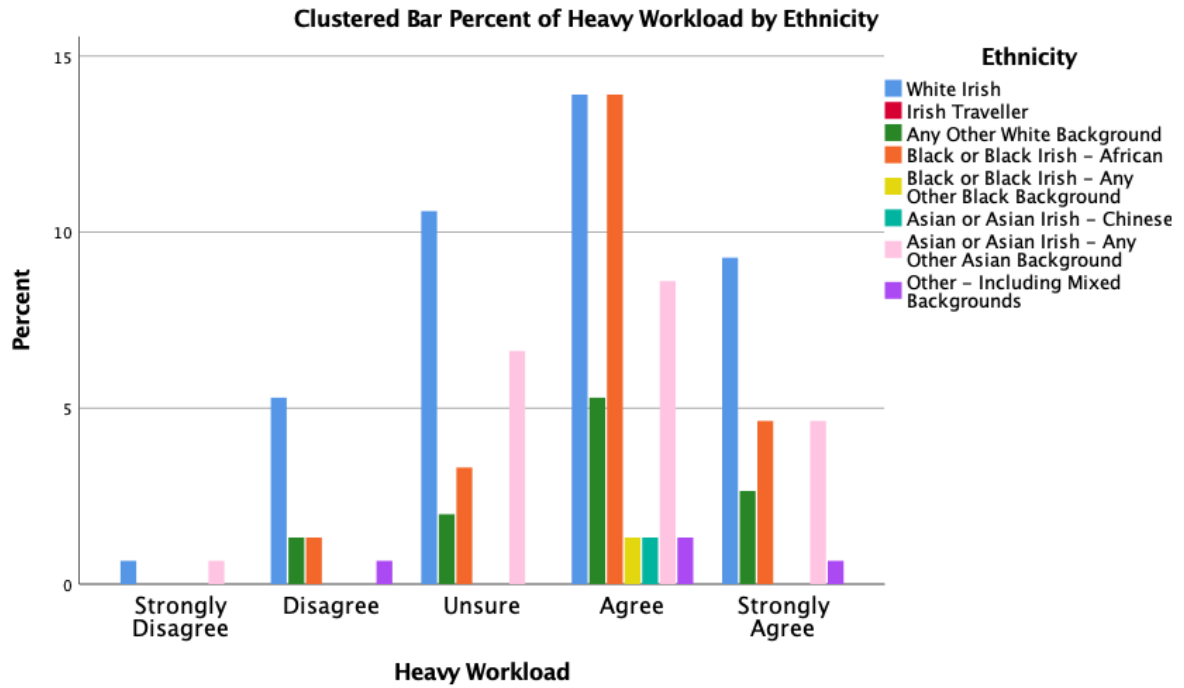
### Perception 3: 'Teaching is emotionally demanding'



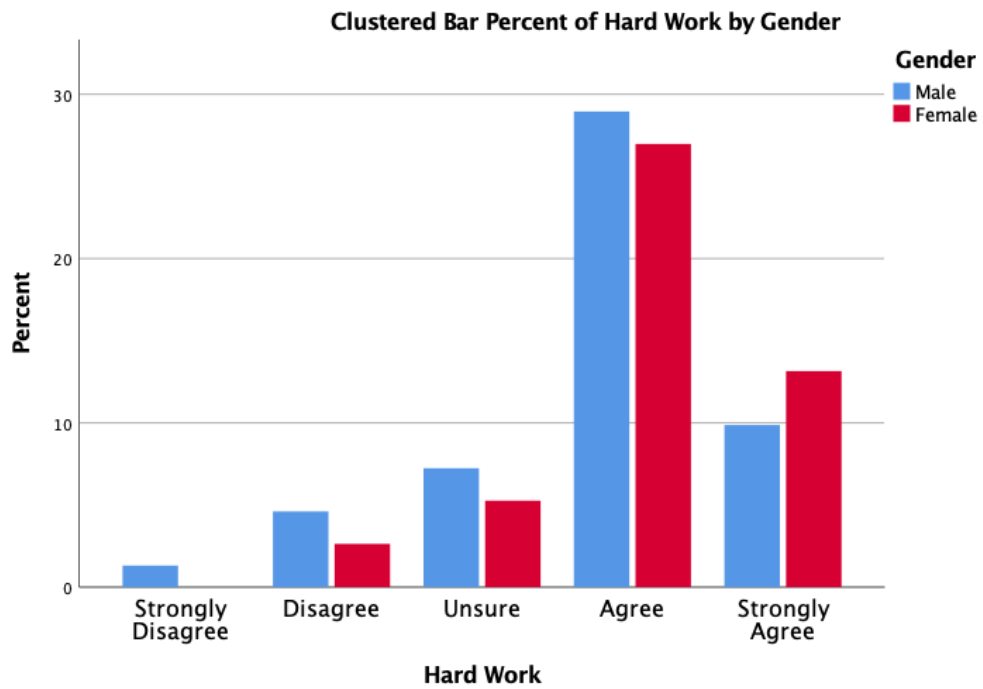
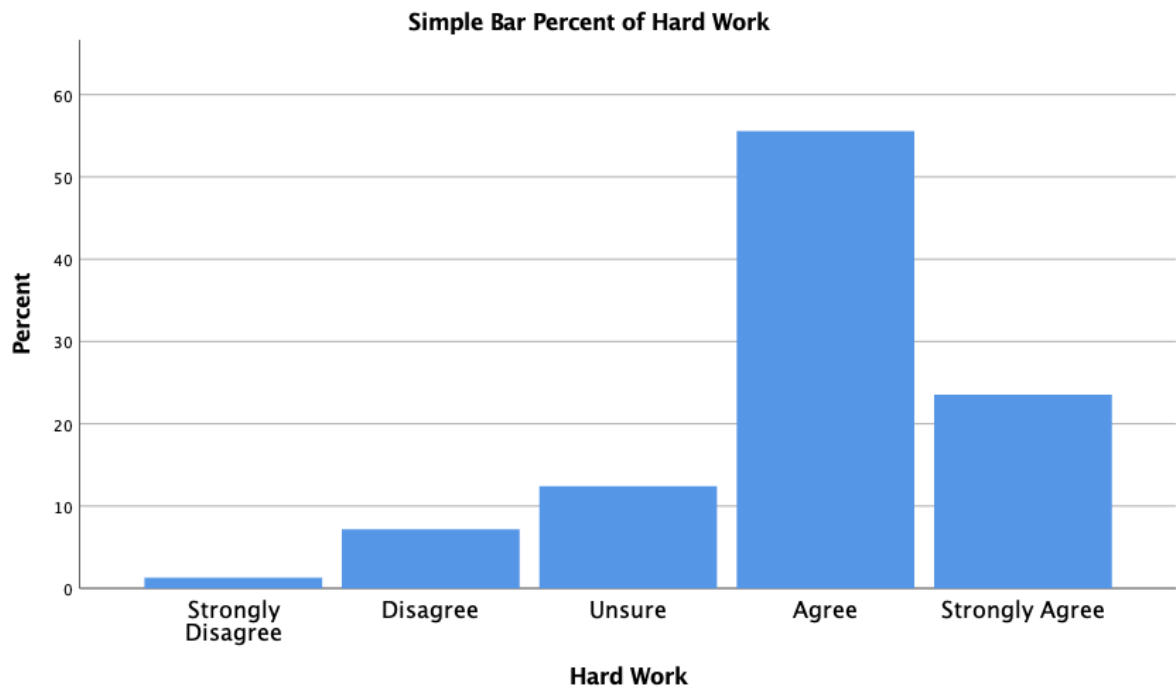


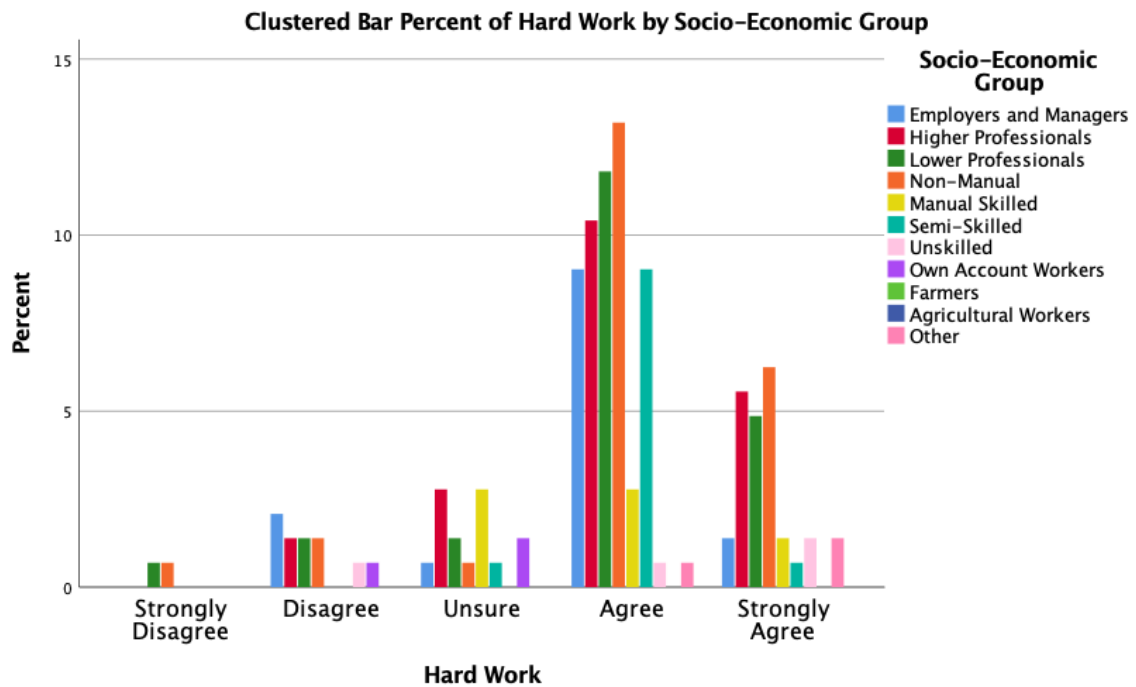
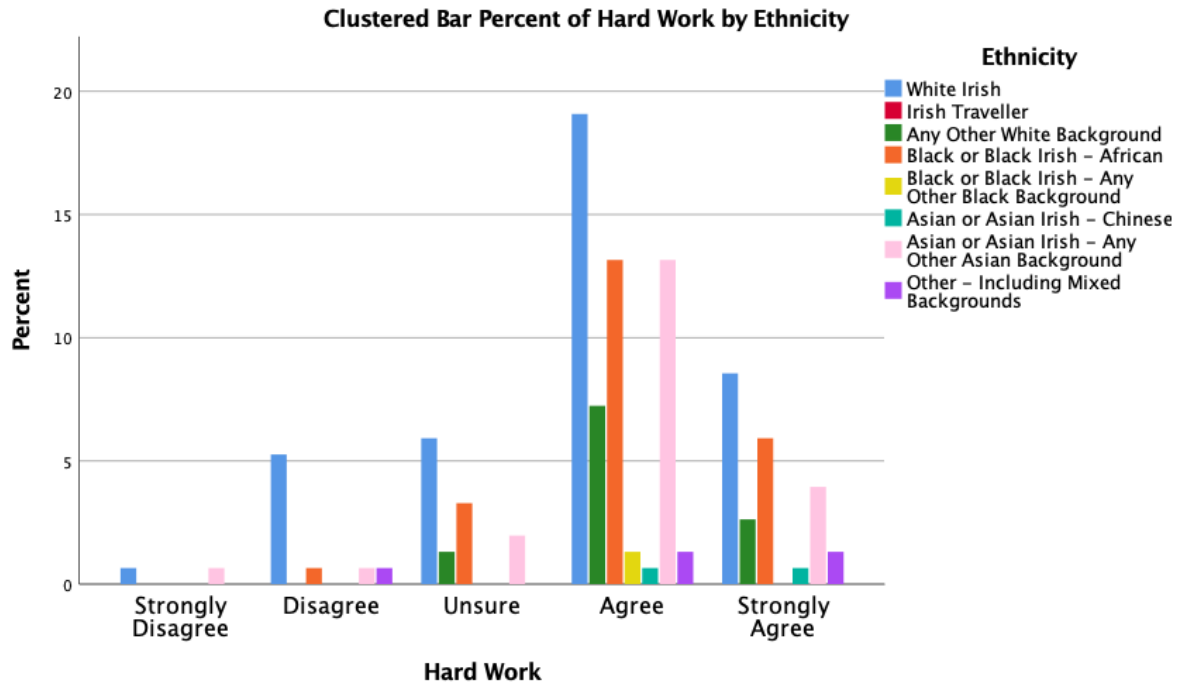
**Perception 4: ‘Teachers have a heavy workload’**





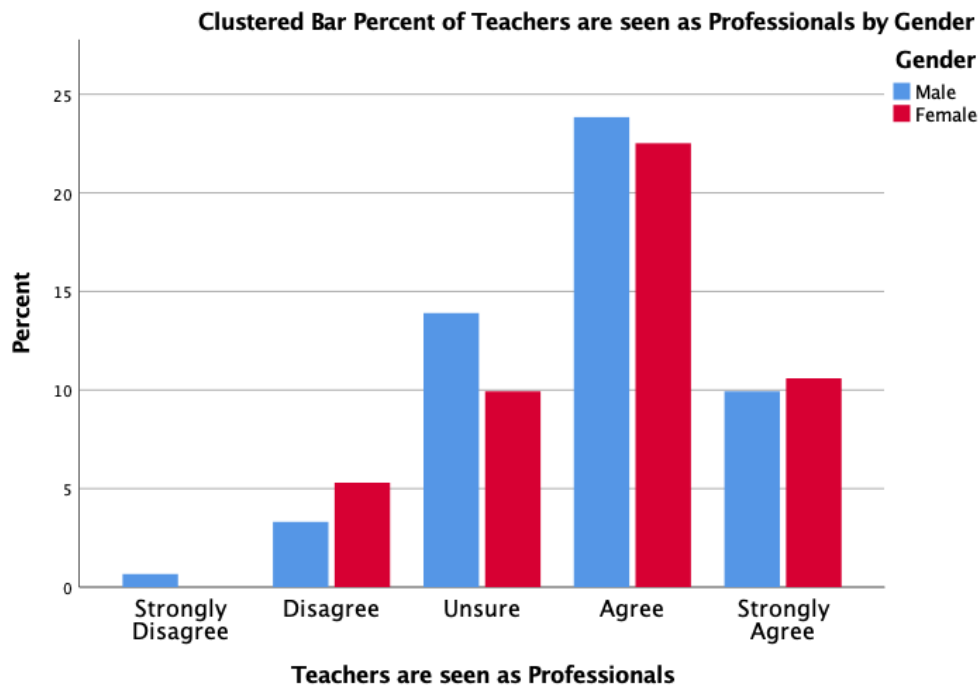
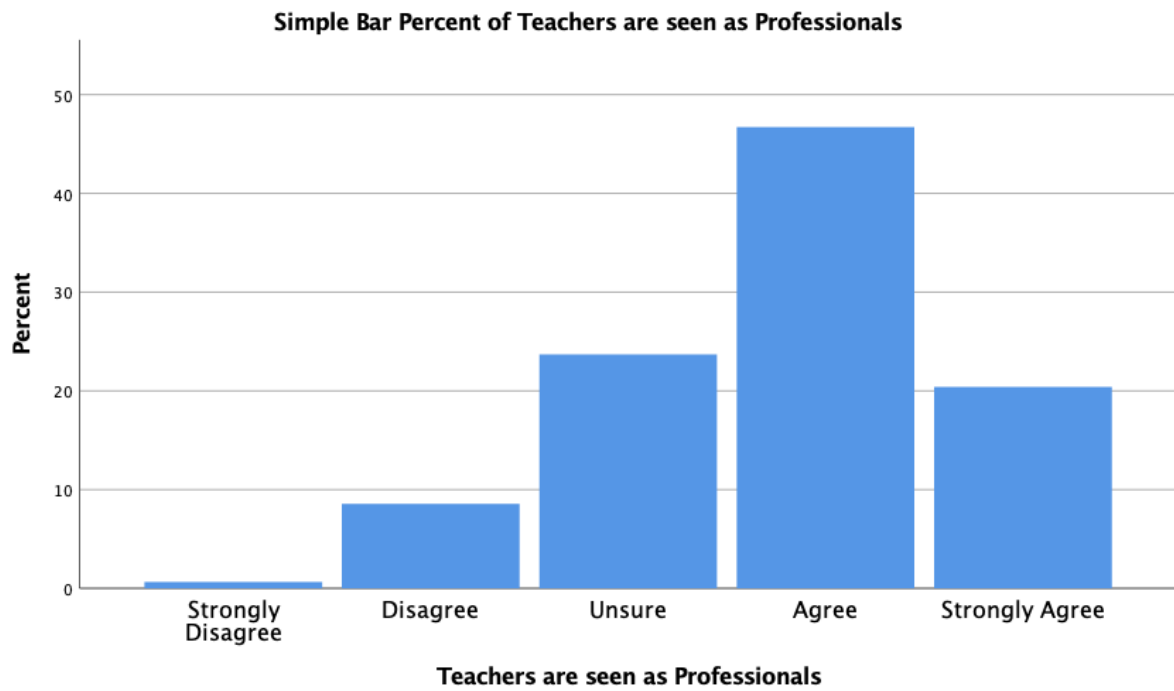
### Perception 5: 'Teaching is hard work'

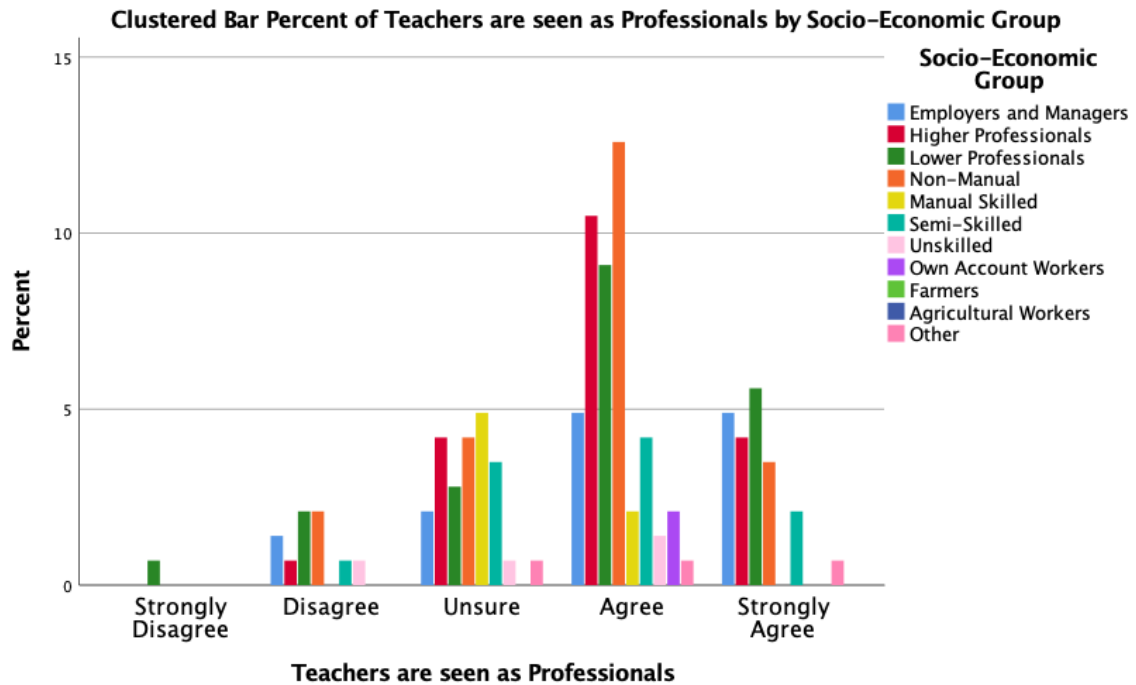
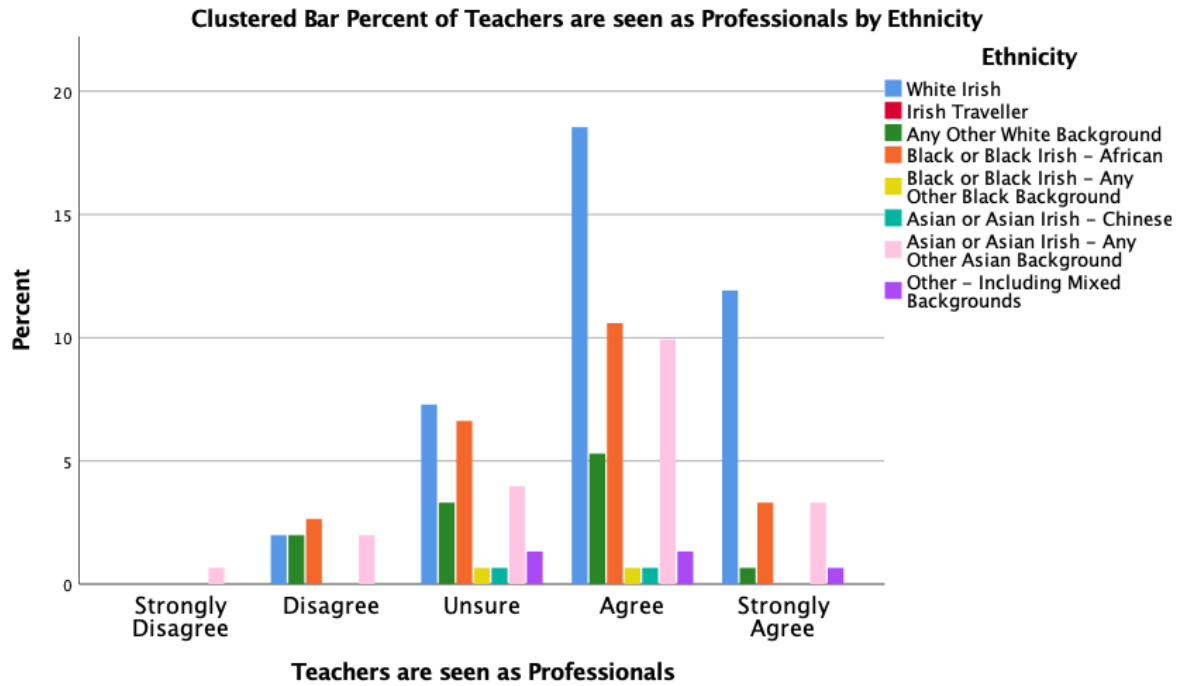




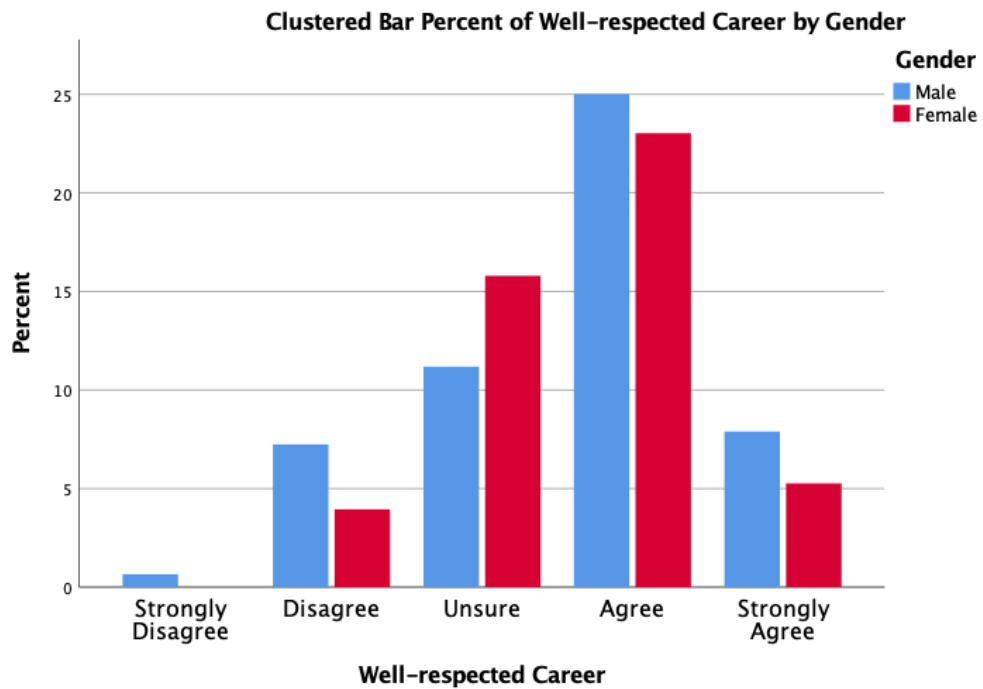
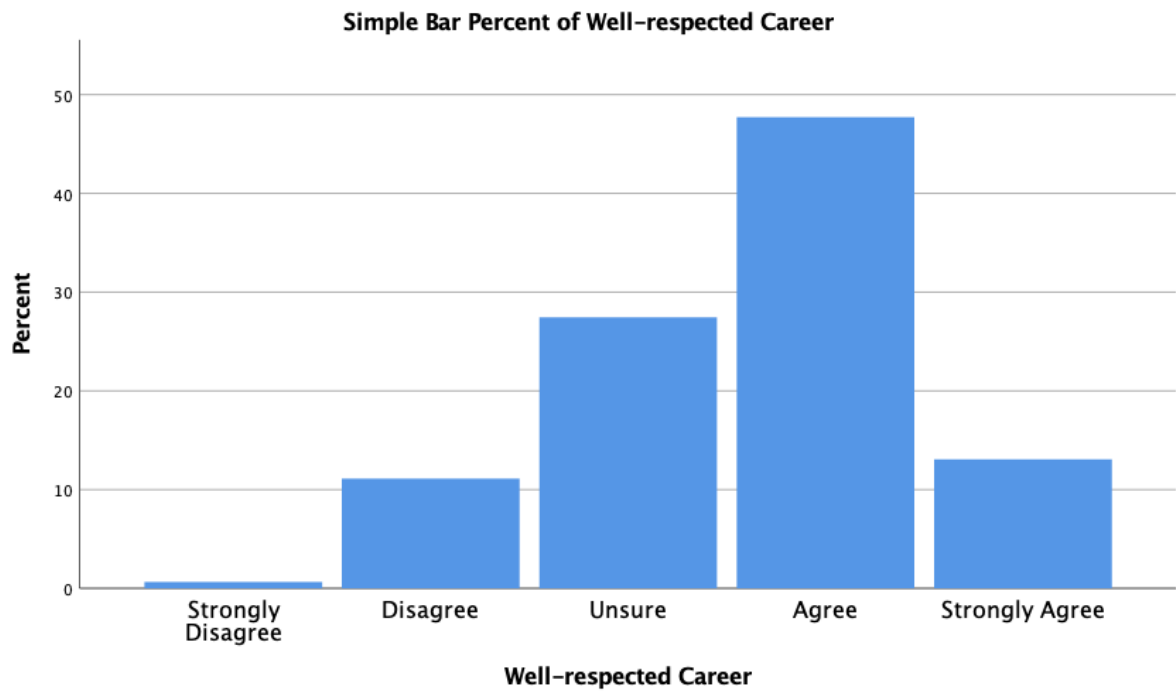


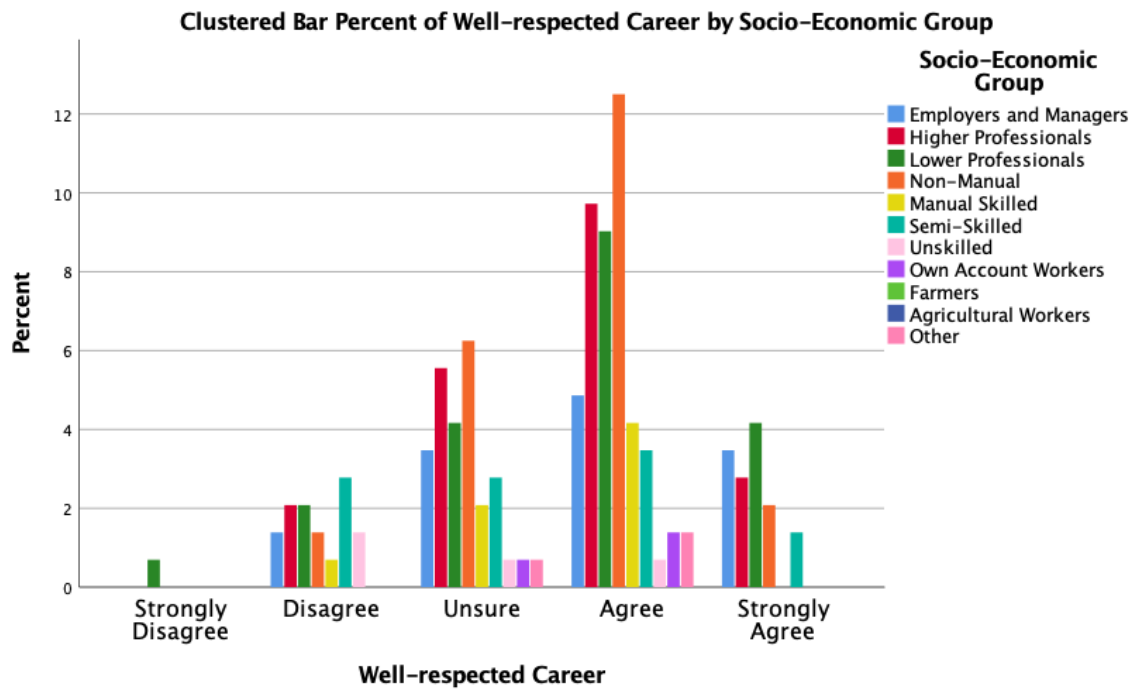
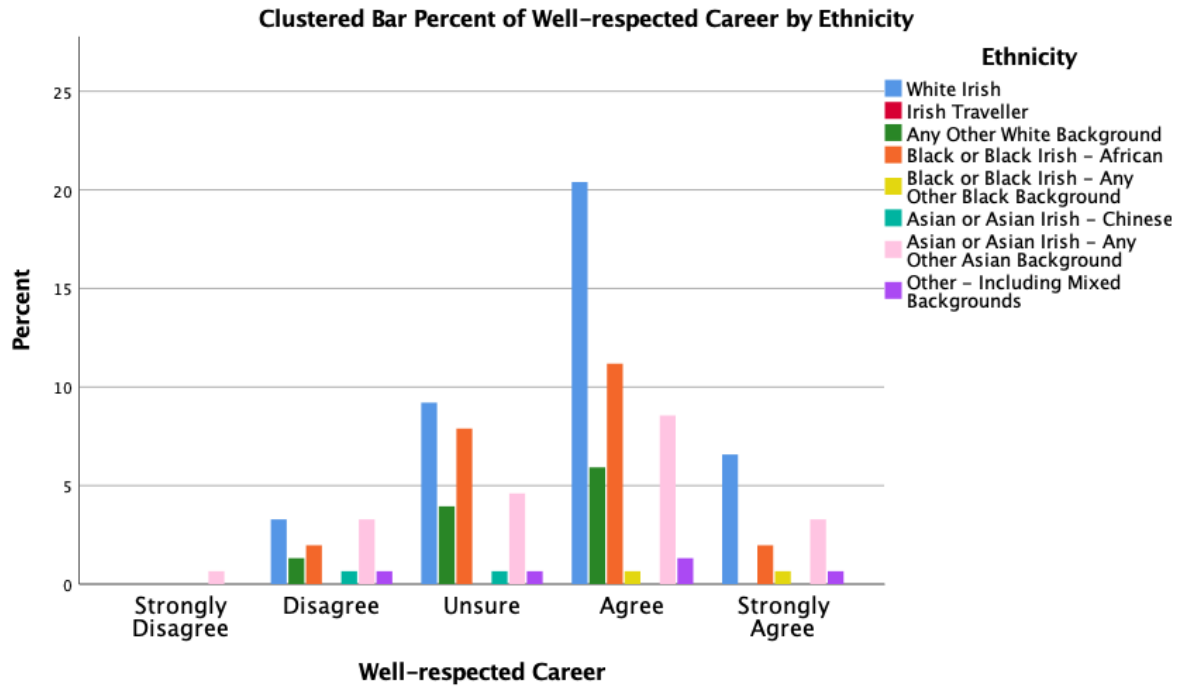
### Perception 6: 'Teachers are seen as professionals'



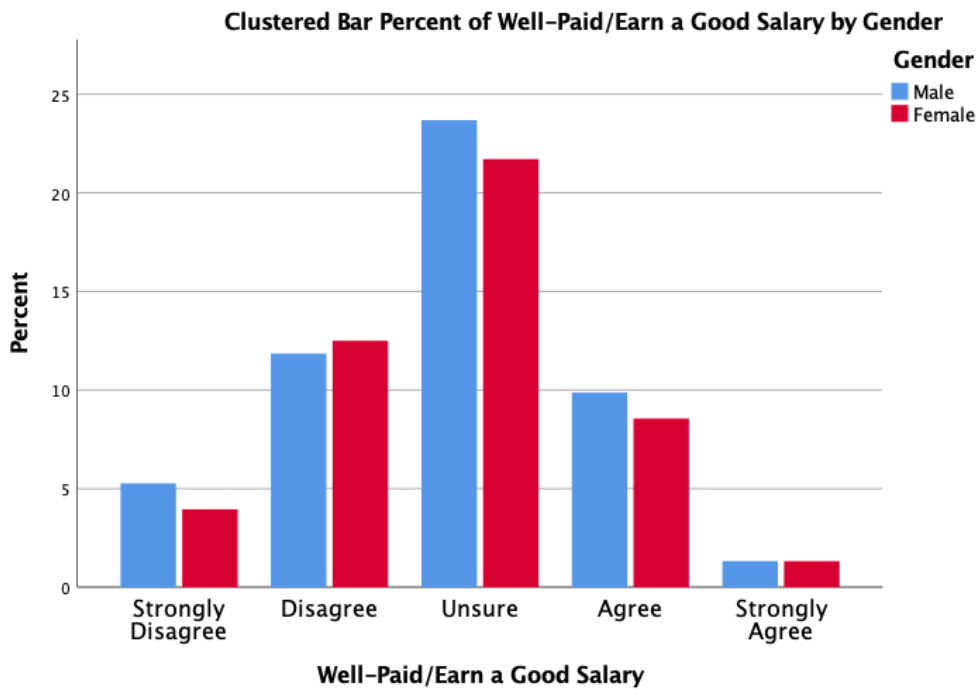
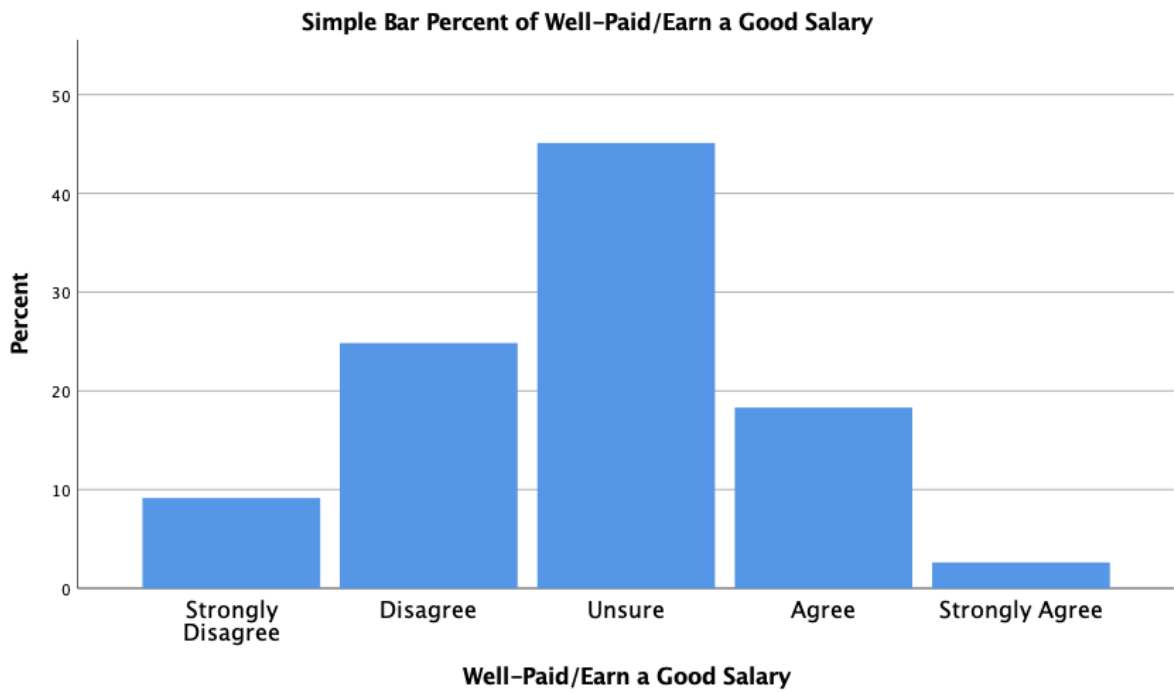


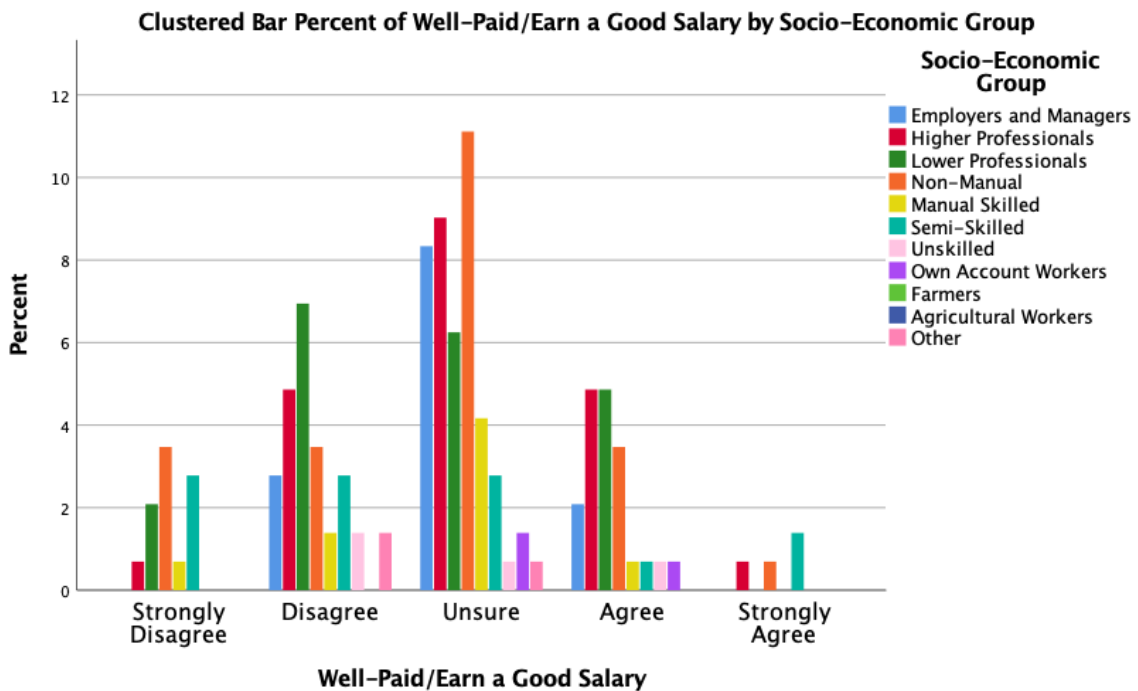
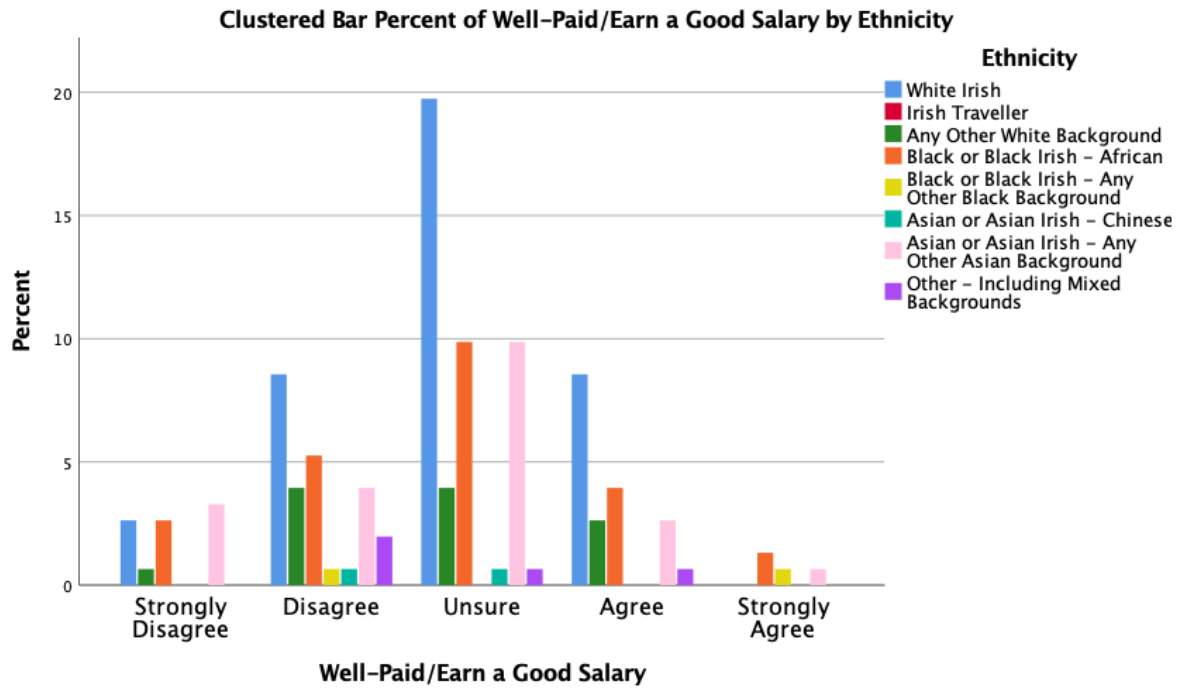
### Perception 7: 'Teaching is a well-respected career'



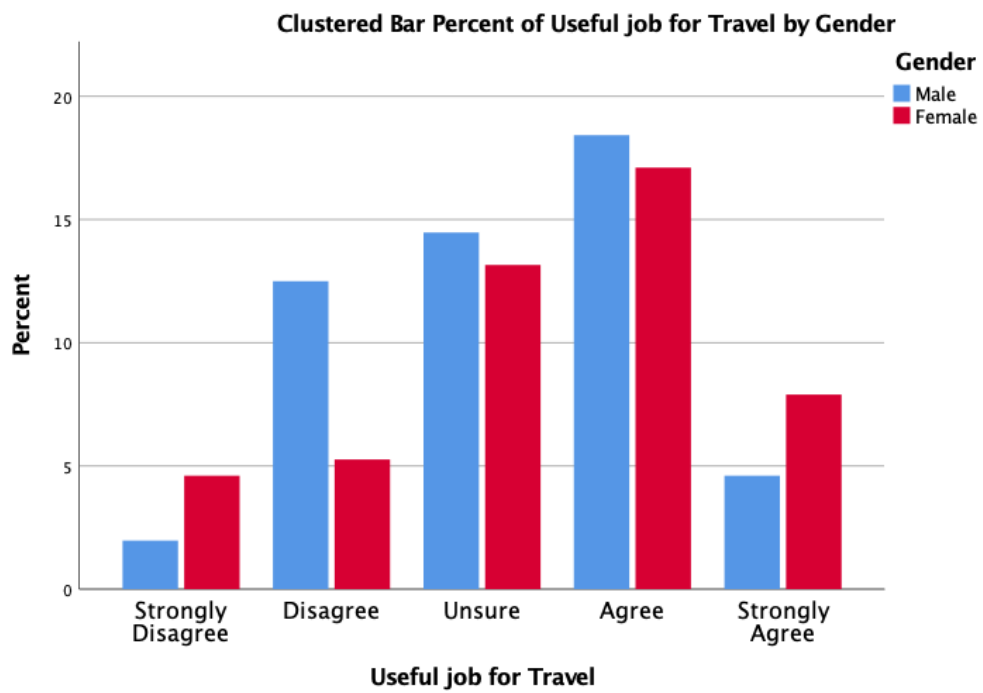
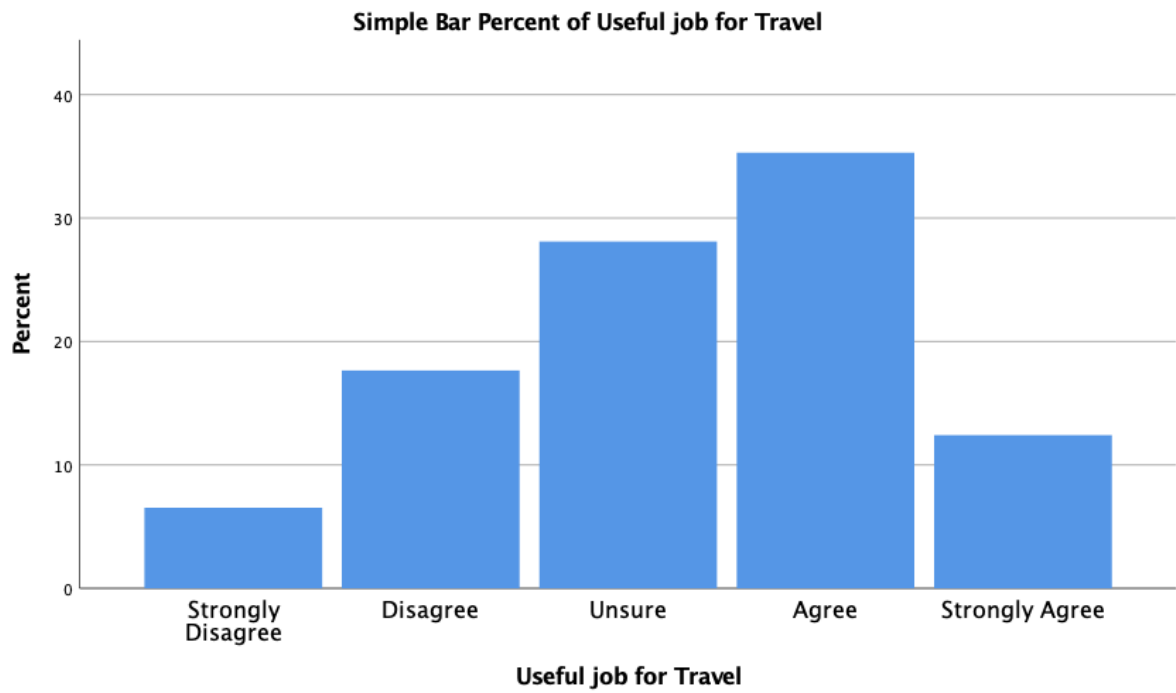


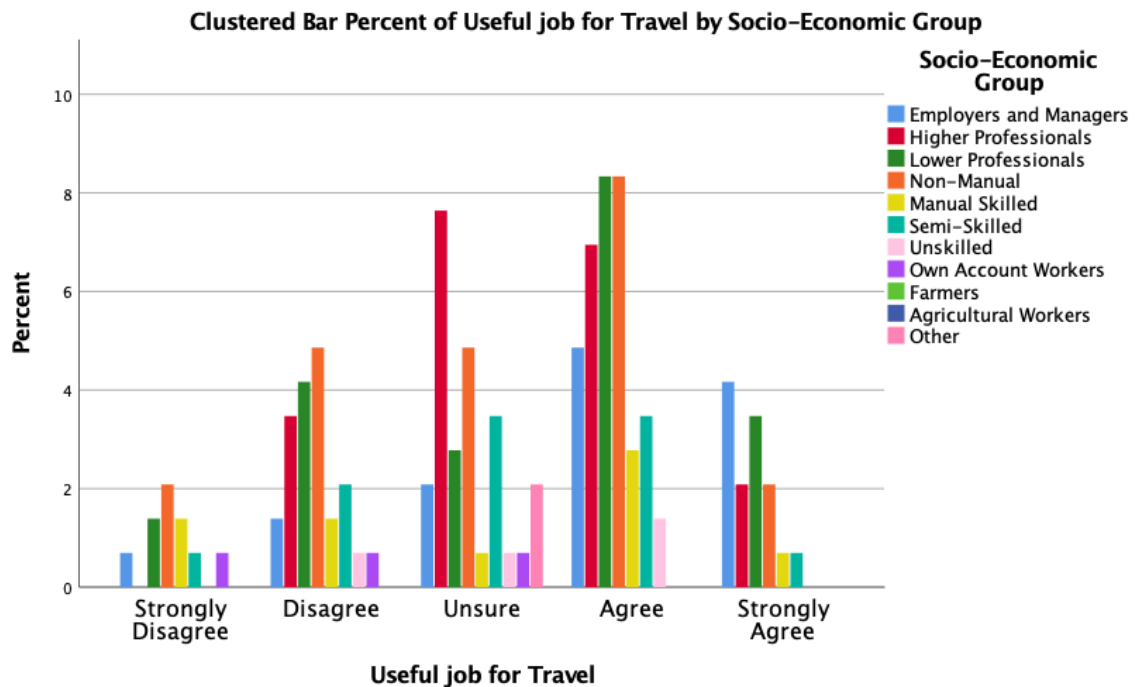
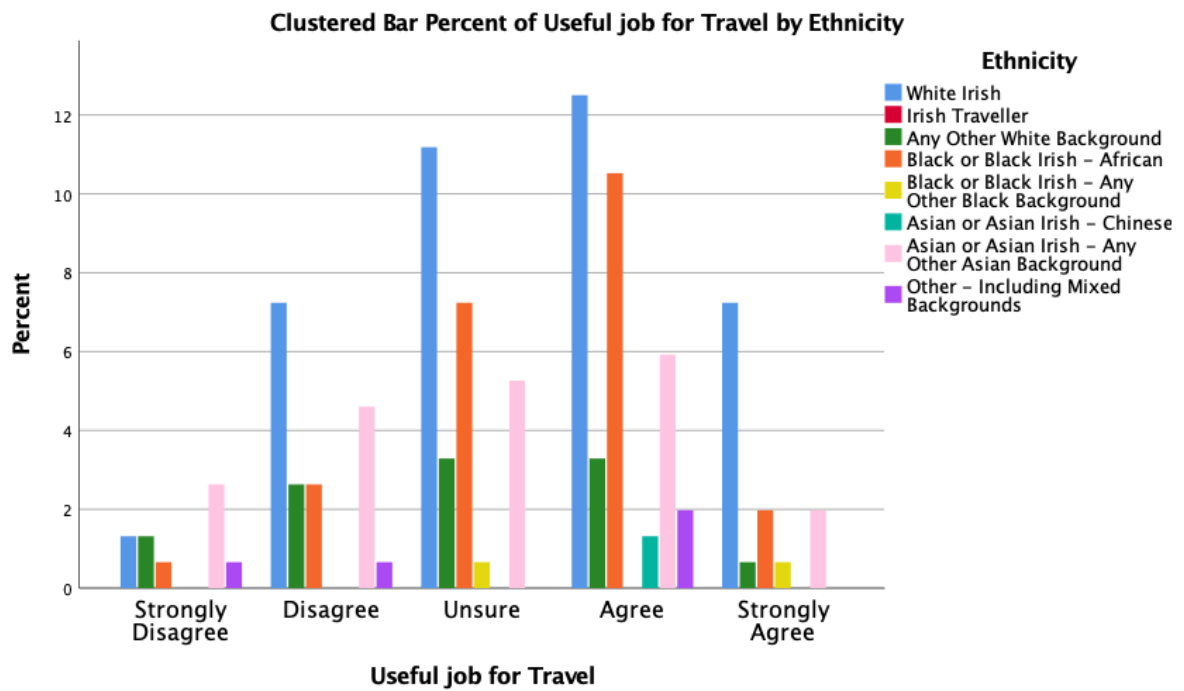
**Perception 8: ‘Teachers are well-paid and earn a good salary’**





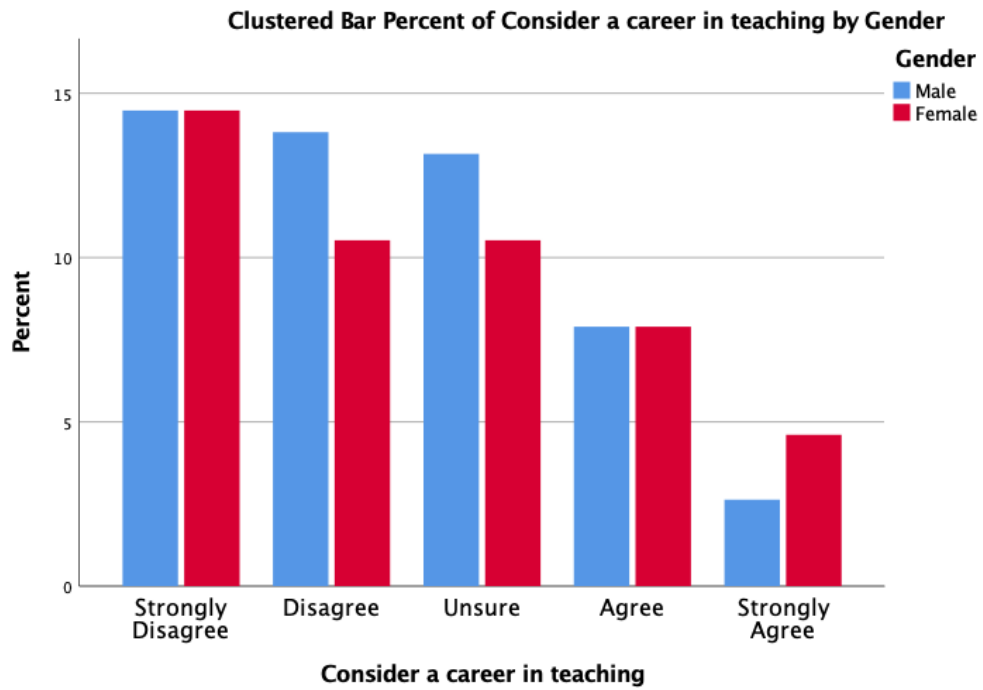
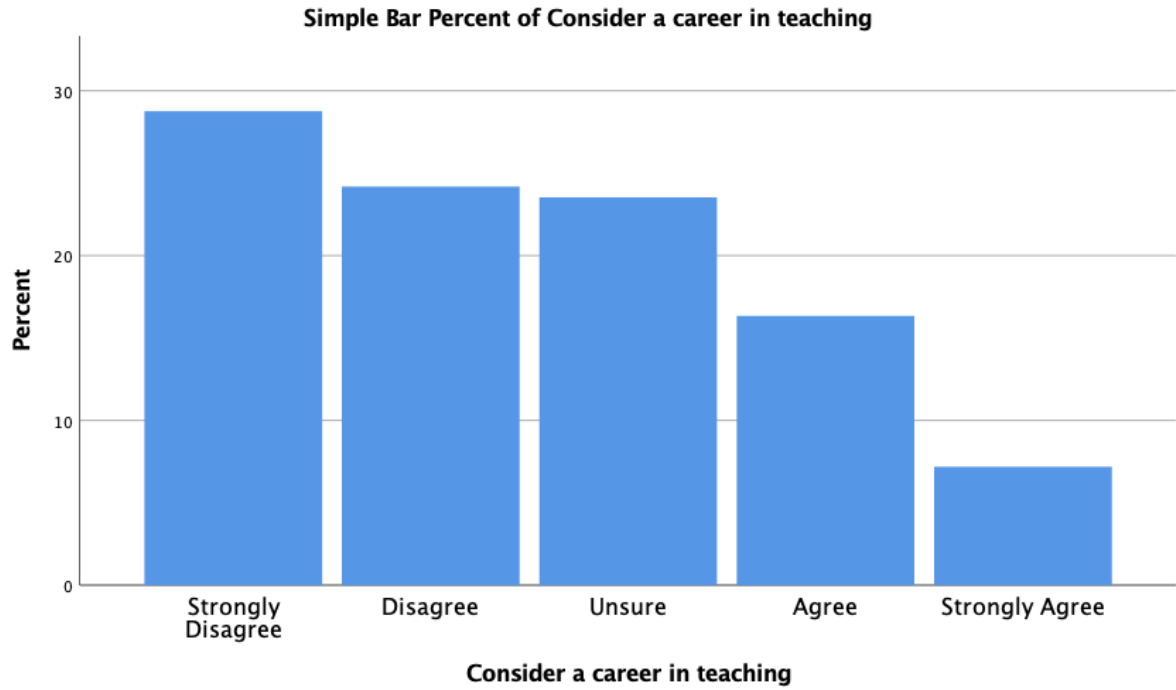
**Perception 9: ‘Becoming a teacher would be a useful job if you wanted to travel’**

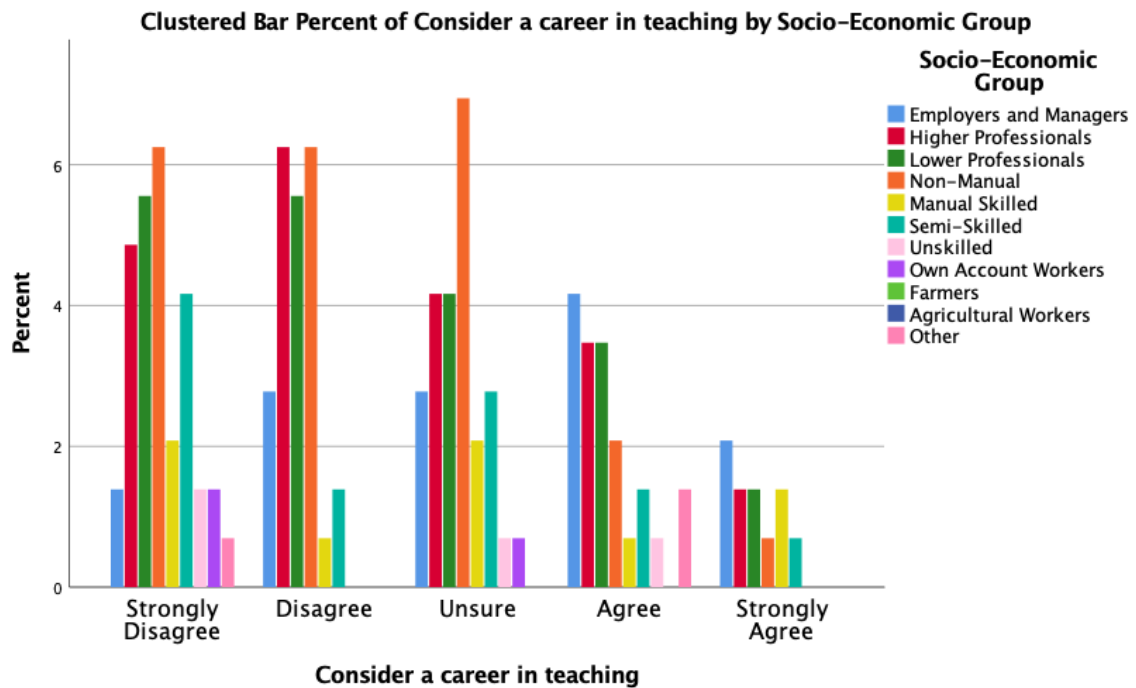
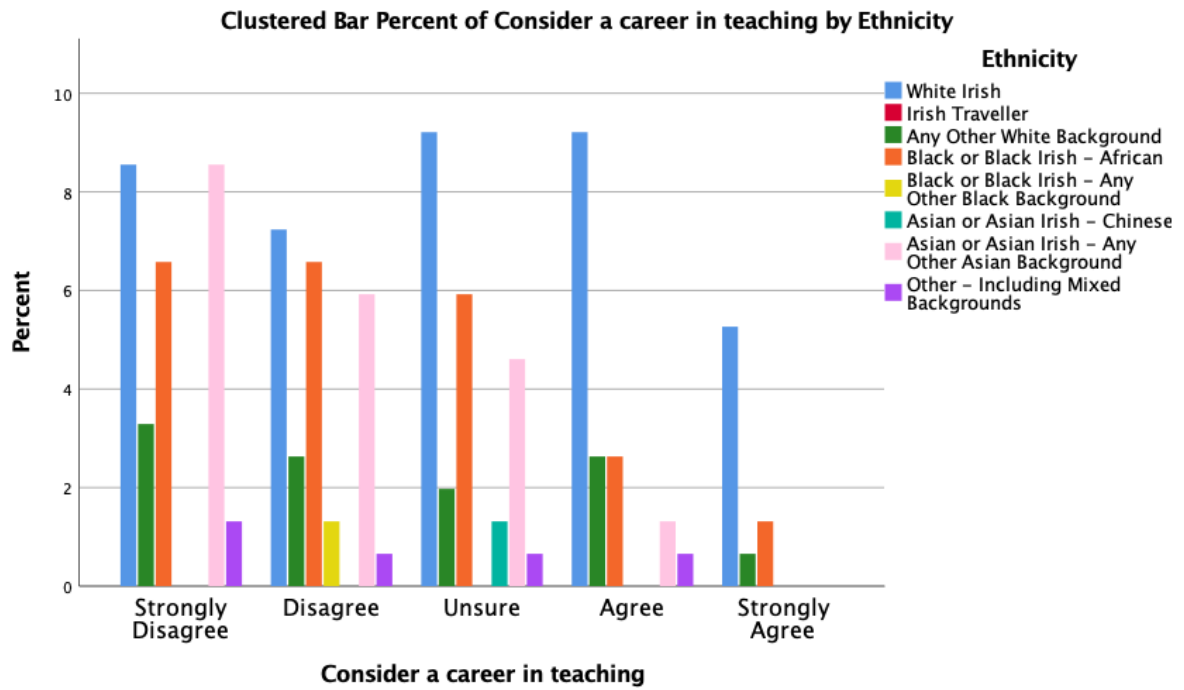




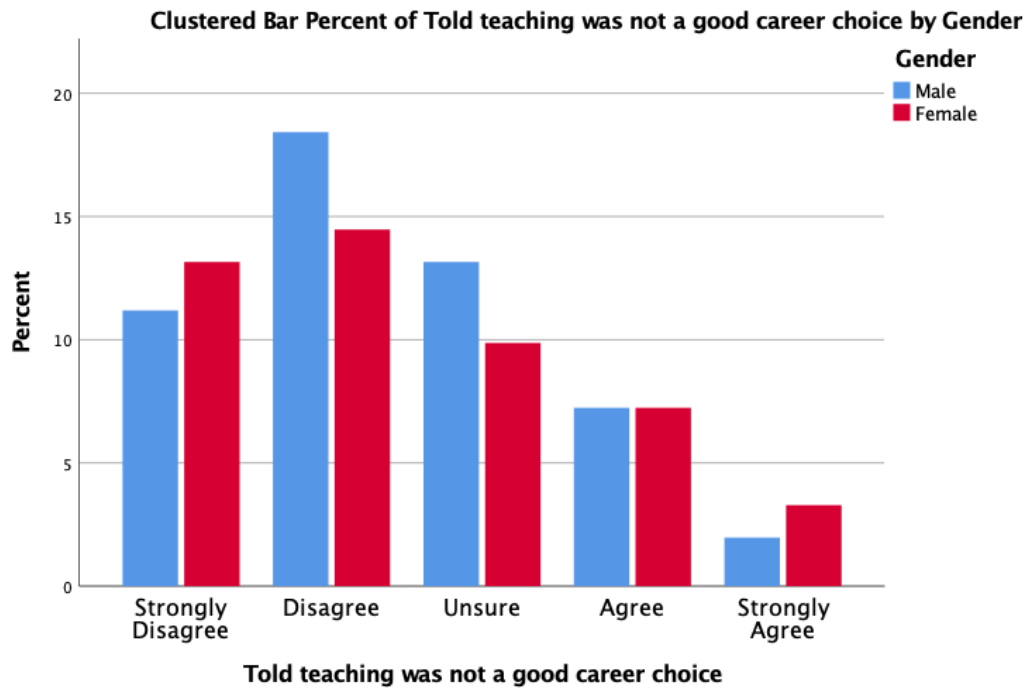
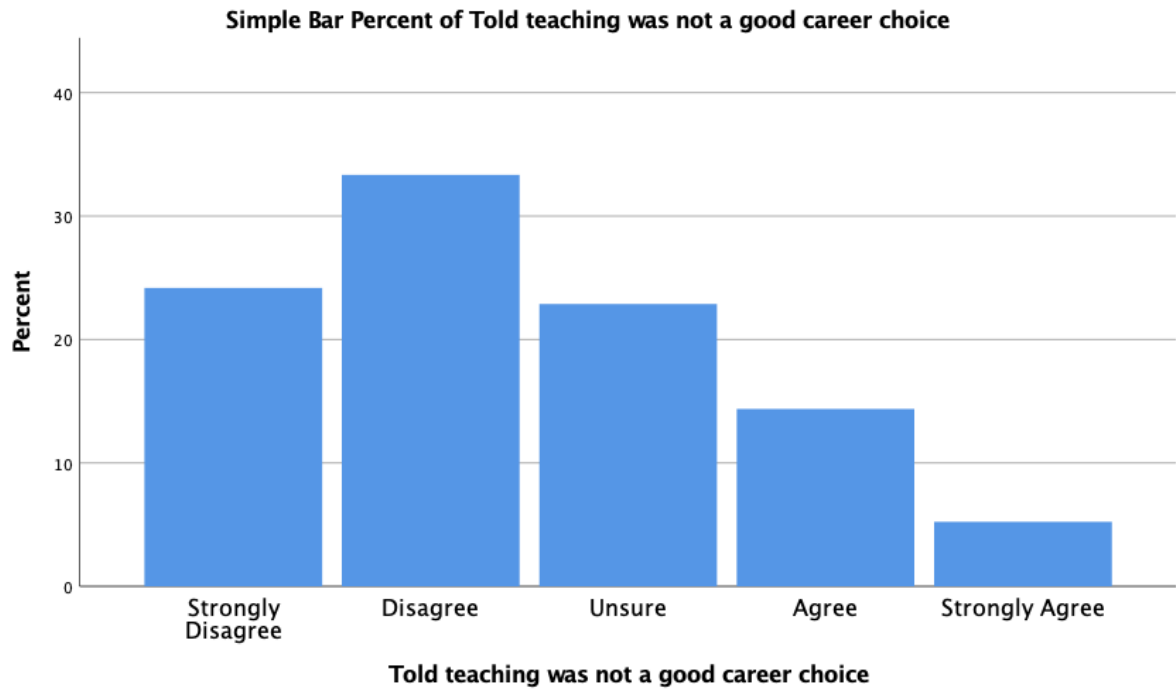


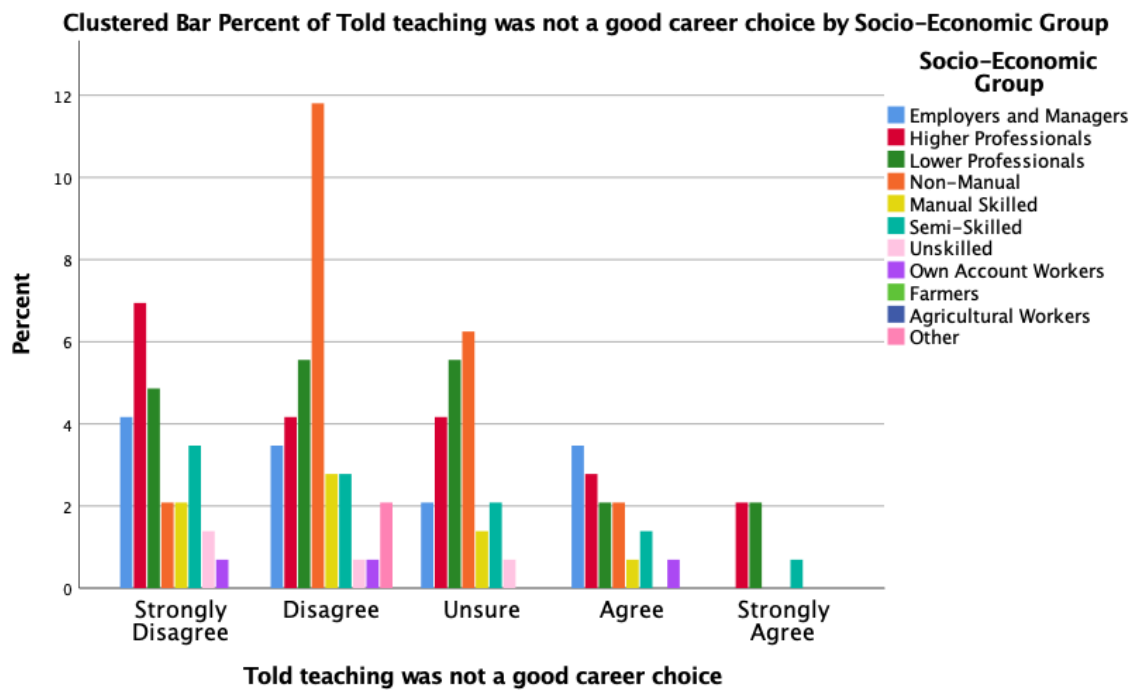
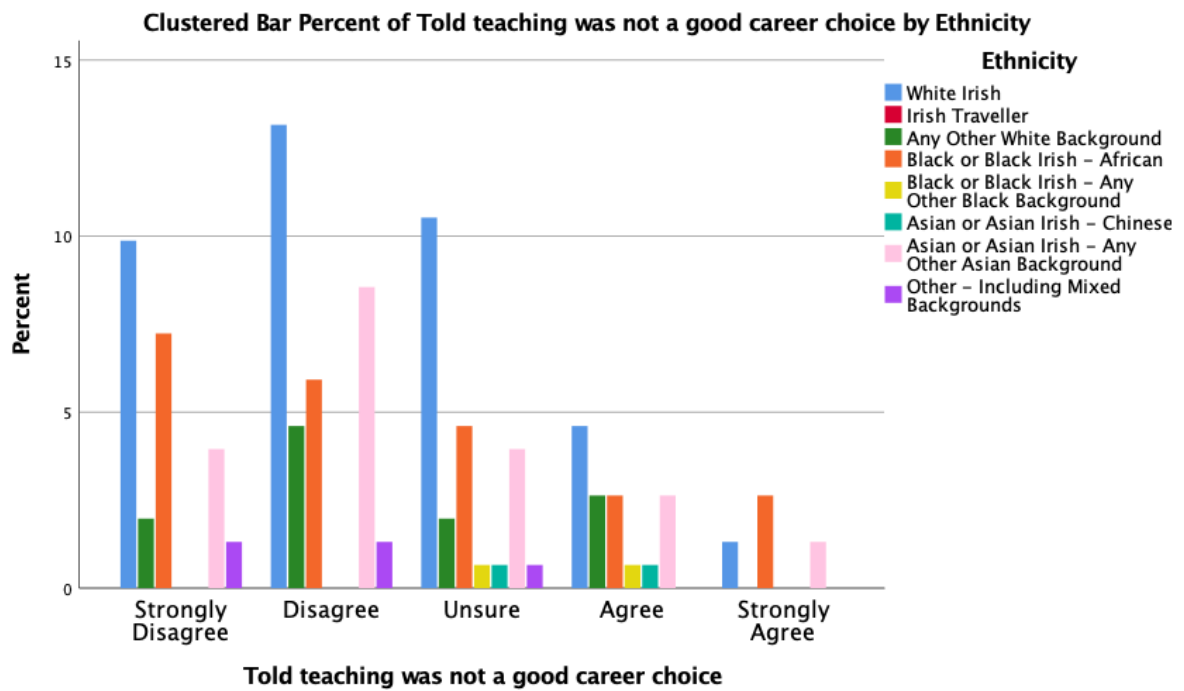
**Perception 10: ‘I would consider a career in teaching?’**



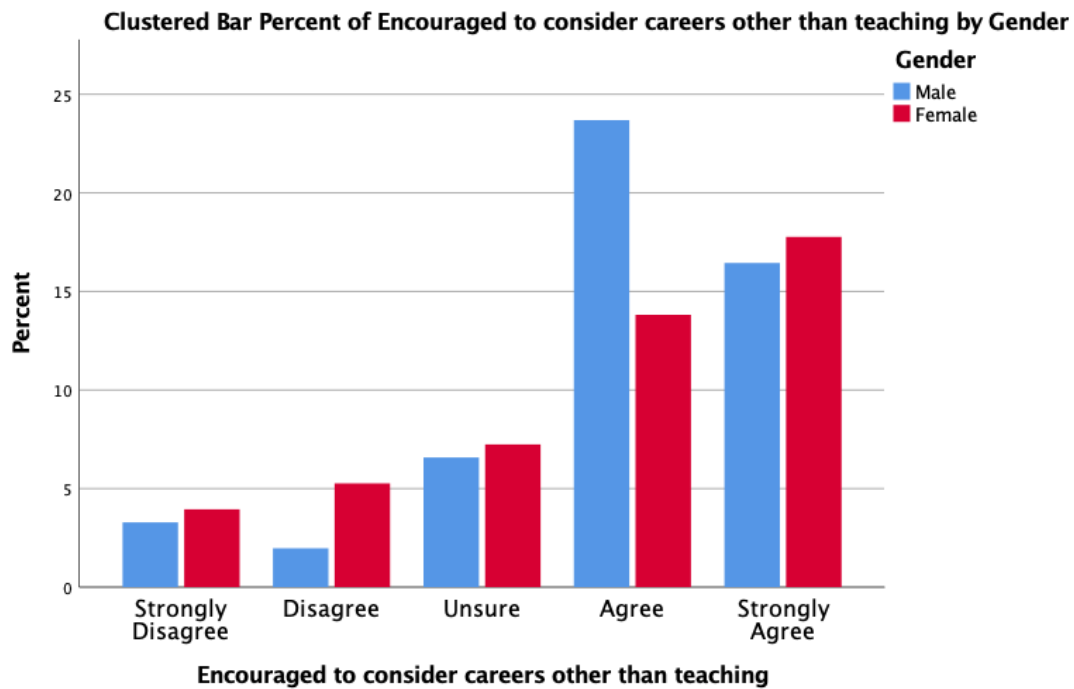
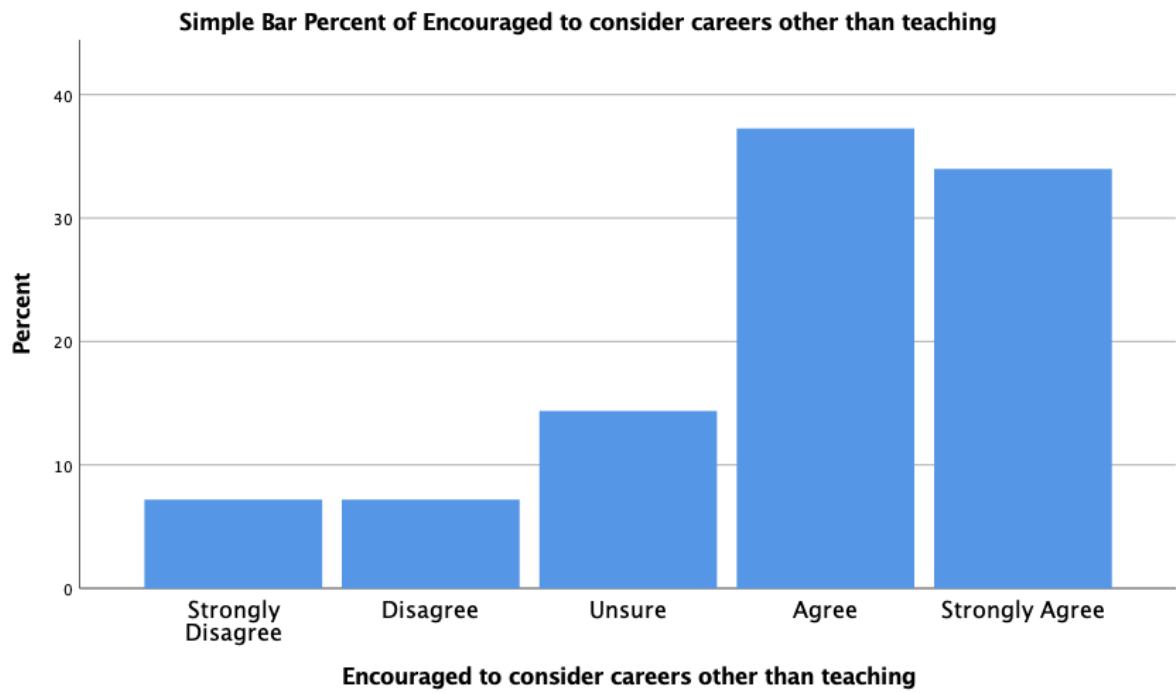


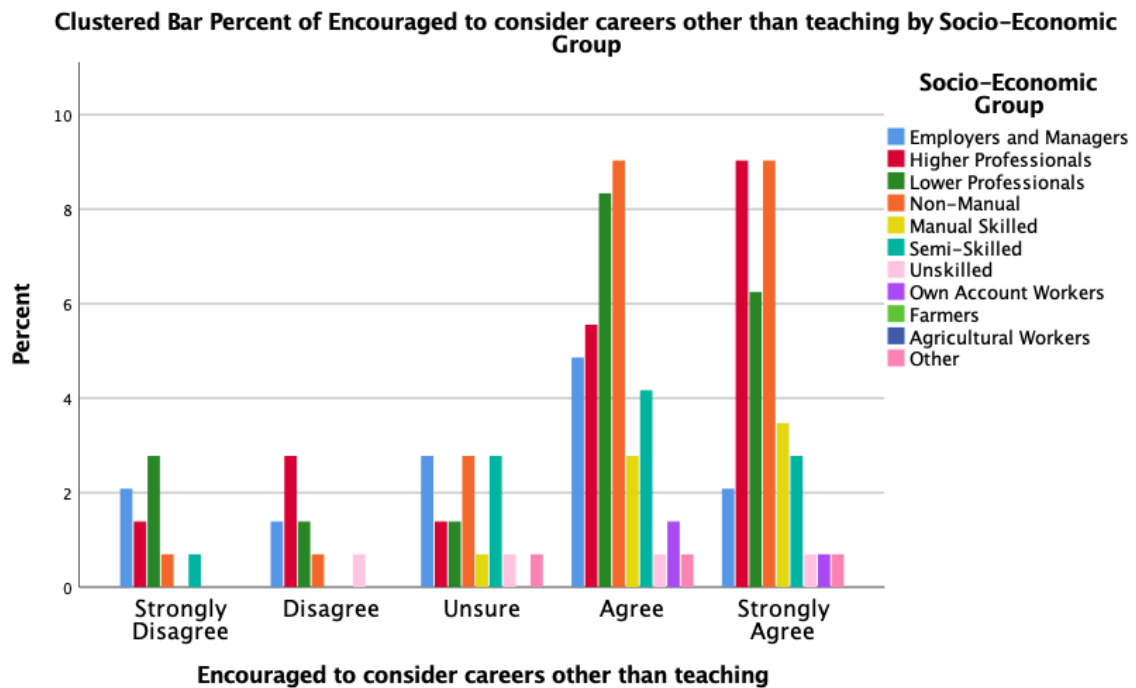
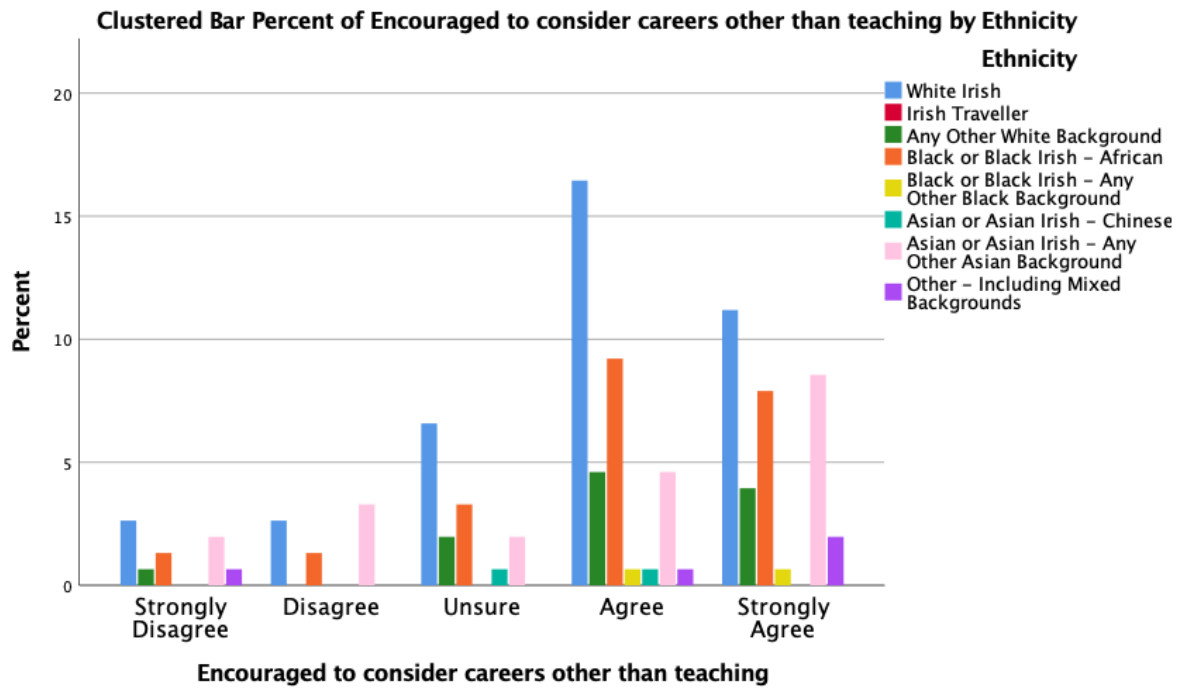
**Perception 11: 'I have been told teaching was not a good career choice'**





**Perception 12: ‘I have been encouraged to consider careers other than teaching’**





## Appendix LL. Initial Themes Generated from Focus Group Interviews.

### Initial Themes from Focus-Group Interviews

- **Diversity Meaning** – Even mix, different cultures/backgrounds/experiences, everything is different
- **Effects of Pay Inequality** – Financial Issues with Teaching/Better paid jobs than teaching (Pay Inequality in the Media causing concerns for students)
- **Lack of Family Support** – Due to financial position of Teaching/Professional Position of Teaching (Higher careers wanted by diverse students)
- **ASTI/TUI Strikes** – Risk of issues throughout teaching career/Stress
- **Substitute/Temporary Teaching Positions** – Uncertainty of Jobs/Students' fear of losing good teachers (Need for stability concerning teaching positions in Ireland)
- **H4 Irish Requirement** – Barrier – Issues with Exemption (Gaeltacht for all students in 5<sup>th</sup>/6<sup>th</sup> Year? Higher Points in Irish for students from diverse backgrounds? Should Irish be a core LC subject or a choice subject? PLC in Irish for alternative route in teaching?)
- **Teaching as a Second Career/Fall-back Career** – view that teachers go into teaching after another profession – Back-up
- **Gender** – Primarily Female Teachers
- **Student Diversity mainly in Dublin** only
- **Primarily White Irish Teachers in Schools** – Some diversity in language subjects at secondary school level however teacher's had broken English – Feeling that some students can't consider it because they're not white Irish.
- **Role-Models** – Express importance of 'care' in teaching/Notion of fairness reoccurring/respect – Supporting Students who needed help – Influence of teachers that don't have students in their class.
- **Experience with Diverse Teachers** – Enriching through their own experiences, Relational, Benefits of Diverse Teachers – learn about other cultures/different styles of teaching
- **Belief that things will begin to change with next generation of diverse students**
- **Lack of respect shown to teachers/teachers of diverse backgrounds** – students behaviour towards teachers influences choice on teaching.

- **Lack of passion and drive in teachers** – need for teachers who are passionate about their careers, using a variety of methodologies to teach their subjects etc. Teachers just waiting for retirement.
- **Sense that diverse students’ families came to Ireland for a ‘better life’** – from their own struggles back home, better life for their children
- **Teachers advising students not to pursue teaching as a career** – Revive teaching as a career
- **Lack of Career Guidance in Teaching** – Push for STEM subjects instead (Need to raise further awareness about careers in teaching)
- **Need for alternative language to Irish requirement** – (possibility for speciality teacher for Irish?)
- **Debate over Irish language and it’s place in the curriculum** (Should the place of Irish in the curriculum be re-considered?)
- **Outdated Curriculum** – Expressed the need to re-vamp curriculum at senior level
- **Working with Kids** – remains an important factor in the decision to teach or not
- **Family working as teachers** – considering factor in decision – to become/not become a teacher.
- **Be the Change Agent** - Wish to change the way subjects are taught Influence the next generation.
- **Holidays** – Three months to travel and add to personal experience, bring culture to their lessons.
- **Point System** – Belief that doesn’t show everyone’s true strengths, keeps going up, need for continuous assessment, cost of entering college, parents in profession already affording next generation costs (Extra points for Gaeilge for diverse students?)



**Appendix MM. NVivo (Version 12) codebook generated on 30<sup>th</sup> January 2020.**

<b>Name</b>	<b>Definitions of Code for Consistency</b>	<b>Interviews Coded &amp; Open-Ended Survey Response</b>	<b>References</b>
Access to Teacher Education	Reference to assess/entry routes to ITE	4	12
CAO Point System	Reference to CAO/Leaving Certificate points/Grade requirements	5	12
Career Guidance	Reference to access routes or advise from teachers to career in teaching	2	10
Contribution to Society	Reference to teachers' contribution to society	5	25
Diversity Meaning	Reference to the meaning of the word 'diversity'	4	11
Family	Reference to support/Lack of support from family members to teach	5	34
Gender	Reference to perceptions of gender in teaching	1	2
Irish Requirement	Reference to Irish language requirement for primary ITE	5	35
School Experience	Reference to prior teaching and learning school experiences	5	51
Skills	Reference to the quality and skills required to become a teacher	5	9
Student Diversity	Reference to diversity within the student population	5	14
Teacher as Role-Model	Reference to teachers that were regarded as role-models	5	38
Teacher Diversity	References to diversity within the teaching population	5	72
Teacher Salary	Reference to teacher salary/pay	5	32
Teaching as a Career Choice	Reference to teaching as a choice of career involving students' motivations and perceptions	5	48
Teaching as a Fall-Back Career	References to teaching as a 'back-up' or 'fallback' career	3	9
Temporary Teaching Positions	Reference to job stability and security regarding teaching positions	2	4
Working with Kids	Reference to working with children/young people	5	18

**Appendix NN. Small population details concerning the four electoral divisions within one geographical area in South Dublin County (CSO, 2016).**

<b>Electoral Division</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Total Population</b>	Approx. 5,000	Approx. 11,000	Approx. 32,000	Approx. 1,500
<b>Nationality</b> <i>(Three Largest Percentages)</i>	Irish (92.5%) Other E.U Countries(2%) Rest of the World (1.6%)	Irish (82%) Rest of the World (5%) Poland (4%)	Irish (82%) Other EU Countries (5%) Rest of the World (5%)	Irish (91.5%) Other EU Countries (2.4%) U.K (2.3%)
<b>Ethnic or Cultural Background</b> <i>(Three Largest Percentages)</i>	White Irish (85%) Other White (6%) Asian or Asian Irish (3%)	White Irish (64%) Other White (14%) Asian or Asian Irish (11%)	White Irish (63%) Other White (13.9%) Asian or Asian Irish (10.2%)	White Irish (89%) Other White (8%) Asian or Asian Irish (2.5%)
<b>Religion</b> <i>(Three Largest Percentages)</i>	Catholic (76%) No Religion (12%) Other Religion (11.4%)	Catholic (64.5%) Other Religion (23%) No Religion (11%)	Catholic (68%) Other Religion (23%) No Religion (10%)	Catholic (80%) Other Religion (10%) No Religion (9%)
<b>Foreign Languages Spoken</b>	12% speak foreign language	30.4% speak foreign language	31% speak foreign language	10% speak foreign language
<b>Ability to Speak Irish</b>	43.5% have the ability to speak Irish	35.2% have the ability to speak Irish	38% have the ability to speak Irish	47% have the ability to speak Irish
<b>Principal Economic</b>	At work (51%)	At work (60%) Retired (12%)	At work (66%) Student (13.5%)	At work (61%) Retired (13%)

<b>Status (Aged 15 or over)</b> <i>(Three Largest Percentages)</i>	Unemployed (14.5%) Student (11.1%)	Student (11%)	Looking after home/family (8%)	Student (11%)
<b>Socio-Economic Group</b> <i>(Three Largest Percentages)</i>	Employers and Managers (22%) Non-Manual (20%) Gainfully Occupied (14%)	Non-Manual (20%) Employers and Managers (18.2%) Lower Professional (15%)	Non-Manual (21%) Employers and Managers (19%) Lower Professional (14%)	Employers and Managers (37%) Higher Professional (15%) Non-Manual (14%)
<b>Highest Level of Education Completed</b> <i>(Three Largest Percentages)</i>	Upper Secondary (20%) Lower Secondary School (14%) Honours Bachelor Degree/Professional Qualification (13%)	Upper Secondary (18%) Honours Bachelor Degree/Professional Qualification (13.5%) Postgraduate Diploma/Degree (12%)	Upper Secondary (18%) Honours Bachelor Degree/Professional Qualification (14.5%) Postgraduate Diploma/Degree (12%)	Honours Bachelor Degree/Professional Qualification (19%) Postgraduate Diploma/Degree (18%) Upper Secondary (15%)