INFLUENCES ON THE PRACTICES OF NOVICE
HOME ECONOMICS TEACHERS

by

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ABSTRACT

Feiman-Nemser and Floden (1986) described teacher socialization as learning to be a teacher and negotiating between idealism and what is possible in particular school settings. This study explored the influences of personal history and idealisms on novice home economics teachers' images of teaching. The second aspect of this study examined the ways in which these influences are recognized and negotiated in teaching practices. The research focus is of particular interest, because of the subject matter of home economics education. The home economics teacher enables students to define and solve problems within family dynamics and it is of interest to study whether the home economics teacher's personal history influences his or her practice of teaching.

One first year teacher and three student teachers participated in this study. Life history and ethnographic interviewing were used to capture the stories of the subjects. The conversations were audiotaped and transcribed for analysis.

Two central themes were elicited from analysis of the interviews. The themes centered on 1) personal history; and 2) being a good teacher. The theme on personal history included the areas of family, family dynamics and responsibility, and former teachers. The areas of family, former teachers, and being a good teacher were common influences to all four subjects. The area of responsibility applied to two of the subjects.

The findings of this study indicate that people of significance, that is, parents, grandparents, siblings and former teachers, have some bearing on novice home economics teachers' images and practices of teaching.
Although the novice teachers recognized these influences, they were not always comfortable with these influences on their teaching practices. Novice home economics teachers constantly strive within their practices to realize their ideals of teaching.

These findings have implications in teacher education, classroom practice and for future research. Curriculum and instruction courses in teacher education programs need to provide ways for prospective teachers to discuss and acknowledge and critically reflect on influences in their life histories which have led them to teaching and shaped their images of teaching and their teaching practice. It may be that family has been particularly influential in the lives of home economics teachers because it is also the subject matter they teach. Research with novice teachers in other subject area specializations could provide data to compare with the home economics teachers in this study.
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CHAPTER 1
INTRODUCTION AND BACKGROUND

Introduction

In understanding something so intensely personal as teaching it is critical we know about the person the teacher is (Goodson, 1992, p. 4).

Many stories have been related about beginning teachers' experiences. Researchers have investigated the influences on an individual becoming a teacher and on teacher socialization (Feiman-Nemser & Floden, 1986; Knowles, 1992). Many studies have explored how teachers develop sets of beliefs and values about their duties, and how novice teachers formulate their teaching and classroom practice (Aitken & Mildon, 1992; Knowles, 1992). Schulz (1993) states "teachers teach the way they do for personal and practical reasons, and if we are interested in gaining insight into why teachers run their classrooms in particular ways, and how they might run them differently, we must listen to the teacher's voice and hear the teacher's story" (p. 1).

Zeichner (1983) suggested using the term socialization to describe the act of becoming a teacher as a term "that readily communicates an interest in understanding the continual interplay between individual choice and situational constraint" (p. 2). Bullough (1993) with first year teacher Kerrie Baughman, as well as others, identified a series of phases in becoming a teacher. However, despite the vast quantity of research on teacher education and teacher socialization, there are still questions regarding how personal history, thoughts and the idealisms of beginning teachers are reflected in their
actions in the classroom and on their own image of teaching. Specifically, little is known of the impact that personal history and idealisms have on novice home economics teachers and how this idealism is modified or sustained with the realities of everyday teaching.

Personal history and idealisms are novel ideas which add a new dimension to Lortie's notion that learning to teach is an "apprenticeship of observation." Lortie's idea is that potential teachers have already spent countless hours, as young students in the classroom, internalizing their teachers' mode of operation (Lortie, 1975). Although this may be true, there are perhaps other factors which may influence novice teachers' thinking and actions. In home economics, where the nature of the subject deals with family life issues, there is the possibility of one's personal life experiences impacting directly on what and how one teaches. Many future home economics teachers are familiar with, for example, food preparation or solving problems within the family and come to teach these subjects with some particular beliefs in mind.

**Becoming a Teacher**

There are various definitions of *teacher socialization* in the literature. Feiman-Nemser and Floden (1986) describe teacher socialization as learning to be a teacher and negotiating between idealism and what is possible in particular school settings. Merton, Reader, and Kendall (cited in Feiman-Nemser & Floden, 1986)) defined socialization to include any change to teachers through any means to the narrower parameters of how a teacher comes to hold a set of beliefs about his or her values and duties within a school system. Random House Dictionary of the English Language (1987)
defines socialization as "a continual process whereby an individual acquires a personal identity and learns the norms, values, behavior, and social skills appropriate to his or her social position" (p. 1811). Some of these definitions are all encompassing in that they include all possible changes to teachers whereas other definitions refer specifically to the assimilation of a measurable behavior or skill. In this study, socialization refers to the negotiation and changes that occur to novice teachers' images of teaching and their classroom practices during the initial stages of teaching home economics.

In recent literature, authors such as Aitken and Mildon (1992), Bullough (1993), Carter (1993), Goodson (1992), and Peterat (1993) have suggested teachers' views about teaching and their practices may be constantly changing. Biography or personal life stories influence individuals to work towards becoming the teachers that they envision. As novice teachers they may not begin their careers being the teachers that they have personified in their minds. Instead, hurdles or roadblocks may hinder these beginner teachers from achieving their vision for teaching. For example, a teacher on call or the substitute teacher on a short term teaching assignment usually must follow someone else's agenda. Other constraints on novice teachers include their struggle with new and perhaps demanding teaching assignments, unfamiliar school culture, and challenging classroom management.

According to Knowles, (1992) "biography refers to those formative experiences of pre-service and beginning teachers which have influenced the ways in which they think about teaching and, subsequently, their actions in
the classroom" (p. 99). As students in classrooms, they had ample opportunity to observe their own teachers at work. Lortie (1975) calls this situation, "apprenticeship of observation" and thereby prospective teachers have developed ways of thinking about teaching prior to teacher education. Many novice teachers are influenced to become teachers by former teachers (Goodlad, 1990), while others are influenced in their teaching practices by their families (Casey, 1990). With this pre-history associated with teaching and the classroom, beginning teachers bring with them many expectations and ideals about being a teacher. Although Knowles looked at biography in terms of the influences on teaching practices and thinking about teaching by prospective teachers, biography is not necessarily limited only to these experiences. Personal history which include experiences outside of schools have some bearing on the beliefs and values that are brought to teaching.

Since this study is situated in the context of home economics education, it is important to describe the subject matter and its philosophy. The subject matter of home economics deals with issues and ideas surrounding and as a part of the family. Brown (1980) states,

Home economics education is concerned with service to society in which professional action is based on commitment to some mission of value to society and on a depth and scope of understanding relevant to that mission. (p. 100)

Home economics education seeks to change persons, not by professionals who act as the change agent, but by communication (which, by definition, is two-way). This communication between professional and client is one of search, of mutual enlightenment, of critical reflection in which a problem is adequately defined and its solution sought. It draws upon and makes use of the knowledge held by the client as well as that by the professional. (p. 101)
Brown clearly delineates how and who is involved in solving problems. In the classroom, involvement includes both students and the teacher. In teaching home economics, it may be impossible to separate personal attitudes and beliefs from professional life when problems and issues surrounding the family are at the forefront. Therefore, it is likely that one's life history is influential on the developing values and beliefs as a teacher.

**Research Focus**

I am interested in: 1) the ways personal history, particularly the family's influence on one's decision to become a home economics teacher and how one's image of teaching, is reflected in practice; and 2) the ways personal history relates to experiences and ideologies encountered in a teacher education program as well as how that history is reflected in one's teaching.

The personal life of each novice teacher differs in many ways. Upbringing, training, and involvement in extra curricular activities, paid and volunteer work, relationships, marriage, children, university degrees, and work experience in other fields are some possible factors that shape the biography of a home economics teacher. This study examines and discusses the struggle and negotiation that occur between idealism and personal history, and what actually transpires in the initial becoming of a home economics teacher.

**Statement of the Problem**
Despite the vast amount of information that exists regarding socialization, there are no studies in reference to the influences of personal history on the very public side of home economics teachers' practices in the classroom. This study explores how personal history influences our images of teachers and teaching practices. Specifically, does family or former teachers influence the decision to go into teacher education or have any bearing on home economics teachers' images. Is it important for novice teachers to recognize the personal experience that they bring to teaching? It seems that there are some unique features to the socialization of home economics teachers because of the connection between the content that is taught and their own personal lives.

Research Questions

The purpose of this study is to explore the particular ways personal history and the images of ideal teachers and ideal practices are mediated in the practices of novice teachers. The specific research questions are:

1. What influences a novice teacher's image of teaching? Specifically, does personal history have any bearing on teacher's self-image?

2. In what ways are these influences recognized and negotiated in teaching practices?

These questions will be explored in the context of a home economics student teaching practicum.

Significance of the Study

The initial stages of teaching home economics are challenging in both physical and emotional ways. From my experience as both a faculty and
school advisor for student teachers, I have found that student teachers are well prepared in formulating lesson plans and are even fairly comfortable implementing lessons. However, the most common complaints from student and first year teachers include fatigue, difficulty with classroom management, problems with pupil discipline, lack of time to mingle with colleagues, not getting through to the students, and feeling overwhelmed by work and emotions. Despite being well prepared for some aspects of teaching, the student teaching practicum and the first year of teaching still seem to be a challenge for many novice teachers. This may be due to unrealistic goals or expectations of what they are capable of achieving.

The theory that personal history influences novice home economics teachers' ideals provides an impetus for teacher educators to engage in conversation with student and first year teachers to recognize or change unrealistic expectations and help novice teachers negotiate problems. This study should be of interest to those who work with student and first year teachers who are attempting to promote dialogue, to help recognize struggles, and generally provide support for the negotiations that occur during the initial years of teaching. This study will also contribute to understanding the processes of becoming a teacher from the perspectives of novice teachers.

Central Concepts

1. In this study, socialization is defined as negotiation and changes that occur to novice teachers' images of teaching and their classroom practices during the initial stages of teaching home economics.
2. *Life history*, *personal history*, and *biography* are different concepts. The term *biography* is used in the literature and is limited to experiences which "refers to those formative experiences of pre-service and beginning teachers which have influenced the ways in which they think about teaching and, subsequently, their actions in the classroom" (Knowles, 1992, p.99).

*Personal history* includes all experiences.

*Life history* encompasses a wide range of data, including information on the teacher's life experience, background, life style, life cycle, career stages, and critical incidents (Goodson, 1992).

3. *Novice teachers* include both first year teachers and students in a teacher education program. In addition, the literature uses other terms such as beginning and prospective teachers in place of novice teachers.

4. *School advisor* is the term used in this study to represent the cooperating teacher of the novice home economics teacher in the school practicum. The literature also uses terms such as mentor teacher and sponsor teacher in place of school advisor.

**Limitations**

1. This study focused on four novice home economics teachers who were willing to share their stories and take time to tell them. Although there may be some generalizability, there is no intent to generalize these findings to all home economics teachers or to teachers in other areas of specialization.

2. The personal stories and images are limited by each person's perception of their biography.
3. It is assumed that these stories are authentic.

Organization of the Study

The rest of the thesis will be organized in the following manner. The second chapter will review the literature on teacher socialization. Current theories in research will be examined in this chapter prior to the discussion on how this particular study will be carried out. The study includes an examination of the various influences on teacher's beliefs about teaching and their practices and a discussion of where research into this area seems to be leading. The third chapter describes the research approach used and the reasons for specific methods used. In the fourth chapter, the recurrent themes of the case study are identified and discussed. The final chapter revisits literature with the evidence gathered. Conclusions are outlined and implications for teacher education and future research in home economics education are made.
CHAPTER 2
LITERATURE REVIEW

Socialization and Its Influences

This chapter presents a review of the literature relevant to influences on novice teachers' thinking and practice. Researchers have placed varying degrees of importance on different factors that influence teacher socialization. An examination of these theories on teacher socialization have resulted in the acknowledgement that university methods courses, student teaching practica, and personal life history are important forces that influence a teacher's image of being a teacher, his or her teaching approach, and sometimes the choice of career. Each of these forces will be examined in the literature survey following a review of the definition of socialization and how this relates to the research questions.

A link must be forged between general research on teacher socialization and the purpose of this study. Knowles' (1992) definition of socialization refers to how a novice teacher forms his or her "thinking about teaching and their [sic] classroom practice" (p. 99). Feiman-Nemser and Floden (1986) describe the research on teacher socialization as an exploration of "the transmission of teacher beliefs, knowledge, attitudes, and values" (p. 520). A survey of the literature indicates that teacher education and personal history are two influences on a novice teacher's image of teaching.

Connelly and Clandinin (1988) state, "by image we mean something within our experience, embodied in us as persons and expressed and enacted in our practices and actions. An image reaches into the past, gathering up
experiential threads meaningfully connected to the present" (p. 60). Personal history and biography, as a part of a novice teacher's experience, is expressed in the practices of teaching. Personal history plays an important function in teacher socialization. I will now examine the two bodies of literature, personal history and teacher education, on their influences on novice teachers' image of teaching and their classroom practices.

The literature on how teachers formulate their beliefs about teaching and being a teacher has been historically criticized because the process by which teachers come to hold these beliefs is seen as a negative one (Feiman-Nemser & Floden, 1986). Feiman-Nemser and Floden (1986) explained that the process of how a novice teacher shapes his or her teaching world is often portrayed as "a passive agent molded by outside influences" (p. 521). These researchers examined the existing practices of teachers, focusing on their management skills and order within classrooms (Feiman-Nemser & Floden, 1986).

**Teacher Education**

Teacher education as an influence on novice teachers' images of teaching and practice is divided into two sub-areas; methods courses and teaching practicum. Although most potential teachers must complete both areas of study as a requirement to complete teacher education, researchers have placed greater importance or focus on one area or another. Researchers treat methods courses and the student practicum as separate influences and therefore, it will be reflected in this way in the literature review.
Many studies frame the socialization process as taking place during teacher education or within the first year or so of teaching. Researchers refer to socialization as occurring to pre-service teachers, novice teachers, or teachers in training (Copeland, 1980; Zeichner & Tabachnick, 1981). Copeland (1980) attributes much of the socializing influences to experiences that occur within the student teaching practicum, teacher education program and on early inservice teaching. Students in teacher education programs are encouraged to take up the liberal ideologies dominant in education programs in the shaping of their view of what is required in being a teacher. Student teachers are commonly told to be creative and to develop their own style.

Although acknowledged, some researchers place little importance on the effects that university methods classes have on future teachers. At best, novice teachers waffled between what Zeichner and Tabachnick (1981) note as "liberal in their attitudes towards education during their stay at the university and then shift to opposing and more traditional views as they move into student teaching and inservice experience" (p. 7). In fact, students are open to new methods of teaching old concepts, but will slip back into the tried and true methods that they feel comfortable with. Lieberman and Miller (1984) criticized the relevancy of university coursework, stating "a teacher-to-be takes numerous courses in the theory and the practice of education--most of which are judged as irrelevant upon entering teaching" (p. 3). Unlike other professions such as law or medicine where lawyers and doctors can actually put into use the theory and cases that they studied while in university, Lieberman and Miller (1984) chastised the university system for failure to equip teachers with the practical knowledge that is necessary for daily survival in the classroom. Lieberman and Miller (1984) noted that university
professors are theoretical, while inexperienced teachers are idealistic and therefore lack the with-it-ness to deal with difficult problems. They believe that novice teachers must look to colleagues or develop survival skills on their own. On a rather cynical note, Lieberman and Miller (1984) describe practicality as acceptance of the school as it is, and argue that teachers are the ones who should adapt themselves to the situation. "Striving to change the system is idealistic; striving to make do is practical" (p.8). Clearly, they are suggesting that novice teachers should be provided with a how-to or prescriptive manual on dealing with daily problems and activities.

In reality, however, novice teachers are faced with barriers such as unruly students and unfamiliar school culture, once they are in the school system. Experienced teachers have developed their own concepts of what it is to be a teacher and what their duties are. Veteran teachers encourage novice teachers to adopt the established ways of the school to fit smoothly into the system. As a result, Zeichner and Tabachnick (1981) argue that the effects of university education on teacher socialization is "washed out" by the school experience.

Recently, researchers in teacher education have a new theory. Zeichner (1992) states, "the new practicum involves a recognition that learning to teach is a process that continues throughout a teacher's career and that no matter how well we do it, at best we can only prepare teachers to begin teaching" (p. 297). This is illustrated in the longitudinal study conducted by Bullough in 1993. In a five year study, Bullough studied the continuity and changes in a teacher. The study was initiated when the subject was a novice teacher in her first year of teaching and continued until she was into her fifth
year of teaching. Bullough examined development in professional identity, teaching principles, and teaching expertise. Bullough found, "teacher development in relationship to life history and context is crucial for understanding the richness and complexity of teaching expertise" (p. 93).

Onslow, Beynon, and Geddis (1992) discuss the importance of analyzing the realities of the early survival years of teaching. The notion of practicality arises. Initially, student teachers do what they must to get "the class through the required lesson on time in a quiet and orderly manner" (Zeichner, 1980, p.49). It is important to student teachers that they meet the expectations of both sponsor teachers and faculty advisors. Copeland (1980) found that many novice teachers modeled their actions after mentoring teachers during pre-service practicums. Later, with years of experience, teachers develop their own methods of dealing with everyday learning situations and become, "ready to risk experimenting with different teaching styles" (Onslow, Beynon & Geddis, 1992, p. 302).

Bullough (1993) noted similar changes in his five year study. He found that 'Kerrie,' the subject in the research project, "felt powerful enough to discard the program because she was comfortable and secure about herself as a person and as a teacher and in her craft knowledge. She could take risks" (1993, p. 90). Eventually this experienced teacher developed confidence and turned her back on the teaching style that she was familiar with during her first year of teaching. In this study, the subject recognized specific images of teaching and following some experience in teaching, negotiated changes to her teaching practices.
Lieberman and Miller (1984) note the importance of style, which is "forged in the dailiness of work developed from trial and error..." (p. 2). In home economics, as in other subject areas, novice teachers develop teaching style and day to day classroom practice by modelling after former teachers that they encountered while in school or after their school advisors on practicum. Through direct observation, conversations, and eventually through trial and error during extended practicum, a beginning teacher learns to have confidence in the classroom, develop personal work habits, and planning and organizational skills. The literature on teacher education offers evidence that former teachers and experience in the classroom influences novice teachers images of teaching and classroom practice.

**Personal History**

Recently, Knowles (1992) reported on the importance of biography as an influence on the actions and behaviors of teachers within the classroom. Biography is the background history of a person. The premise of this influence is that "unlike other professional duties and places of work, future teachers do not come to teacher education and begin teaching ignorant and unskilled as to the mechanics, processes and rules of their place of work - they already know classrooms" (Knowles, 1992, p. 101). Novice teachers recount many stories of positive and negative experiences that influenced their decision to become teachers. Some beginning teachers reported on having teachers in their past who were so poor at their skill that they went into the profession hoping to make a change. Others have gone into teaching, because they were inspired by good role models (Aitken & Mildon, 1992). Researchers acknowledge that teachers' actions, behavior, and philosophies may change, even after what may be considered the rookie years (Bullough, 1993). Novice
teachers may passively absorb ideas or actively pursue survival skills. In either case, the research does suggest that novice teachers likely hold either implicitly or explicitly compelling images of what it means to be a teacher.

Researchers looking at the personal history and biography of novice teachers come to understand an individual's story within the context of his or her own political or historical background. In doing this type of investigation, researchers are empowering beginning teachers by giving them a more active role in realizing and determining their development as a teacher. Casey (1990) considers biography to be so important that she regards teachers as authors of their own lives and in turn co-authors of their students' lives. Casey argues that teachers' life stories are important cases that can be given equal status on public agendas with government reports. If teachers can reflect on their personal history and see these as influences on their images of teaching, they can then understand how it affects their teaching practices.

In studying personal history, researchers found that prospective teachers come to teacher education with beliefs known as "lay theories" (Knowles, 1992). These lay theories are formed from their own experience as students. In fact, these lay theories are so strong that they colour the student's abilities to accept new teaching and learning situations. For instance, Holt-Reynolds (cited in Bird, Anderson, Sullivan, & Swidler, 1993) found that future teachers believed that it was important to make lessons fascinating because interesting lessons are central to student learning. Contemporary approaches to teaching reading were not as readily accepted by students in one
teacher education program when they judged the approach to be not fascinating (Bird et al, 1993).

Bird et al (1993), found that some students enter teacher education programs with strong, traditional embedded ideas about teaching and learning to teach. The student teachers they studied, identified with knowledge as that contained in authoritative books, and delivered by dogmatic teachers with rigid methods of teaching. These students in a teacher education program believed that "proficiency in teaching follows directly from experience in teaching" (Bird et al., 1993, p. 259) and that there is "a clear set of right and wrong answers about teaching (some or many of which they already know)" (Bird et al., 1993, p. 260). They could not accept the challenge from their instructor who wanted to prepare them for reflective thinking. Nor could they work with the notion that there are approaches to teaching problem solving that are more or less useful and defensible. When a person is more or less closed to new ideas, it is to their past, that teacher educators must look. Woods conducted a study in which he investigated teacher's total life and career. Woods (cited in Knowles, 1992) concluded that "the formulation of self in the early years may relate to later teaching" and that the "part played in the formulation of that self includes [sic] such factors as home environment, parents, teachers, marriage and soci-economic and political factors" (p. 260).

**Recognition and Negotiation**

The teacher socialization process develops over a period of time and is influenced by different factors. Novice teachers develop images of teaching from former teachers, experience in the classroom and from other personal...
experiences. Once these teachers are in the classroom, they recognize that there are incongruencies between their images of teaching and their classroom practices. The following section of this chapter discusses how novice teachers recognize these incongruencies and negotiate changes.

Zeichner and Tabachnick (1981) initially stated that lessons gleaned from university courses were "washed out" once novice teachers gained experience in schools. It was thought that student teachers had very liberal attitudes towards education while they were in post secondary education programs, then shifted back to rather traditional views once they were teachers in the school system. This change in approach is part and parcel of the socialization process of novice teachers and the ongoing negotiations that teachers go through within themselves as well as with colleagues, administrators, parents, and students, in order to fit into a system.

Seymour Sarason (1966) noted that teaching is a lonely profession. He criticized the school system for the isolation that novice teachers felt upon graduation and upon entrance into a new job. He noted that new teachers had idealized expectations, untried methodologies, and few colleagues with whom to share experiences and ideas. As a practicing home economics teacher, I do not believe that this is the case in home economics departments and perhaps it is because of the nature of the subject area. Many home economics teachers teach in more than one subject area and therefore there is a need to share classrooms, materials, and equipment. This sharing of the physical environment often leads to an openness in sharing of teaching ideas and expertise.
Various researchers have used different titles to label time frames and stages that novice teachers progress through in becoming a teacher. Bullough (1993) had the subject in his study identify and label the stages of becoming a teacher. "Kerrie," the subject in Bullough's study identified these as follower, follower/independent, independent, and independence/mastery. McWilliam (1994) used the terms "idealism to realism" or "humanism to custodialism" initially, but warns researchers not to continue speaking of teacher socialization as "opposite ends of a discursive continuum" (p.111). Rather, she notes that it is more important to examine the interplay of the images and focus on the context of the psychology of the individuals.

Regardless of the names of the stages, novice teachers seem to go through changes with various degrees of comfort and as a result of interplay within the context of teacher education and school culture. When Britzman studied personal history, she found that student teachers had both positive and negative impressions of teachers that influenced their image of what they did and did not want to become (cited in Knowles, 1992). The struggle is clear that although future teachers may have positive images of teaching practice, they fall back into familiar teaching approaches. Kerrie's idea is that beginning teachers become followers of teachers that they had in school or of mentoring teachers during practicum (Bullough, 1993). As they gain confidence through experience, they seek new ideas and teaching methods. Huberman (1989) observes that some teachers with approximately six to ten years of experience fall within this stage which he called experimentation. A teacher may significantly change his or her teaching approach as he or she sees the "need for refinement and diversity" (Huberman, 1989, p. 43). Kerrie asserts that there are some aspects that are similar between Huberman's stages
and the ones that she has identified. In Kerrie's place, the plateau stage is independence or mastery, but unlike Huberman's model, a teacher does not need to feel stale with her teaching program, just dissatisfied (Bullough, 1993).

If a novice teacher's own schooling has such a force on his or her thinking about teaching, how would other elements of a novice teacher's life mold their perception of their teaching practices? Knowles (1992) found a congruence between learned social behaviors, which will be described later, and success as a student or beginning teacher. He also found that family and early childhood experiences affected classroom practice.

Knowles (1992) studied five novice teachers and found significant links between prior life experience and classroom practice. In one case, Knowles described the subject's criticism of the teacher certification program as one that "provided only a thin layer of 'useful experience'" (p. 116). Knowles account of this subject's practicum was one of success. However, once the subject began a permanent position, she had severe difficulties. "Increasingly, she adopted coping strategies that allowed her to simply make it through the day.... For a time, she actually stopped teaching. Later she refrained from teaching in the ways in which she believed she should teach" (p. 117). Apparently, some subliminal implications and effects on teaching had been incorporated into her thinking. The subject in Knowles case study had done some prior teaching for her church in Germany. As "Elizabeth" had been taught to do while teaching for the church, she did not want to continue to teach those who did were not interested in her message (Knowles, 1992). In other words, she taught only to the converted. Her audience, in Germany, was one that readily accepted her message. Another contribution to
Elizabeth's perception of failure in the American school was the fact that she had been an excellent student while in school herself. One of her former teachers even commented that she herself had little impact on the students, because they were more interested in watching Elizabeth and doing what Elizabeth told them to do. With the positive experience of success at being a leader while in school and teaching only to the converted in a church school in Germany, Elizabeth could not cope with her perception of failure to lead and hold an unreceptive senior high school class of her own. Elizabeth held such strong views on education and values of the time while she was a student and held so little confidence in her successes as a student teacher. As a result, this experience shattered her positive image of teaching.

In another case described by Knowles, the failure of a student teacher was attributed to her inability to formulate and carry out everyday classroom management strategies. Her introverted personality was another attribute towards failure. Delving into "Cynthia's" childhood, Knowles (1992) discovered that she spent the first six years of her education in private schools where "who you are is more important than what you are." The following five years were spent at a different school each year. During this time, Cynthia learned to keep a "low profile' by maintaining an unassertive manner" because "teachers [were] not interested in individual students, especially ones that don't fit"(p. 123). As a result, Cynthia developed very negative views towards school and teachers. According to Knowles, (1992) Cynthia did not have clear ideas of teacher role identity. Cynthia was unable to formulate a strong image of good teacher role models as a result of moving around from school to school. She also did not develop any strong ties to former teachers who spent very little time getting to know their students for what they are.
The lack of a strong image of teaching as well as other personal history influenced Cynthia in her teaching practices.

Relevance of this Study

Currently, there are two competing views of the most important socializing influences on novice teachers. One view emphasizes the importance of the student teacher practicum and the later years of teacher education as the major socializing influence (Copeland, 1980). During this time, novice teachers acquire more hands on skills than philosophical beliefs. During practicum, novice teachers were more concerned with being "able to do it" like the school advisor (Goodlad, 1990). The belief of novice teachers is that, in order to do well on the evaluation of their practicum, they must meet the expectations of the school advisor.

The other view maintains that the practicum experience has little influence on the beliefs and practices of student teachers and novice teachers. Zeichner and Grant (1981) contend that biography has a greater influence on the beliefs and practices of beginning teachers. As students in a classroom, student teachers have "internalize [sic] to some degree the values, beliefs, and practices of former teachers" (Goodlad, 1990, p. 206). Some novice teachers resorted back to methods that their own teachers used whether or not they liked these methods when they were students in the classroom (Aitken & Mildon, 1992).

This study probes personal history as a socializing influence on novice teachers. Personal history is also known as life story, "a personal reconstruction of experience in this case by the teacher. 'Life story givers'
provide data for the researcher often in loosely structured interviews" (Goodson, 1992, p.243). In acknowledging the possibility that personal history has an influence on teacher beliefs and practices, it is also possible to see that these beliefs and practices change with the new experiences of the person. It is of interest to identify what some of these experiences are that are adopted, adapted, or integrated by teachers that influence changes in their actions and philosophy.

I have a personal interest in life history, because I believe my personal history led me to work on professional development, which led to this research. There is almost a symbiotic relationship between one's personal life and professional life teaching home economics. Is it possible to separate the two? The two lives could possibly affect each other. From my own life experiences, I have concluded that personal life influences the way one practices the teaching of home economics, while home economics philosophy and pedagogy also affects one's personal life.

According to Brown (1980), home economics education is directed towards solving problems of the family as a family. The home economics teacher enables students to define problems and solve these according to the rules and definitions in the teacher's and student's world. Home economics education is not a prescriptive subject where problems are solved within a vacuum; rather critical thinking skills, alternatives and ideas are presented. It is significant for prospective home economics teachers to note that their own personal points of view and prejudices on family and home may have an impact on their teaching of the subject. It is of importance to acknowledge in home economics education classes that we arrive with significant personal
history and that these stories possibly colour our presentation of ideas to students.

In summary, teacher socialization is viewed as continuous. According to Bullough (1993) there is continuity and change. That is, socialization "must be viewed in relationship to the unfolding of life -life-history- and in context" (p. 93). This study seeks to find the influences of personal history on novice teachers' images of teaching and practices of teaching. It is also interested in the ways novice teachers recognize and negotiate these influences in their teaching practices.
Max van Manen (1990) distinguished between research methodology and research methods. The former refers to the "philosophic framework, the fundamental assumptions and characteristics of a human science perspective" (p. 27) and thus provides the theory behind the method used. By exploring the Greek roots of the word "methodology," one finds the Greek *hodos* means "way" and methodology means the *logos* (study) of the *method* (way) (p. 28). The methods employed are a result of the research methodology and will be dealt with separately.

**Rationale for Qualitative Research and Research Strategies**

Yin (1984) proposed that three questions be answered prior to determining the choice of research strategy and data collecting techniques. The questions aid the researcher in determining whether his or her study is exploratory, whether the research requires some control over behavior or whether it seeks to describe naturally occurring events and whether the phenomenon under study is contemporary or historical (cited in Marshall & Rossman, 1989). This study is an exploration of the influence of personal history on teachers' image of teaching. It tries to explain a social phenomenon by examining naturally occurring events.

Despite criticisms of qualitative research, such as, that it is difficult to generalize and to test for validity, there is a lot of qualitative educational research being done. Jackson argues that validity is best left to "testmakers" and that the criteria of being "credible, balanced, fair, complete, sensitive,
rigorously subjective, coherent, internally consistent, appropriate, plausible, and helpful as possible" is a list virtuous enough for ambitious ethnographers and qualitative researchers (cited in Eisner & Peshkin, 1990, p. 154).

Stories capture, more than scores or mathematical formulae ever can, the richness and indeterminacy of our experiences as teachers and the complexity of our understandings of what teaching is and how others can be prepared to engage in this profession. (Carter, 1993, p. 5)

Stories are known and respected in other professions. They are designated with names like case histories, legal precedents, and scenarios in professions such as medicine, law, and business (Jalongo, 1992). In education, "stories about teaching enable us to organize, articulate, and communicate what we believe about teaching and to reveal, in narrative style, what we have become as educators (Jalongo, 1992). Stories by themselves can be seen as rhetorical devices for expressing sentiments about teachers or others working in the teaching profession (Carter, 1993). Alternatively, through reflective mining and interpretive study, stories can provide the deeper, richer meaning embodied in the lived experiences (van Manen, 1990). A novice teacher's image of teaching is influenced in many ways. These include the events and circumstances of an individual's life history. To understand the depth and context in which personal and academic life influence the image of teaching for home economics teachers, a qualitative study using a collection of stories in the subjects' own words was judged most appropriate.

Thomas (1989) proposed that it is fundamental in the scrutiny of people that one captures a description of the situation from the people being
observed. While it is known that the post secondary teacher education process may be similar for most home economics teachers, it is not known how one's life history affects and determines the practices of home economics teachers. Surveys and questionnaires may be objective, but they may not penetrate through the facade that people might put up. The data collected from quantitative research do not always capture the complexities, ambiguities, or uncertainties in a person's life.

As suggested by Roman and Apple (1990), the thought of becoming a "participant-observer in a setting in order to render a picture of people's common-sense knowledge, cultural practices, and agency within their subcultures, families, and schools" was appealing (p. 45). Geertz's (1973) proposal to amass "'thick' contextual descriptions of social subjects as they actively and creatively make sense of their social worlds" (cited in Roman & Apple, 1990) also held a certain attraction for studying personal history.

Of the various data collecting techniques used in qualitative inquiry, life history and ethnographic interviewing seemed to capture the essence of a person's story. According to Marshall and Rossman (1989), each of these techniques has its strengths and limitations. Life history, the first technique, "emphasize the experiences and requirements of the individual--how the person copes with society, rather than how society copes with the stream of individuals" (Marshall & Rossman, 1989, p. 96). Life histories are valuable in that they capture the growth and development of cultural patterns and how the patterns are linked to the life of an individual. In this particular study, it was most appropriate to use life history to document the subjects' experiences as it is anticipated that these experiences influence particular changes in
teaching image. The second technique used in this research was ethnographic interviewing. "An ethnographic interview is a particular kind of speech event," (Spradley, 1979 cited in Marshall & Rossman, 1989) "similar to a friendly conversation," (Marshall & Rossman, 1989, p. 92) except that the researcher directs the conversation. This form of interview allows the researcher to maintain control of the topic of conversation, yet it provides subjects with the opportunity to speak freely without limitations on time or length of speech. The subject may digress from the topic, but often this conversation can be of importance. Ethnographic interviewing allows the subjects in this study to speak of their personal experiences, using their own language.

The goal of capturing an authentic portrayal of each subject's personal history and how these influence each one's image of teaching was critical. According to McWilliam (1994) it is an important challenge to "resist oppression in all its forms" (p. 71) by not making use of "the languages institutions make available to individuals" (p. 71). To prevent the situation of offering institutional jargon, life history and ethnographic interviewing were deemed appropriate techniques. The following section describes how these techniques were used with the four subject in this study.

**Research Approach**

The impetus for this study stemmed from the existence of a set of interview data on a student teacher. The interviews were part of a larger study on student teacher reflexivity. In the interviews, Alice, the student teacher was candid about her life history and why she decided to become a home economics teacher. Along with these interviews were some pages
from her personal diary containing her thoughts on the practicum. In 1993, she was a first year teacher and the situation offered the opportunity to continue interviews with her and to construct a longitudinal study of her becoming a teacher. To add more breadth and possibly supportive data to the study, I also interviewed three student teachers. I was interested in exploring whether there are similar influences on the image of teaching for home economics student teachers and whether this image changes during the first year of teaching.

Once permission was granted by the UBC Ethics Committee and the appropriate school districts, the subjects were approached for their permission to be a part of this study. (See Appendix A for correspondence.) Alice, at the time of this study, was a first year teacher. Jane, Lisa, and Christine, in 1993, were student teachers in a school in a suburb of Vancouver. (The names of the subjects, former teachers, and schools are pseudonyms.)

**Time and Setting**

An important consideration for this method of research was the setting and time during which these interviews took place. According to Marshall and Rossman (1989) tensions could arise between the researcher and subjects when the research takes place over a long period of time. The time period can refer to the length of a single interview or to the total number of interviews essential to round out a study. It was crucial to be sensitive to the emotional and physical well-being of the subjects. All interviews were scheduled at the convenience of the subjects.
Most interviews took place at the school where the student teachers were located for their practicum and where the first year teacher was teaching. The initial interviews with the student teachers transpired at the Hotel Vancouver, where the subjects had attended an education conference. The subsequent interviews were scheduled in advance and took place either during lunch time, after school, or during their preparation time. The designated time for each interview was chosen by the subjects. The room in which the interview took place was an important factor. It was not always easy to find a private room for the interviews, especially with the student teacher. A private room allowed the subject to speak freely, without obvious inhibitions. If an interview was scheduled after school, it was important that the subject realize that she could not attend to students who came in for extra help and be part of an interview. There were often distractions with announcements coming over the P.A. system.

Alice was interviewed twice while she was a student teacher and five times as a first year teacher. The five interviews with Alice as a first year teacher took place on February 11, March 11, April 1, May 14, and June 3 in 1993. Each interview lasted approximately one hour, except on the last occasion. I had prompted Alice to think of metaphors to describe her teaching to me at the last interview session. At one point, a session was set up to videotape one of several lessons. I had hoped to capture Alice in action with the intention to discover whether her lessons were teacher or student centered. The information from the diary seem to indicate that she was fairly innovative in terms of lesson planning. Did university methods courses or the school advisor inspire this innovation? Although, the videotape was set up prior to the students entering the class, both Alice and I found the camera
to be too intrusive. Audiotaping was more effective in capturing Alice's story. Initially, Alice was hesitant to become involved as a member of this study without first being ensured that it was authorized by her principal. Although permission was granted from the school district, Alice was anxious that I also had permission from her principal. Once this formality was taken care of, Alice was very cooperative in setting up the interviews.

Although the sessions were called interviews, the "talk" was more similar to a conversation guided by the researcher to probe into the subject's personal history. The interviews were audiotaped and transcribed by a professional service. Prior to each session, the researcher had ready at hand a number of questions to use as a guide. (See Appendix B.) These questions were very similar to those stated and included in the application for research that was submitted to the Ethics Committee at UBC. Once a question was asked, the subject was allowed to speak freely. Sometimes, the "answers" were quite lengthy and the interviews sounded more like soliloquys. On occasion, I asked Alice to clarify, confirm, or elaborate on a point that she made on a previous interview.

Jane, Lisa and Christine were the student teachers. Together, they were interviewed seven times over the length of the practicum. Lisa and Christine were interviewed twice, while Jane was interviewed three times. The first set of interviews took place on March 4, the second set on March 26, and Jane was interviewed a third time on April 22. The subjects were interviewed as a group on March 4. On subsequent sessions, the subjects were interviewed individually. These interviews were audiotaped and also transcribed by a professional service. Following each interview, except on the last session, the
subjects were asked to clarify, confirm, and elaborate on information given at
previous interviews. At the conclusion of the data collecting period, I had
amassed thick descriptions of personal history and current teaching images.

Validity

Throughout this qualitative study, I was continually warned of the
dangers of becoming lost in the data. "Thick" descriptions (Geertz, 1973) is a
positive attribute of this form of research. However, Wolcott (1990) also had
advice for ensuring validity; in data collection, it becomes critical for the
fieldworker to cultivate a number of professional qualities. These include the
ability to listen carefully and talk less. Wolcott (1990) claimed that school
researchers are their own worst enemy in that they presume to know
everything already about schools. These assumptions then do not allow the
researcher to ask the particular questions that are normally asked in other
settings. Instead, Wolcott (1990) suggested that the investigator takes on an
obtuse stance, asking for repetition and clarification. Although questions
were designed to lead the subjects in conversation, I had taken the precaution
to allow each person to speak freely at each point. Subsequent questions were
not asked until it was clear that the subject had finished talking. Wolcott's
theory that school researchers are their own worst enemy could be true if the
language of the researcher was instilled upon the subjects. Instead, I tried to
stand back and allow each subject to take equal responsibility for the
conversation. To ensure, as much as possible, that the data held validity, I
brought up points made by the subjects to their attention and asked for
clarification and confirmation.
Hand in hand with collecting information was the actual recording/writing of the data. Wolcott (1990) suggests recording accurately and "in precisely their words" (p. 128). That is, presenting stories in the actual words of the author allows for "trying to capture the expressed thoughts of others rather than relying too singularly on what [I have] observed and interpreted" (Wolcott, 1990, p.130). Whenever possible, the researcher should also seek feedback during the writing process. This can be achieved in a number of ways, each providing a different form of feedback. On the one hand, persons with expertise in the area can provide what Wolcott (1990) called a "yeoman service" by "checking for correctness and completeness" to help the author recognize areas where the interpretation seems "overblown or underdeveloped" (p. 132). On the other hand, readers who have no particular interest in the area of research may also provide enlightening feedback by asking for clarification, explanations, or definitions. I found that having fellow graduate students read through the writing provided non-threatening feedback as to whether my interpretation of the data was truly what I claimed it represented.

Finally, excerpts of interview data is presented in this study in the subjects own words. These are my interpretations and constructs of situations. The data is offered to others to read and interpret, and to judge for validity.

Making Sense

In the course of the research period, I had amassed much data. I followed Wolcott's (1990) advice by recording accurately the subject's own words on audiotape. After I had read the transcripts a couple of times, I found
there were common elements running through the stories. I found colour highlighters helped to indicate these elements in a visual way. This visual cue confirmed that these elements were recurring throughout the interviews with the various subjects.

I have called these common elements 'themes'. According to the Oxford dictionary a theme is the "subject or topic of talk." In music, the theme song is a recurrent melody. In this qualitative study, the term "theme" is grounded in phenomenological reflection. van Manen (1990) stated "the purpose of phenomenological reflection is to try to grasp the essential meaning of something" (p. 77). The meaning is never simple or one-dimensional, but rather described in terms of meaningful units or themes. "Reflecting on lived experience then becomes reflectively analyzing the structural or thematic aspects of that experience" (van Manen, 1990, p. 78). In this study, I reflect on the data and derive two themes to understand or make sense of the influences on novice teachers' image of teaching and classroom practices. The themes in this study are understood as the "structures of experience" (van Manen, 1990, p. 79). Themes were drawn from recurring conversation encompassing both differences and similarities. It may seem contradictory to examine differences regarding commonalities. The differences referred to the perception of situations by the subjects. The commonalities were about the elements being examined, ie. influences by parents. Therefore, it is possible to look at differences regarding a common situation. The themes which recurred are described as 1) personal history and includes family, responsibility, and former teachers; and 2) being a good teacher.
To render as accurate a portrayal of the subjects' stories as possible, I followed Wolcott's advice to use the storyteller's exact words as much as possible. Chapter Four provides a selection of personal history in the words of the subjects. These are my selections and interpretations of the subjects' life history as told to me, that appear most applicable to the research questions in this study.
CHAPTER 4
THE STORY OF ALICE, JANE, LISA AND CHRISTINE

Introduction

Alice, the first year teacher, and Jane, Lisa, and Christine, the student teachers are introduced in this chapter. Excerpts of interview data and their analysis are also presented here. In analyzing the interview data, I found common themes linking the first year teacher with the student teachers. A theme, as was mentioned in the previous chapter, refers to the topics that seems to recur within the conversations with the subjects. My interpretation of these common themes resulted in the use of the following labels: family and responsibility; and former teachers. These themes emerged from the data on personal history and will be examined in Part I following the Introduction. The other common theme connecting the first year teacher and the student teachers is labeled being a good teacher. This theme will be examined in Part II. Whether the common themes of personal history and being an effective teacher influence teaching practices and one's image of teaching and how these influences are recognized and negotiated will be discussed in the next chapter.

The following diagrams (Fig. 1 & 2) were devised to illustrate the commonalities and differences between the subjects in this study. The themes are labelled across the top of the diagrams while the names of the subjects are listed down the sides. In Figure 1, the bands that travel from the names indicate whether the various areas of family, responsibility, and former teachers had any influence on the subjects' image of teaching. In Figure 2, the theme "being a good teacher" was common to all four subjects.
As the interviews progressed, an apparent struggle between personal beliefs, what they wanted to do as home economics teachers, and what was actually practiced in the classroom became evident. These women held strong opinions on the importance of teaching home economics, but sometimes, they found that it was not simple to implement their plans. This tension is recognized and discussed in this chapter.
Introduction of Alice

Alice was a first year teacher in her mid-twenties. She had a lively personality, but was cautious and reserved when commenting on certain topics. In general, Alice spoke quite fluently about her life history and experience as a first year teacher. She seemed to maintain professional contact with her colleagues in the school and sought advice from her vice-principal when it was needed. As a first year teacher, Alice's greatest teaching challenges included classroom control, managing student behavior, and dealing with parents.

Alice was the eldest of four children from a very conservative, patriarchal, traditional family. Her parents, immigrants from China, were working in manual labouring jobs. Alice called them "blue collar workers." The parents strongly encouraged their children to complete the education that they, as parents, were deprived of. "All my parents ever wanted was for us to get an education. That was their goal was [sic] to get us through school." Alice grew up knowing that she would attend university if her marks were acceptable for entrance. Financial ability was not an issue.

Alice entered the University of British Columbia in the Faculty of Arts, without a specialty area of study in mind. She took general Arts courses during her first year and in Alice's words, "went shopping through the Calendar" for a major. Alice found that it was possible to get a degree in home economics and follow up with teacher education courses. Following an interview with a faculty advisor, Alice decided to pursue a degree in home economics education.
During the thirteen week practicum, Alice reflected on daily activities and demonstrated quite a liberal attitude towards teaching techniques, especially in subject areas that were new to her. In other words, Alice was open to suggestions and was willing to implement new ideas. Although, I did not actually conduct the interviews with Alice during her practicum, I had access to the diary that she kept during her practicum and to the interview notes that were taken. Permission to use these items was granted to my Faculty Advisor to use as she saw fit. In her diary, Alice noted that she used music as a teaching strategy in Family Management. This was a course in which Alice has had no prior experience as a student. This suggested she was not influenced by preconceived ideas on how lessons in this area of home economics should be formulated. Alice was very receptive of the non-traditional methods of teaching that the university was encouraging their students to implement.

However, in other courses such as the two blocks of Foods and Nutrition 9/10 she taught while on practicum, Alice seemed to follow common teaching practices. She noted in her diary the dates of entry, the focus of the lesson, and her reflections on the lesson. Between January 20th, the first date of entry and April 21, the last entry, Alice had noted 15 demonstrations or labs for Block A Foods and Nutrition 9. The labs were designed and organized by the teacher. These entries were not inclusive of all the lessons that she taught to this particular group, but rather, those of significance to herself. She did not indicate the use of student centered learning activities in her diary.
Following the completion of teacher education at UBC, Alice obtained a temporary teaching position at a junior secondary within a suburb of Vancouver. The junior secondary school included a diversity of ethnic cultures. Alice replaced a teacher who was popular amongst the students and had gone on maternity leave. In this relatively small school, the home economics department was comprised of Alice and her department head. When Alice was first approached for these interviews, she had been teaching for four months. For most of her teaching, she was using her department head's lessons and teaching strategies. Alice claimed she had a positive practicum experience, but was currently undergoing some very stressful times. She also admitted that she has returned to what she notes as a very traditional style of teaching, that is teacher centered and directed. For example, Alice gave demonstrations followed by labs, and occasionally gave notes and information to the Foods and Nutrition classes. Alice's image of teaching and her teaching practices have changed.

Introduction of Jane

Jane was a mature student teacher in her early thirties working on her thirteen week practicum at a high school in a suburb of Vancouver. She had a bubbly personality and was a born storyteller. Jane grew up with an extended family under challenging socioeconomic conditions. Despite the difficult times, Jane had fond memories of making and doing things with and for the family when she was a young girl. Jane's extended family became role models as individuals who provided for the family in very domestic ways. Her grandfather was a camp cook and "did lots of good things around the kitchen, while her aunts did lots of home canning." She also remembered trading her babysitting services with a neighbour in exchange for fabric and
learning how to sew. Early on in life, she learned about the qualities of thriftiness and recycling. According to Jane, these skills and abilities that were acquired from her home life contributed to her decision to become a home economics teacher.

In terms of the family's education history, Jane's parents and grandparents had completed a grade eight education. One brother barely completed high school. Jane, despite quite a struggle with academic work, went on to complete high school and was working on her thirteen week practicum during this study. Despite discouragement from Jane's parents to pursue a post secondary education, Jane knew before she applied for entrance into a post secondary school that she wanted to be a home economics teacher.

At the time of her practicum, Jane was married and had children of her own. Her husband and children were living in another province while Jane was completing her degree requirements. Jane missed her family and was anxious to go home, but she managed to remain focused on her work.

Introduction of Christine

Christine was a quiet student teacher in her early twenties who was undertaking her thirteen week practicum. Christine lived at home with her parents and had recently broken her engagement for marriage. This last bit of information was volunteered when she was asked about the relevancy of Family Management subject matter. Despite a lot of criticism and discouragement from her parents about the teaching profession, Christine pursued a degree in education. Christine's practicum experience was in both home economics and physical education.
Christine's parents and grandparents had offered much advice and opinions about her choice of career. Christine's parents had professional careers in the scientific field and had encouraged her to pursue similar career paths. They were quite concerned when Christine disclosed that she wanted to become a teacher. Christine's grandparents felt that Christine should pursue a career that matched her own personal interests which was in sports. Christine decided that she wanted to be a physical education teacher and found that she needed a second area of concentration to teach. She thought that nutrition and physical education would compliment each other and took a few science courses as prerequisites to the home economics program. In a way, she thought that this would be enough to appease her parents.

Christine's contribution to this study was in her personal history and her image of what constituted being a good teacher. She had no role models within her family who were teachers, but she had strong recollections of former teachers. When probed about teaching Family Management, she admitted to relating to the subject area personally. Although Christine was tired both physically and mentally, she enjoyed her practicum. She spent a lot of time coaching after school and seemed to feel that physical education was her stronger area of teaching.

**Introduction of Lisa**

Lisa was the fourth subject in this study and a mature student like Jane. Along with Christine and Jane, Lisa was also working on her thirteen week practicum. Lisa was outspoken and bubbly in personality. Following her separation from her husband, Lisa decided to return to university to complete
a degree that she had quit half way through earlier. Lisa was the single parent of a young boy in elementary school.

Lisa had very definite ideas of good teachers versus poor ones. Lisa's own education was limited to a private Catholic school where she was taught by nuns. From her accounts, she did not seem to have had a good experience. Lisa's picture of an ideal teacher was influenced by her own former teachers and the one instructor who taught a curriculum and instruction course at the University of Manitoba. The curriculum and instruction teacher inspired Lisa to enter teacher education. The only other role model within her family was a brother who was a teacher on a leave of absence.

Theme 1: Personal History

The theme of personal history is made up of the common elements: 1) family and responsibility; and 2) former teachers. These elements appear stronger in the data from some of the subjects than in others. These elements may be likened to the veins found on a slab of granite. In some areas, the polished granite is homogenous while in others, there are smaller veins. Yet when one looks at the polished slab, one knows it is from the same rock.

Family and Responsibility

Other than the actual biological ties that Alice, Christine, and Jane had with their families, they also talked about the influential bonds or ties their families had to them. The strengths of these ties and the form they took varied from person to person. In these three cases, the families tried to influence the direction of post secondary education and the women's expectations in life.
Alice grew up in a family with strict authoritative parents who had strong expectations for their children. As the eldest child, Alice took her responsibilities seriously. She remembered a rather restricted childhood where fun and games were not part of her routine. Instead of a carefree life, she was given many responsibilities around the home. Alice also attributed much of her parent's thinking to their ethnic background and culture.

Alice: ...because I'm oriental obviously and my culture has influenced the way we ran the household so during elementary school, when school was finished I was expected to come home right away, and I always had chores so I was doing things like waxing the floor, washing the floor, at grade four while all the kids were out riding their bikes or playing in the playground... it was something to do that you had to do, you go to school, you come home, you do your chores.

Even when Alice grew older, she still conformed to her parent's wishes.

Alice: So when I started in Grade 9 wanting to join teams again, problems did develop in I guess conflict of interest with my parents. They felt I was doing something else. I remember that one incident where I wanted to join the volleyball team but my dad came to the point where no, I'd have to quit. And I did.

Jane had strong recollections of her family's influence on her personal development of responsibility. Like Alice, Jane came from a lower socioeconomic family whose ethics were to work hard and contribute to the well-being of the family in some manner. However, in Jane's case, she felt the interaction between family members was more positive and nurturing.

Jane: I think because I grew up really quite poor, a lot of the meals and things were always homemade. I remember that
being a large part of how I was. An individual within a home and I started with my mom. She would bake with me when I was young and my grandfather was a camp cook so there was lots of good things around the kitchen and my aunts were all, you know, home canning and all these things so it was a comfortable feeling from those things. And I took over all the baking at home when I was eleven and I did all of it myself and I liked that it made me feel like I was worthwhile and that I could do something.

Unlike other teenagers who are ready to embark on an independent life after leaving high school, Alice still fell under her parents' guiding hand. She grew up knowing that she was expected to go to university. She never argued with her parents over this expectation. After probing into the demographics of her education, it struck Alice that she did not query her parents, because many of the other students at her high school were in the same position. She identified with many of her classmates in terms of expectations from parents.

Alice: I went to one location in the same area most of my life, um, when I went to elementary school which is Seymour, near Chinatown, lots of Chinese. Then I went to Mount Royal for my secondary school, again lots of Chinese, lots of orientals. ...the thing that comes straight to my mind when you said similar decisions is probably education wise. I knew I would always go to university, like I never even dared thought not to go to university or college.

Interviewer: How did you know this?

Alice: Because it was ingrained.

Interviewer: Who ingrained it?

Alice: The parents.
Alice: But otherwise like I can't even remember, like I guess they have been sort of socializing and training and coaching me from the beginning of day one and also you hear the stories because my parents are immigrants, so I'm the first generation that was born here and you would hear the stories that you know, they wanted you to get the education that they did not have, and they work and they have the money to put you through school. So all those things are sort of in your head already and I can't even honestly say that one day he sat me down and said you're going to go to school. Because I think they started me so young.

Alice did not recall any particular time or setting when her parents sat down with her and discussed her future educational plans. She believed that they always assumed that she would continue in post secondary school. The expectations did not include an area of study. Apparently, Alice was free to choose this on her own.

Jane and Christine indicated that their parents also tried to influence their post secondary education plans, the first in a positive way and the second in a negative way. Both Christine's parents and grandparents were well educated in that they all completed post secondary educations. Christine was discouraged from taking a break in her educational plans by her grandparents who were afraid that she would discontinue her schooling. Christine's parents wanted their daughter to pursue a degree that would enable her to secure a good paying job, whereas Christine's grandparents looked towards areas that suited Christine's personal interest as well as their own. These areas included music and sports. Apparently, Christine's parents were still unsupportive of Christine's decision to become a teacher even after she was accepted into education.
Christine: I had to fight to become a teacher with my family. Even when I was applying to, and was accepted into education, and during the first two months or so, my family was still going up to me and saying 'What about becoming a doctor, what about ...like its still when are you going to a get a real job.' Excuse me! Like it's not a real profession, a real job, but to them it's not prestigious enough.

Of the four women in the study, Jane was the most clear about her post secondary educational goals. She knew at an early age that she wanted to become a home economics teacher. She knew what the route was in order to fulfill this dream. However, her parents did not want her to continue in her post secondary studies.

Jane: Whereas my family gave a great deal of emphasis to not get me to go to university. Nobody had been to university. Both my parents and grandparents had only been to grade eight. My brother graduated from high school but barely, so when I graduated from high school it was like they had achieved what they needed to achieve beyond what they had achieved. ...They couldn't understand why I was doing it but it was only this because I liked the sewing and the cooking aspects so much it was the only thing I could see that I would enjoy doing the rest of my life. And I had to go to university to do it. So they didn't really help me.

Alice made several references to the impact that her family had on her interaction with students. She often came into contact with students who presented a number of challenges to any classroom teacher. One of the virtues that Alice most appreciated of herself was her ability to exact patience.
Alice: ...patience. I think that's probably within my own background. Because, growing up being the eldest of four kids and with my family background, all the problems that we had sort of demanded the patience. ... and organization.

Interviewer: You talk about some of your family background and I was wondering whether if that ever comes into play with your teaching. Are you more empathetic because you have a better understanding of why people are the way they are?

Alice: Sometimes when I know certain kids, like have problems in classroom and you find out about their horrible background family. You understand why they are, you know, no wonder why you're so messed up because no stable family background or no family support that loving background that I think a lot of kids need to succeed. So, sometimes I am empathetic and I understand how somebody is coming from so you are trying your best to create a better environment you have here than in at home instead. So, it is at the same time sometimes what I tried to use is the experience that I had at home. To try to make the kids understand well this is what happens if you do this.

Although Alice did not elaborate, she did allude that her brothers and sister may have been the source of some family problems. These experiences may have influenced her decision to go into education.

Alice: ... the only reason why I went to education, I think was I thought I had something to offer to some of the students. Again because I thought family was very important and in light of today's society I think some of the problems which are occurring today is because of the disintegration of the family. Looking at my own family itself because in my family background there is lots of problems that came with it, with my sisters and brother, long story on that one. All those factors that influenced my decision to go into education and I thought well, if I can maybe
convey that message or show the students that family is important because after all family is the goal or the centre of home economics philosophy. If I can show or teach these kids the value of the family maybe I could help maybe one or two students to see that and may be its preventative and helping those students not to get into trouble, not to get pregnant, or not to go out and kill somebody at the age of fifteen or something. That's what I thought, maybe it being a little bit idealistic, but that was my motivating reason to go into education.

Like Alice, Jane's upbringing also influenced her decision to go into education. She saw this as an opportunity to help other young people out of oppressive situations. Jane believed that the life skills she learned as a young person helped her to have a better life. Jane's family did not have a lot of money to buy even the basic essentials such as clothing and food. However, her family seem to have coped by producing many of these things themselves.

Jane: I wanted to share the freedom that I had enjoyed or this thing that gave me options in my life so I could make my life better. I enjoyed that so much and it helped me so much to have those things. It wasn't necessarily taught to me at home, the sewing came from a neighbour, but those things made it possible for me to have a little control over my life.

Jane: I also knew that those things, those skill that I gained young made it possible for me to survive other bad times that came down the road when there was no money, so that I knew what to do with food I knew how to put it together. And, I knew how to sew. I used to do things like take old sheets. You know, sheets only wear out in the middle and there is all that fabric around the edge. That's where all my nightgowns came from was the edges of the fabric that was left.
Despite the hardship of growing up poor, Jane did not seem to harbour any resentment of the times. Instead, I got the sense that she had the richness of developing a good sense of self, of belonging to a nurturing family, and for developing the ability to do things for herself. When Jane spoke of her family life and of her decision to become a teacher, she often used the following words or phrases to describe these situations: being a large part, comfortable, survive, worthwhile, set free, freedom, and options. This language speaks of the positive and deep impression made by her family on Jane's decision and philosophy to be a home economics teacher.

Alice's family also had a significant impact on her outlook towards young people and their actions. She seemed to have a strong sense of right and wrong and saw it as her responsibility to teach this concept. It also appeared that Alice had shaped her view of teaching home economics and had chosen particular battles based on her own experience with her siblings and parents. The term battles refers to a situation where Alice may have more sympathy for students who come from what she described as disadvantaged backgrounds such as single parent families or families where siblings are in some form of trouble.

While analysing Alice's story for this section, some key words made an impression on me. Although these words were not used frequently or even regularly in Alice's dialogue, they seem to form a pattern or picture. The words included: influenced, ingrained, socializing, training, coaching, patience, empathetic, understand, offer, motivating, help, and preventative. When these words are used to describe what has happened to this person and their subsequent actions and feelings, they paint a picture of a person who has
been molded and shaped, someone who is obedient or willing to please, someone who has faced challenges, and has emerged from these experiences with understanding and responsibility to do some good for society. And though Alice conveyed with some conviction that the family is all important and that family is the centre of home economics philosophy, she had difficulty integrating the overall impression of family into her courses. There was no evidence to indicate that she taught Clothing and Textiles and Foods and Nutrition in the context of how it relates to the family. Concepts and projects were taught and completed as isolated entities.

It is interesting that although the families of Jane and Alice seem to have different methods and philosophies in parenting, the two women shared common goals toward helping young people. Jane's feelings stemmed from a positive upbringing that encouraged her to be independent, while Alice's feelings came from a stifled upbringing. They had parallel ambitions in that they both wanted to free students from the strife of certain family situations, economic constraints and social problems. The families influenced these subjects to become home economics teachers, but their images of teaching may be different.

**Former Teachers**

The image of former teachers seemed to be clear in the minds of the student teachers. For some, such as Jane and Lisa, the memories were so vivid that they may have influenced the way they were teaching. In Alice's case, it was the subject of home economics itself, that influenced Alice to pursue her degree in this area. Alice did not make the connection that her home economics teacher held a teaching degree and that this was what she
had thought of pursuing. Each woman had her perception of why their former teachers were effective or poor.

Alice: I mean I always did enjoy home economics at high school level but no I didn't think you could pursue a career in it. I mean it sounds funny and I guess my home economics teachers must have got some degree in order to be there but you don't put that value and that sort of brings in the debate with home economics, because a lot of people don't put academic value in that course. And I was one of those people. ...like it didn't think [occur] to me that my home ec. teacher had to go to university to get a degree in order to be there.

Jane: And then when I went to grade eight, I had the most horrible experience in home economics because I knew how to sew and I'd already had been in the kitchen and done a lot and they treated me like I knew nothing. We had Miss Cukacherry. She was our textiles teacher and she was very interesting. She was very nice but she didn't accept what we had done at home at all.

Lisa: I had a horrible background in home economics. I had nuns, Sister Alice, Sister Eva, you wouldn't want them as role models. ... they're precise. Very, you know, pinched kind of image and that's the feeling that I had of home ec. teachers. And I always said that I would never be a home ec. teacher like that so I guess a bad experience made me realize that I wanted to change that perception of home ec. teachers. As little old prunes.

Christine: I had nothing but good home ec. teachers. They were all young, the exact opposite of Lisa's. It was always the nice teachers who were the home ec. teachers.

There were other former instructors who inspired some of these women to become teachers and perhaps teach home economics. For Lisa, it
was the curriculum and instruction professor who had a zeal for teaching. Jane, who was disappointed by her high school home economics teachers, was inspired again by her university professors.

Lisa: I had a teacher in fourth year. I took, actually, a C. and I. course and I was the only one who wasn't in education. And Brenda Carr is so wonderful. She was like all of the teachers that I didn't have rolled into one. And that's when I realized it. Brenda Carr who I hear is graduating, ...she's basically the one who inspired me. She was motivated, she was very proud of what she did.

Jane: So in some ways, I found that home ec. has done themselves in by not being up on the ????? but that was just unfortunate, but I had no idea about family management until I got to UBC and then Dr. Appleby, I'm sure you met him. He is very good. He was always so entertaining and I really enjoyed that.

Dr. Appleby must have been more than entertaining. He must have appeared to be a very credible. Christine may have internalized so much of what Dr. Appleby taught in his Family Management course, that she felt confident enough to break an engagement for marriage.

Christine: I'd say I live my life according to what I teach. Yes, I'm not perfect. I won't say that I have changed my eating a lot. I exercise now on a regular basis. I even broke off my engagement. I realized as soon as I was in the family management course that you know, I am somebody and this happens a lot in relationships and I realized I was just part of the statistics. So, yes I would say I live my life according to what I teach.
Alice had very limited classroom experience of her own in high school home economics. She took Home Economics 8, Clothing and Textiles 9, 10, and 11. Alice concluded that since she enjoyed home economics in high school, that she would enjoy it in university. It was also in university that she discovered that there was more to home economics than sewing and cooking and that she could teach a provincially prescribed subject area.

Alice's personal experiences with teachers in the classroom seem to be restricted to those of an authoritative nature. These experiences began early in her childhood in elementary and Chinese school.

Alice: ...not only I went to elementary and high school but I also went to Chinese school, I think, for about five years when I was in elementary school. And that was strictly enforced. I mean, you do not say anything to the teacher. I mean, when I was in Chinese school you do, you sit up straight, you know when the teacher comes and you greet, the whole class greets the teacher, the traditional you know, so and so is here and when they leave you also bid goodbye and everyone would line up, you know, one row. It's very strict and rigid authoritarian type of atmosphere. And I was pretty young when I went to Chinese school so that's what I thought teachers were all about. In elementary school, I mean I can't remember that much of it, but it was more-or-less the same way, um, high school again, was quite similar. The teacher would come into the room, teach or lecture, give assignments, the students work at their desks. So, I guess that's where my views came from is because I was taught that way.

Lisa's home economics teachers was portrayed with similar characteristics. The authoritative personality evokes images of someone who
expects precision. Lisa describes her former home economics teachers as being precise and pinched.

Lisa: Well I had a bad experience because I had nuns who were quite old, I'm sure they were past retirement age. So, basically, I did not have a good feeling about home ec. I think they were trained in a much different way, what I coin the term home echy. I always use, "she is very home echy." They're precise, very you know , the pinched kind of image. And that's the feeling that I had of home ec teachers.

Alice also recalled her high school teachers had very traditional styles of teaching. She described her math teacher who followed a daily routine and delivered lessons that were teacher centered.

Interviewer: Last time you told me you had a fairly traditional educational background. So, most of your teachers, I guess, were what you would call traditional.

Alice: I was thinking of my math class. The teacher reviews quickly or ask if we had any questions from the day. He would start the new lesson, do some examples, regarding the new lesson and then we would have questions up on the board, do the questions. He would be at his desk and everybody would be working on their questions. You don't finish it, you do it for homework.

The four subjects in this study took home economics courses in high school that were the more common mainstream courses.

Alice: All I took was Home Economics 8 which was both foods and clothing. I never took foods ever again. I took Clothing 9, Clothing 10, and Clothing 11.
Christine: I loved to cook, I liked to bake. I loved to sew and I even took a grade 9/10 sewing class.

Jane: I only took grade 8 cooking and I only took up to grade 9 sewing.

According to Alice, it seems that her former high school did offer other home economics courses, but they were not highly promoted. Alice discovered that there was more to home economics than sewing and cooking when she began taking university level courses. She returned to her former high school to discover that indeed Family Management was offered, but few students chose to enroll in it. The school counsellor disclosed that when enrollment numbers were low, these students would be encouraged to choose an alternative elective.

Interviewer: Perhaps you were unaware of what home economics teachers did in other areas, because you only took clothing and textiles courses. So, how important were the courses you took in university?

Alice: They were probably very important in a sense that it also gave me a chance to see that there were other types of courses. That's when I discovered the Family Science courses. And when I went back to talk to my counsellor at school, "How come we didn't have any Family Management courses?" And that's when he told me "We did, but nobody enrolled in them."

It seems that much of how these student teachers and the first year teacher constructed their image of home economics and teaching home economics were based on their personal experience in home economics classes. Since these four subjects did not enroll in Family Science courses, they did not believe that this area of study existed or was a part of the home economics curriculum. The two components of clothing and textiles and
foods and nutrition are courses most commonly offered in high schools. All four subjects had experience in these areas. Consciously or unconsciously, these women compared their personal experiences in the classroom, with their practicum experience and what they wanted to see themselves do or not do in their own classrooms. Alice’s image of teaching changed following teacher education courses.

Alice: ... that was my traditional view when I entered education. After I came out of education though, then my views changed a little just because of the philosophy, like I understood that I was supposed to be a facilitator. ...to be able to help them to learn rather than to teach them, to just give them the information. But that is how I did see myself when I first entered education, I thought I would be standing there giving them the information and they just receive it.

Alice viewed her practicum school advisors as being somewhat innovative.

Alice: ...they were quite half and half. The curriculum was traditional where for example I'm thinking it's traditional because it doesn't bring in very much global concepts and things like that. I mean, you're still doing the breakfast, lunch, and dinner but I thought their approaches were still quite fun and quite creative and they do share. The teachers there were sharing ideas in how to teach different things. So that is where I got some of my ideas from, the sponsor teachers. I think they, most teachers try to stay in touch and their approach would still be creative. So you could have a traditional curriculum, but your approach could be more creative.

Alice believed that the curriculum was traditional. She did not define what she meant by traditional. The implication was that the sponsor teachers were teaching the same topics that she learned while in high school. Alice was introduced to bringing a more global aspect to teaching in some of her
university courses and when she did not see this from her sponsor teachers, she thought their curriculum was traditional. She did, however, distinguish between curriculum and teaching approach.

Alice may have been critical of her sponsor teachers, but when she settled into a teaching position, she also used common methods of teaching and followed a curriculum that was already in place. Alice demonstrated recipes to her class and then they cooked. Many of her lessons were teacher centered. It seemed that Alice displayed two different approaches to teaching. She was willing to try novel approaches such as using music as a teaching strategy in Family Management, but stayed close to more commonly used methods such as demonstrations and labs in Foods and Nutrition classes. Alice recognized that the curriculum had not changed much and that she had not done much to make changes. Alice was still struggling with this recognition half-way through the school year,

Alice: So you don't have that much time to sort of reflect. ...Like I know that, because I know I'm teaching the course basically through the traditional curriculum, um and I'm still doing that and I'm trying to incorporate some of the more progressive views, if you would like to call it that. I would like to do that but I haven't had time to do it.

Finally, as a first year teacher, Alice made a transition from being a follower and a survivor to consciously making changes to improve her teaching.

Alice: I'm more confident now than in September definitely. I find that when I'm planning for the Grade 8's I can sit down and rather than worry about this and that I can worry about how I can teach it rather than what to teach to an extent. You have a
chance to worry about how you teach it rather than the content. I can sort of sit back and think, well, what creative thing can I do this year.

When Alice was asked what or who influenced the changes in her, she responded with the following statements.

Alice: I think me, myself mainly. I'm standing here and I'm always evaluating and looking at the things around me. You're listening to people, you're listening to teachers, to students and news. And I always take and absorb all that. I always analysed I guess to the extent that I take that information and I see how it affects myself.

Alice: It would be my home economics department head I guess. My mentor, I guess would be the biggest effect on me. Because she is the one who is offering me their advice. But I guess when I interpret your question is I'm still the last one who decides whether or not I'm going to change it or not. So nobody really influenced me because I make the final decision. A lot of people give me suggestions and advice, but its up to me whether I want to take it or not.

Alice: Because I have my mentor, Linda. Because I usually go to her for a lot of advice and I am following her curriculum for the grade 9 Foods. So I mean I adapted. But I am following hers. But it's different in a way that I am by myself that I can do what I want and I don't have to check with my faculty advisor or any body. There's nobody to check-up on me. It's my own flexibility and I can do it my way. I don't have to necessarily adapt it to make my faculty advisor happy or my sponsor teacher happy 'cause I have my own reasons for doing it.

Despite Alice's argument that she made the final decision on whether or not to take other people's advice, she was still haunted by her upbringing.
She continued to be cooperative and obedient. She was willing to follow someone else's curriculum and teaching approach. While Alice was on practicum, she was happy to try new methods of teaching. This was encouraged by the university and Alice felt the pressure to follow the advice of faculty and school advisors. Once she was in a real life situation of teaching, her first year, Alice found other stressful challenges.

**Theme 2: Being a good teacher**

The second theme that seemed recurrent in the interviews was that of being a "good" teacher. Each subject had her idea of what determines an effective teacher. These conclusions were based on their personal experiences with teachers.

It seems that many student teachers begin their careers with powerful images of themselves as teachers helping individuals in society. In their undergraduate studies, students are introduced to home economics through several courses that center around the discussion of home economics philosophy and family. Alice was quite enamoured by the idea that she could "teach these kids the value of the family." However, once she was teaching in the classroom, Alice found that it was not so easy to put into effect her ideals about teaching. Jane wished to empower students by enabling them to have control over their own lives.

Jane: But I think definitely I had this idea that I could, I wanted to share the freedom that I had enjoyed or this thing that gave me options in my life so I could make my life better.

Although Alice enjoyed her practicum experience, she was currently, finding it difficult to teach because much of the time was taken up by
disciplinary actions and basic classroom management. Words such as, lack of
time, tired, stressful, panicking, caring, ideal image were often used by Alice
to describe her image of teaching.

Alice: I understand what I'm doing is probably very normal for
a first year teacher to be just taking whatever you have and use
it. So when I become more established in my routine to develop
my own method or ways of teaching, I think once I get that
established and sort myself out and to have some time to think
about what I would like to teach the students, hopefully I can see
myself doing that in the future.

Alice: I haven't had that much time to sort of think about it
because right now you're at the stage for the first year that you're
worried about all the technicalities of teaching. So you don't
have that much time to sort of reflect.
I'm teaching the course basically through the traditional
curriculum and I'm still doing that and I'm trying to incorporate
some of the more progressive views, if you would like to call it
that. I would like to do that but I haven't had time to do it.

Both Lisa and Christine noted the changes they went through as the
practicum progressed. Lisa's brother was a teacher as was Christine's
girlfriend. Although they saw the amount of time these people spent on
preparation and marking, they did not feel the demand that teaching has on
an individual until they experienced teaching themselves.

Lisa: I have never worked so hard in my entire life. I am
consumed by this practicum. I drool about it as I drive to work. I
think about the questions. ...I really enjoy it, but it's exhausting
at the same time. So I wasn't expecting quite that effect.
Independence and authority is also taken away through the politics of school culture. This includes fitting in with the social structure of colleagues. Occasionally, the first year teacher restructures her teaching practices and ideals to go along with the more experienced teachers in the department, counsellors, or administration.

Alice: I guess maybe because I'm a first year teacher that sometimes I forget about politics and one teacher reminded me that you have to promote our courses because of the other electives such as drama, music. They really push their courses because it's an elective. If students don't choose it, you don't have any students, you don't have no class, you have no job, bottom line. And for me right now I guess I'm still kind of worrying about getting everything down right for me. I'm still worrying about if I'm going to have a job next year.

Alice was tired, stressed and worn out and she no longer had the ideal image of teaching.

Alice: There are days where I feel good because the classes go well and you know the students are learning and you know it clicked inside of them. And then there are days where you don't feel well, maybe not necessarily because of what I'm doing it's just because of the overall stress of the discipline problems. You call in the parents in dealing with those problems. It sort of wears you down and puts you in a position where I think of God, is this worth it. It's so stressful and it effects you emotionally and physically and mentally.

But, I don't have that really ideal image anymore about teaching. I know it's very stressful. It takes a lot of time, a lot of personal energy also.
Alice also discovered that being a good teacher did not mean that she had to care so much that it should emotionally drained her. She also gained a clearer sense of the influence and power that teachers have.

Alice: I found out that I can only care so much, because like somebody reminded me even though you care, you want somebody to, to do well in a course, if that student doesn't want to there's really nothing you can do. And I think, for me at least, sometimes that's where I put the, I guess, the emotional strain on myself. Here you are trying to give all you can, "pass, pass me." Try to motivate and you don't get nothing in return. But there are other students who it is successful, that you do give them the motivation and show that you care and some of them you do sort of reach out and I guess that's already half the battle.

Alice: Because teaching is so powerful, I guess, in that sense. That schools and parents and the community trust you. To leave you in charge of so many students and not only that, you can do whatever basically what you want. What you choose to teach, how you teach it and what you want to do with them overall. So I know I have a very influential position. And I don't want to take that for granted.

Over the course of teaching in her first year, Alice found that being a friend to her students did not always bring respect or discipline. The first quote was taken from an interview with Alice while she was a student teacher. The second quote is from the last interview following eight months of full time teaching. She realized that she must be strict and consistent, but she had not reconciled that there was a difference between being a friend and being friendly.

Alice: But when I see it sometimes in order for you to be an effective teacher I think you have to be their friend sometimes. I
mean not sorta friends where you're buddying around with them, oh let's go out to eat, but I mean friends in terms of you're there to listen to them if they need you. Um, cause they have enough sorta authoritative type of figures, you know they have their mom and dad and principals and they're all kind of higher. I want to bring the level back to where they can see you as a person. So I think, I think if you come down to the level of being friends, they're more likely to open up to you. Not, not look upon you as another authoritative type of figure. That's how I see it. ... I mean most of the time they're fav, their most favourite teacher or the class they like to go to is a teacher who is friendly with them.

Alice: I have to learn that I have to be strict and consistent from the very beginning of the course. That was my biggest mistake for a first year teacher. That I try to be flexible, nice teacher and that doesn't work. Students step all over you.

Christine, being a student teacher, had not gone through the experience of teaching students who were totally under her control and responsibility. Christine's image of good teachers was based on her experience with former teachers. Her comments were very similar to those voiced by Alice when she was a student teacher.

Christine: All I knew is that she was a very nice person. And that appealed to me and I think in a way maybe I'm trying to be like that. ...I think it is really good because you're able to be friends with the students. I have a leadership student in my P.E. class and I asked him the other day. I said, "What would you change?" ...most teachers try and put themselves on a pedestal or something and he said you're friends with them and he says that's really good. So I thought, well maybe, it is a way of working with them.
It is interesting that Alice described teaching as being a position of influence and that it could be a powerful position. Alice's metaphor of her first year of teaching was that of a new mother. Being a mother is a position of influence and power and it should not be taken for granted. Being a good teacher is like being a good mother who learns a lot regarding the new situation and tries her best at teaching, but must learn to let go and allow the baby to learn independence.

Alice: All I thought of was, I felt like I was a new mother having a baby for the first time. You did all this preparation, preparing for this newborn that's inside of you, reading up, you know, talking to other people about other experiences and you have all this wonderful plan for this new child and when that child actually comes out, it's nothing what you expected. Or at least each experience will be different for each mother. And some experiences are positive, I guess for some. But, some are not so positive. And it's I guess, it's a painful experience. ...it's like having that newborn. It's like having all your classes. You're trying to teach it, you're trying to prepare it for the real world. You know, some of them are going to rebel. Some of them aren't going to listen. Just like that newborn. Where you're trying to mould it, I guess, in some ways to become this perfect citizen in this world. But I think all the mother can do is provide the skills, give your experience and you have to try to let go and let that child make their decisions on his or her own.

Jane also felt the power of being in control, but not until she struggled with a class that had many students with difficult behavior problems. It took Jane five to six weeks to develop a rapport with these students. In the end, she found that this was her most satisfying class. These students contributed to the influence of Jane's image of being a good teacher. The students were
provided with a student teacher evaluation form. The majority of the students in this class ranked the student teacher at ten. This was the highest rating possible.

Jane: But my C block, which was the hard class. They were difficult behavior problems. The majority was 10. So, that was very positive with me. The last 5 to 6 weeks of the practicum, I could tell that this rapport was developing with the students. I was getting along. I felt more at ease. I lost my eye twitch. So, that was one of the most positive things. Also, was the acceptance of being... in charge.

Although Jane thought that she was in charge, she did not feel the same melancholic struggle that Alice felt. On the one hand, Alice wanted to be in charge, but realized that she could only do so much and "the child" was left to make his or her own decisions. Jane, on the other hand, saw herself as a map-maker. She knew early on that she wanted to be an influential teacher, but realized that things do not always go smoothly and that she would need to be flexible. She saw herself as a facilitator and that her students would have a responsibility in their education.

I would like to end this chapter with Jane's metaphor of being a good teacher. It is as visually powerful as Alice's metaphor, but this one strikes a chord of hope. Jane's image of a teacher includes the characteristics of an optimistic explorer. An optimistic explorer like a good teacher is willing to take risks, make inquiries, reflect, make changes, and open new avenues for people.
Jane: A map-maker. You know, mapping out ... finding that you were wrong about something and going back and changing it. You know, that reflective quality of, that a map-maker would have to have. Going out and finding out what the land looked like and doing all your measurements. Oh, I thought it was gonna be different than this, and coming back. Map-makers open eyes for other people. You know, I want to be a real influential teacher, and I want to be an exciting teacher, and I want, I want students to go out with a feeling of their own... that they found a bit of themselves someplace along the line. And that's, that's exciting to me.
CHAPTER 5
DISCUSSION AND CONCLUSION

Summary and Discussion

This study explored some of the factors that influenced novice home economics teachers' images and practices of teaching. The findings from the study and how they relate to current theories will be discussed. Bullough (1993) recognized the importance of ongoing conversation regarding teaching, teacher images, and the context of teaching. "Conversation is both a means for establishing conditions conducive to teacher development and a condition in its own right" (Bullough, 1993, p. 94). In Chapter One, reference was made to the many teacher stories. I offer one more study to the research literature on teacher socialization and add my contributions to the conversation. The implications for theory, practice and future research will also be acknowledged.

The particular ways personal history and idealisms are mediated in the practices of novice teachers were explored through a qualitative inquiry. A set of interview data with Alice as a student teacher was available prior to my research, and it provided the impetus for this study. In 1993, Alice became a first year teacher and the opportunity arose to continue interviewing her. Jane, Christine and Lisa, student teachers working on an extended thirteen week practicum, became the second, third and fourth subjects in this study. The data for this study were collected through the use of life history and ethnographic interviewing methods. Data gathering occurred over a period of five months, beginning in February and ending in June.
This study confirmed the theories found in current research with respect to influences on teachers' images and practices of teaching. These include Lortie's (1975), and Zeichner and Grant's (1981) premise that novice teachers have already spent much time in classrooms while they were students and have formulated perceptions of teacher's work based on these experiences. Evidence was also found to support Goodlad's theory (1990) that novice teachers are influenced by former teachers as well as Casey's premise (1990) that families influenced teaching practice. Although the influences on novice teachers' images of teaching and their practices were not consistent amongst the four subjects, some commonalities were observed. These commonalities and differences confirm the theory that personal history is unique to each individual and therefore influences each novice teacher differently.

The theme on Personal History was sub-divided into Responsibility, Family and Former Teachers. Not surprisingly, former teachers influenced all four subjects in their perception of teachers and teaching practices. As Lortie (1975) indicated, teachers "apprentice-by-observation." Alice and Christine remembered some of their "nice" teachers and this influenced them to emulate what they considered to be nice teachers. For Jane and Lisa, former teachers still evoked such strong negative feelings, that they indicated that they did not want to become similar models or have similar practices. These findings are significant in that they confirm the theory that former teachers influence novice teachers' images of teaching, but the findings are not surprising. All teacher education students have been students in someone's classroom. For the most part these experiences were not
necessarily explicit until they were specifically asked to recall a teacher or a teaching situation. Probing into their past triggered a memory of someone or something that evoked some kind of feeling whether it be positive or negative. These images had an impetus on how they wished to see themselves. Calderhead and Robson (1991) also noted in their study how powerful these images were and questioned how these images were challenged by professional preparation.

Family also influenced the image of teaching for these novice teachers. Christine's and Lisa's families gave general advice regarding a professional career in teaching, while Jane's and Alice's personal experiences with their own families influenced their desire to teach home economics specifically. In this study, the women had respect for family members and sometimes found it difficult when their beliefs about teaching were incongruent with that of their family members. Christine received contradictory messages from her family. She received support from her grandparents to become a teacher, but her parents discouraged her to go into this profession. Christine's parents tried to dissuade her from going into teacher education, and despite their discouragement she went ahead. The parents could have contributed to a negative image of teaching, but the grandparents, also being significant family members, may have had a role in allaying this.

Alice and Jane both had working class backgrounds. Alice's family assumed she would go to university and into a profession. Jane's parents instilled no such aspirations. These women's career decisions reflected both obedience and independence. On the one hand, Alice was brought up to never question family values and expectations. She was expected to engage
in higher education and upon completion of high school, she followed her parents' wishes by entering a university degree program. Jane, on the other hand, decided to go into a teacher education program despite her parents' discouragement. This show of independence stemmed from an upbringing where Jane was taught to do and think for herself. And, as in many cases, the decisions that independent offsprings make for themselves are not always in agreement with those made by parents.

Being a member of a family also influenced how two of the women felt towards teaching home economics. Jane and Alice had similar visions and reasons for teaching this subject. Alice came from a family where communication ties were not always open, and felt she had a responsibility to help others in similar situations. She experienced needs within her family situation and saw home economics as a solution. Jane had very difficult economic hardships, but managed to overcome these. Despite the overt dissuasion of Jane's parents, she had other family experiences which encouraged her career aspirations within the dynamics of family. Jane believed that her family life helped her to make her life better and she wanted to "share the freedom." These images of (teaching) home economics and its relevance were very powerful ones for Jane and Alice, and they were influenced by their family experiences.

These findings are not surprising when the interactions between family and former teachers, and the novice teachers are examined. Most individuals have contact with teachers at one time or another. Former teachers are remembered and the ways they influence the practices of novice teachers may be associated with how positively or negatively they are
regarded. Similarly, family members appeared to influence all four novice teachers' images of teaching. The nature of this influence may be associated with whether the teacher connected their responsibilities in their families with their responsibilities as teachers.

The findings of the second recurrent theme indicated that the novice teachers had different images of being a "good" teacher. The student teachers described their ideal image of what a good home economics teacher was. Some of the attributes included being a friend, being friendly, encouraging student work, and caring. This image was based on their prior personal experience. That is, of their experience as students in home economics classes. The first year teacher's image of a good home economics teacher seemed to be in a state of flux. Initially, she described a similar image to that of the three student teachers in this study. It seemed that this image changed with her experience as a first year teacher. She modified her image based on the challenges, the emotional drain, and the physical and mental stress of teaching in her first year.

Despite these novice teachers having spent a long time observing their own teachers and being in schools themselves, they only had a partial understanding of how schools operate. That is, they had not had the experience of communicating with parents, developing school policies, being submersed in the political side of school culture, etc. This, in turn, impacts on their day to day teaching and may challenge their image of teaching.

Bullough (1993) suggested this modification of images is not atypical. He proposed that development "must be viewed in relationship to the
unfolding of a life--life-history-- and in context" (Bullough, p. 93, 1993). That is, novice teachers develop their images from life experience and modify them specifically with teaching experience. Kuzmic (1993) pointed out, "for many beginning teachers these images may be less well-developed and more susceptible to change given the pressures to survive and fit in" (p. 20). The four subjects in this study demonstrated how their images of teaching were certainly challenged during the practicum and the first year of teaching. Alice agreed to model one of her Foods and Nutrition classes after her department head because it was easier to fit in.

Conclusions

In addition to curriculum and instruction courses in teacher education programs and the student teaching practicum, personal history, and idealisms are recognized influences on the practices of novice home economics teachers. One of the research questions guiding this study focused upon the influences on a novice teacher's image of teaching. Connelly and Clandinin (1988) suggested that an image is created through our experiences and is expressed in our practices and actions.

It was found the images of teaching of four novice teachers (three student and one first year) reflects more than just experiences and lessons learned in university courses. Analysis of the interviews of participants elicited two central themes. The two themes, personal history and being a good teacher influenced the novice home economics teachers' images of teaching and their classroom practices. The theme of personal history included the areas of family members, family dynamics, and former teachers.
Family members, including parents, grandparents and siblings through their advice and interaction influenced the images of teaching held by novice teachers. Even the observation of unusual occurrences to family members shaped one novice teacher's images of teaching. These conclusions are especially significant to home economics teachers, because of the connection between the content that is taught and their own personal lives and histories.

The second research question was directed at the ways personal history and being a good teacher are recognized as influences and negotiated in teaching practices. The novice teachers in this study could each articulate their images of being a good teacher, but they found it difficult to live up to this image. Lisa found teaching to be physically exhausting and not quite what she anticipated. Alice expected to be a friend to the students and realized part way into her first year of teaching that what she really wanted to be was friendly. With experience in teaching, she discovered there was a difference between being a friend and being friendly. She also found that she could control her need to care so much for her students and still be considered a good teacher. This was a startling discovery for Alice. What she actually realized was that she was not responsible for all of her students' actions and that she did not need to feel guilty.

Novice teachers become reflective as certain situations arise. They recognize specific challenges to teaching such as, difficult student behavior or time management, and that these are not always resolved in the manner that they wish. These novice teachers also believed that these negotiations are an ongoing part of teaching.
This study identified specific experiences that influenced novice home economics teachers' images of teaching and their practices. Family members such as parents, grandparents and siblings; family experiences such as upbringing, daily family interactions; and former teachers contributed to novice teachers' thinking of teaching and their subsequent actions in the classroom. Often these influences are not recognized immediately, but rather later when they become teachers in the classroom. As novice teachers, they recognized challenges to their expectations and resolved these in several ways.

For one novice home economics teacher, influential people or experiences are recognized right away and this leads to the calling of teacher education. Jane has a clear image of teaching home economics. She knows what she wants to do and how she wants to teach. These images are created from experiences with former teachers and family experiences. She did not indicate situations that may have countered her image of teaching during the time of this study. However, Jane, who always knew that she wanted to teach home economics and held definite images of teaching, would be an interesting subject to study once she has established herself in a teaching position.

In conclusion, the findings in this study regarding the influences on novice home economics teachers' images and practices of teaching included personal history and images of being a good teacher. Family members and former teachers figured strongly in influencing the four participants in this study. The notion of responsibility within their own families influenced two
of the subjects. The images of being a good teacher influenced the teaching practices of all four novice home economics teachers.

What this study does not tell about teacher socialization is whether the community, teaching colleagues or fellow teacher education students have any bearing on the practices of prospective teachers. The student teacher collaboration program is encouraged at many universities and these working relationships may have influences on teaching practices. In some cases, the collaborative process may work so well that one novice teacher may have influence over another. Home economics education may contain sensitive issues for various interest groups. Do the beliefs about these issues influence teaching practices of novice home economics teachers? The implications of this study are many-fold.

Implications and Future Directions

Acceptance of personal history as an influence on the developing image of teaching has implications for teacher education and future research. It is important for the novice home economics teacher to note that he or she arrives at teaching with significant personal history and that these stories colour his or her presentation of ideas to students. As the teacher's personal life unfolds, his or her image of teaching may evolve. Bullough (1993) noted that there is continuity and change in teacher development, and that it is incumbent on its "relationship to the unfolding of life" (p. 93). A home economics teacher must be sensitive of his or her personal life as it unfolds. He or she must be attuned to how this affects daily interactions with students, and the teaching of sensitive and non-sensitive issues. Communication with colleagues add a new perspective on issues that may be intertwined with
one's own personal life and add another dimension to teaching. Mentorship programs are a practical way of encouraging conversation, but it is only as effective as the closeness of the partnership. Tellez (1992) suggests that beginning teachers seek help from experienced teachers they perceive as friendly and caring. These partnerships can encourage dialogue when novice teachers are faced with stressful situations that challenge their image of teaching.

This study has implications for teacher education. Teaching images are created in prospective teachers' minds prior to entering the classroom. Therefore, it is important for these beginning teachers to explore their personal experiences and perhaps prejudices that affect their teaching practices. This study indicated that not all teachers are reflective or recognize how their personal history affects their image of teaching and classroom practice. Some students, because of their personal history may find seeking help in teaching practices a sign of weakness. Encouraging student teachers to speak about their past may help them to recognize certain characteristics in themselves and enable them to understand that "help-seeking is not a weakness but a sign of appropriate coping" (Tellez, 1992, p. 219). If the goal is indeed to "integrate theory and practice and to cultivate thoughtful, analytic practitioners" (Travers & Sacks cited in Dollase, 1992), it is important to provide a forum in teacher education in which personal stories can be acknowledged as important influences on teaching images and practices.

It is important that the relevance of this study not be limited to home economics teachers, but be open to all novice teachers. Personal history influences all teachers who interact with colleagues and students. In some
areas of teacher education, beginning teachers are not given the opportunity to share and discuss their stories. They should be allowed to recognize their strengths, weaknesses, abilities and limitations. If personal history influences teaching images and practices, it has a place worthy of acknowledgement and discussion for all teachers in teacher education.

Calderhead and Robson (1991) posed a series of questions regarding novice teachers' knowledge. These included the call for research into the understanding of "how knowledge for teaching is developed, how it originates and is fostered, and how student teachers' existing knowledge influences how they learn and what they extract from their teacher education courses" (p. 2). This study adds to that growing understanding of how beginning teachers acquire their knowledge for teaching. However, the nature in which teaching images are resistant or conducive to change needs to be further addressed. The type of personal life experience may influence an individual to accept and negotiate changes more readily. These issues lead us to conclude that further study into the socialization process is warranted. There are too many questions that challenge the pat notion that socialization occurs smoothly and in phases.

This study has been a small addition to the vast literature on teacher socialization. The variables that affect teaching images are endless. School culture plays an interesting role on how it affects teacher's self-image. For example, does a supportive administration and parent group aid in changing the image of a beginning teacher who believes that he or she is ineffectual? In home economics education in particular, a beginning teacher may come to teaching with a set of beliefs that he or she strongly believes is appropriate to
be in the best interest of his or her students. If these beliefs contradict those of the district, how does this teacher negotiate teaching practices?

Appropriately, this study may be the springboard for a longitudinal study. Alice, Jane, Christine and Lisa are reflective and articulate about their personal history and their teaching practices. It would be interesting to follow these women over a longer period of time or to perform follow up studies every few years to analyze how their image of teaching changes and whether their classroom practices evolve. In a study spanning three years, McWilliam (1994) gave beginning teachers the power of language, "through inquiry into the complexity and diversity of the ways that prospective teachers 'write' and 'rewrite' themselves in the texts they generate about their own needs" (p. 109). McWilliam (1994) pointed out that "time-honored understandings of the process whereby teachers acquire their professional perspectives" (p. 109) are not to be disproved, but rather rearticulated. This greater understanding can only enhance prospective teachers' ability to negotiate changes and their relations in the classroom. It is important that the listening to teacher stories continues.
REFERENCES


APPENDIX A

Correspondence
APPENDIX B

Sample Interview Questions

1. What interests led you to become a teacher?
   a) Did anyone influence your choice of profession?
   b) Have certain experiences or insight lead you to your choice?

2. What are your main concerns as you think about beginning to teach:
   a) What kinds of things do you think are most important to learn in course work?
   b) What kinds of things do you expect to learn as a teacher in the school and in the classroom?

3. What are the most important concepts that you think home economics teaches to students?

4. What surprised you most about being a home economics teacher:
   a) Why do you suppose you were surprised by these things?

5. As a student in high school and in university, were you able to take a variety of courses in the different interest areas of home economics?

6. How do you feel about being a home economics teacher?
   a) Do the attitudes and beliefs of teachers in other subject areas have any influence over your own thoughts and feelings of being a teacher?

7. Tell me about your experiences in school as a student?
   a) What was it like?
   b) Did you enjoy school?
   c) Did you have any teachers who stood out in your mind as being particularly good teachers? Poor teachers?

8. Before you actually began teaching in September, what did you think your role as a teacher was?

9. How would you like your students to remember you?

10. One of the questions that I asked you at the last interview was: How do you explain to others what you do as a home economics teacher. Your response was, "I teach cooking and sewing." Is that what you see yourself doing?

11. You said that your home life as a child may have influenced you to go into home economics education. Please elaborate.

12. How do you see yourself as being different from this person?
13. How did you know what to do on your first lesson? I don't mean what topic to teach but how to go about it, what to include, how did you decide what was important?

14. What courses did you take in high school? Do you remember any of your teachers?

15. Do you believe that you are a good teacher? What qualities or abilities would a good teacher have?

17. What is the most difficult component of teaching?

18. What is the most pleasurable or satisfying aspect of teaching?

19. Do you relate any of the subject matter in home economics to your personal life?

20. A metaphor for myself would be...

21. If you were invited to teach overseas, what would you take with you?

22. What advice would you give someone who is just beginning a practicum?