

Learning through Self-reflection: Critical Approach to Self-efficacy and Teacher Identities Development

Muhammad Azim

College of Teacher Education, Zhejiang Normal University, Jinhua, Zhejiang Province, P.R. China

Abstract

Currently, demand of being as reflective teacher is increasing gradually and continuous with the passage of every single day, reason behind is reflection in teaching has long lasting effect on performance of teacher as well as help them to show active participation, respect individual differences, critically investigate issues/ problems to come up with solutions. Plenty of researches done in past proved that concepts such as self-reflection, identities, and self-efficacy of teacher are interconnected concepts and it was also proved, from time to time, these concepts put enormous influence on each other once these concepts start interacting together. Therefore, it was considered need of the day to conduct research on development process of self-efficacy and teacher identities by using self-reflective techniques as medium to influence these variables. Main objective of study was to find effect of self-reflective techniques usage during teaching practice on the development level of teacher self-efficacy, personal and professional identities. In this study, QUAN-qual research design was used, quantitative part was based on pretest-treatment-posttest design, on contrary, qualitative part was based on semi-structured interviews conducted with participants of treatment group as well as head of schools. Sample was extracted from population with the help of Simple random sampling technique, students were randomized and distributed into two groups separately: control group and experimental group. Data was collected from students of both control and experimental groups as pretest data then experimental group was given treatment based self-reflection. Finally prospective teachers went for teaching practice, after completion of teaching practice, posttest data was collection from both groups. In addition to this, interviews were conducted with experimental group participants and with head of schools to get feedback about prospective teachers' performance as well as to know more about self-reflective techniques usage by in-service teachers. Data was analyzed with the help of descriptive statistics, Independent Sample t-test and Paired Sample t-test. It was observed significant development in favor of professional identity and self-efficacy level of teachers but not for personal identity, in the short run, based on usage of self-reflective techniques or being as reflective practitioner during teaching practice. Self-reflective techniques were found quite helpful for prospective teachers during teaching practice and most the self-reflective techniques were found applicable and outcomes oriented to help teachers to think over and over on their actions to make it more efficient and outcome friendly. These techniques were considered main source of professional identity and self-efficacy development of prospective teachers. Self-efficacy and teacher identities are part of professionalism which can help teachers to become effective practitioner and goal oriented.

Keywords: Self-efficacy development, professional identity development, personal identity development, self-reflection, reflective teaching

1. Introduction

The concept of self-efficacy, no doubt, is studied by different scholars from several different ways since 1966. Majority of people believe and attach this concept with idea given by Albert Bandura (1977), on the other hand, it was first introduced in 1966 by Rotter, almost 11 years earlier than Bandura. Rotter analyzed the concept of self-efficacy for the first time based on social cognitive theory and same theory was used by Albert Bandura to describe this concept later on. It is fact, both concepts are different from each other but partially both concepts are twisted together based on explanation of their own concepts relevant to self-efficacy of individuals. Albert Bandura (1977) described concept of efficacy as "the belief that one can successfully execute a behavior to produce required outcomes" (p. 193) which highlights that beliefs of individuals and its level of effectiveness in particular situation effect the way they will put their effort forward to handle given situation. According to social cognitive theory of Albert Bandura, he mentioned the efficacy in a way as "the believes in one's capabilities to organize and execute the courses of action required to provide given attainments" (p.03) later on Bandura further explained efficacy as "a judgment of one's capabilities to accomplish a certain level of performance" (Bandura, 1986).

In addition to this, Albert Bandura (1986) highlighted self-efficacy as "generative capability in which cognitive, social, and behavioral sub skills must be organized into integrated course of action to serve innumerable purposes" (p.391). Other than these definitions, plenty of researches further highlights this concept in a way, efficacy beliefs of individuals are closely related to human agency by which individuals start believing, they are having enough capability to carry out purposed actions (Goddard et al., 2000; Henson, 2002). Beliefs of people based on their self-efficacy are interconnected with their self-confidence based on individual's abilities to perform particular task.

The way efficacy is defined by Bandura (1977) presented that perception of individuals based on their level of efficacy shape the way one feel including the way one perceive, show specific behavior, and motivate himself. Such as individuals those could posses higher level of efficacy expectations can investigate the situation critically in which is going to be involved so he could adjust achievable comparatively higher goals with this confidence they has enough capability physical and mental to handle that situation effectively and efficiently. On contrary, individual who could have lower level of their efficacy expectations might start thinking first prospective problems to lower his morale instead of thinking positively to show enough confidence to tackle that task so as a result of this he could unable to show expected efforts to achieve that goal up-to desired level instead. Bandura (1993) quoted, "it is difficult to achieve much while fighting self-doubt" (p.188). Efficacy expectations of people are connected with their self-efficacy perception that could affect what level of effort is needed to perform given task; this effort consumption is connected with their perception on individual's abilities to be fruitful within given task (Henson, 2002). Bandura (1993) quoted that the way people perceive about their abilities to achieve given situation helps to achieve expected outcomes. Moral of this discussion is performance of people is very much connected with level of their efficacious believes to perform particular task in the given time period regardless of their level of knowledge and skills to perform that task. In addition to this, there is possibility exists in a way that individuals those perform poorly or not up to expectations could have required level of knowledge or skills to perform that task, due to poor self-efficacy believes lead them not to reach expected level (Bandura, 1993). So it is clearly described that abilities of individuals to be successful or unsuccessful bound with efficacious believes of that individual.

Albert Bandura (1997) evaluated all existing scales concerned with efficacy of teachers and developed a new and comprehensive scale for measurement of teacher self-efficacy which is known as "Bandura's Instrument: Teacher self-efficacy scale". This scale is composed of thirty (30) items those can be measured on a Likert-type scale stretched between nine-points. This scale is stretched between 5 responses such as Nothing, Very Little, Some Influence, Quite a bit and A Great Deal and rests of 4 responses are given between any two adjacent responses. This tool was primarily used to asses level of teacher self-efficacy level in this study.

Several studies described that teachers must have attained a stage of the self knowledge which will permit them to figure out personal viewpoints, ethics and comprehension that lies beneath their instructional planning. According to Nias (1989) self knowledge of instructors is significant component in instructor's explanation about the scene of their profession. When an instructor recognizes the source of his or her teaching then he becomes capable to defend and clarify that why and how he did this way. Besides this an instructor is capable to distinguish the significant and non significant components of teaching process which plays main role in upgrading the standard of teaching (Skinnari, 2002). In addition, Johnson (2003) stated that the instructor's sense of himself has an impact on all practices, prospects, societal circumstances, novel questions, and specially coordination with other people.

The idea of instructor's sense of identity or self-knowledge may be exposed as the question of teacher identity. According to the literature of education, it is extensively approved that teacher identity is pivotal component in the development of an instructor (Rodgers & Scott, 2008). For instance, it is discussed that identity is a strong issue for instructor obligation, agreement and inspiration in modifying educational, societal and political surroundings where they perform various duties (Day, Kington, Stobart & Sammons, 2006; Geijsel & Meijers, 2005). The instructor's identity is productive method to recognize the skills of teaching process and in which manner and for what reason the teachers decide during their teaching phase (Enyedy et al., 2005). Plenty of researches considered concept of identity widely owed to the background of discourse (Brizman, 1991; Hoel, 1997; Rex et al, 2002; Temple et al., 2004; Alsup, 2006; Soreide, 2006; Cohen, 2008). In other term teacher identity is manifold and varying by formation which is specially linked with societal, cultural and political background (Varghese et al., 2005). Therefore, as the subsequent of single teacher himself, the main stress is on the teacher who are merged in an entity which is indirectly developed (Soreide, 2006).

This study differentiates between the personal and professional identities of teachers theoretically even they are intensely combined in the profession of teachers. Though, both types of identities individually provide a productive framework for professional development of teachers. This study particularly focused on professional identity of teachers because several studies proved whenever teachers were asked about their identities they referred their identity connection with their profession that is professional identity, in this to this, personal identity of teachers also took into account because it's also necessary component of teacher identity, rest of identities are ignored by delimiting this study. Personal and professional identities are discussed in detail in next few paragraphs.

Both the terms personal and self-identities are very ancient terms and origin of these terms can be found in ancient Greece and basics of these terms are to ask question based on philosophical argumentation about individual such as: Who am I. These both terms are being used mostly interchangeable together, C.O. Evans tried to describe these terms in separate context and quoted that personal identity is a form of identity of persons other than ourselves and self-identity is being aware of one's own identity. There is big conflict among scholars

to differentiate these two terms together or differentiate between these two separately, most of them considered these terms as one instead of separate from each other. To examine difference between these two identities is connected with long standing debates as well as discussion to see these two terms separately or together based on their textures to have concrete understanding between both terms.

A book written on history of personal identity entitled *The Rise and Fall of Soul and Self* by Raymond Martin and John Baressi gave their suggestions about different theories of personal identity and they claimed it can be found in history of 5th century BCE. This concept is having very rich history based on background written, but it's unfortunate to have any common definition of this concept so everyone can be gathered on same platform with single explanation, this is the reason definition of personal identity varies from philosophers to philosophers. Few of scholars try to connect personal identity concept with the concept of individual autonomy, on contrary, other scholars believed personal identity a kind of measure to determine value of someone's personal identity (Martin, R., & Barresi, J. 2008). Just to understand with the help of basic information, personal identity of individual can be explained as self-description that has to be very specific in nature as well as based on experience. In other words, one can define personal identity by defining its set of characteristics or traits that a particular person has. According to Erving Goffman, personal identity is a kind of set of traits that differentiate between individuals from each others. If one wants to stick with this explanation so it's necessary to connect personal identity with individual autonomy, values, qualities attributes, traits including characteristics developed based on personality of individual help the individual to stand unique in a particular society. One of the popular philosopher shared his idea about personal identity as, it's individual's own philosophy help him for survival (Martin, R., & Barresi, J. 2008).

Teacher's professional identity is the fundamental of teaching profession and it also defines a structure in which one has to explain new and creative ideas about work, actions and standards of living in society. An identity of a teacher is flexible according to the needs of the society and it is never rigid and enforced (Sachs, 2005). It is a fact that the way teachers interpret their professional identification, it will also impact on their actions in their related profession. Teachers will act accordingly to the environmental changes in an educational setting and it will impact their work commitment, their capabilities and their will to work (Beijaard, Verloop & Vermunt, 2000; Day, Elliot & Kington, 2005; van Veen et al., 2005). There has been so much researches conducted in philosophy and psychology related to identity as well as self, Korthagen (2004) indicates that professional identity of teachers in an educational setting is not clearly defined yet. Also Beijaard et al., (2000) describe that teachers identity about their profession is still not clear yet and if it has defined it was in ambiguous way.

Beijaard et al., (2004), state that the teaching concept highlights the following 1) teacher identity formation, 2) the features of teacher identity or 3) teachers' life events. From developmental aspect teaching is a profession of continuous interpretations and analysis of life events related to this profession (Kerby, 1991; Beijaard et al., 2004) and it is claimed that the teaching profession is demonstrated through various narratives associated with teaching practices (Watson, 2006). Warin et al., (2006) suggest that all the practices which are related to feelings and perception of teacher about his teaching activate professional identity. Tillema (2000) experiences that the professional identity of a teacher is based upon all the classroom practical experiences teacher gain during lessons (Maclean & White, 2007; Enyedy et al., 2005, Watson, 2006). Teacher has a continuous interaction with educational setting and it reflects so many aspects of teacher within educational environment. With reference to Warin et al., (2006), a teacher's identity is directly linked with students, co-workers, parents, government and media, all these have different and dynamic images connected with teacher identities. Individuality of a teacher in his/her profession is simply the recognition as a teacher, nevertheless, the link between professional identity of teacher and practice of the teacher isn't as simple as of one way road, it determines important gist of self that drives the teacher to react in particular situation. The few other aspects such as social-cultural and political practices are not the aim of this research study.

Bandura's (1997) work on the concept of teacher self-efficacy based on essential factor, that is called reflection, Reflection enable teachers to examine their practice and "construct new findings as a result of these reflections" (as cited by Merriam et al., 2007). To influence the level self-efficacy, teacher has to be reflective practitioner. Reflection works as driving force to develop teacher professionally (Constantino & DeLorenzo, 2001; Danienlson & McGreal, 2000; Glickman, 2002; Lambert, 2003) because reflection is something that transform experiences into learning outcomes (Webster-Wright, 2009). A book published in 1983 by Schon, entitled *The Reflective Practitioner*, described the term introduced by Shoen as "Reflection-in-action" is a technique by which teacher establish mutual relation between reflection and experiences to come up with problem solving solutions. Cervero (1988) describes that "capacity to reflection in works is the core of effective practice".

Wade, et al., (2008) quoted in this study that reflective learners observe issues critically to understand exact root cause of problem arose, brainstorm about possible solutions, execute solutions and reflect back based on outcomes they got after execution. In addition to this, instructors focus deeply on outcome in response to their

actions on academic achievements of students as well as their intelligence. In this study, reflective techniques such as reflection-in-action, reflection-on-action, reflective journals, peers observations, students feedback and videotaping were used as treatment variable to influence self-efficacy, personal and professional identity of teachers.

Previously most of the researchers mainly focused to explore concepts of Teacher Self-efficacy and Teacher Identities separately and association exist between them was totally ignored, even both were having enough common evidences to show their association as relevant and interconnected concepts. One of the recent study done in Pakistan examined that teachers were using several different kind of reflective techniques during teaching at schools but they were found not aware all of these techniques as well as relevant contexts of using self-reflective practices during teaching particularly lesson nevertheless these techniques can play vital role in the way of their professional development by helping them to become effective reflective practitioner as well as effective teacher (Iqbal, M. Z., 2015). Furthermore, researchers also missed to evaluate development process of these two concepts by using self-reflection in teaching as medium especially reflection in teaching or reflective techniques usage in teaching.

On the basis of above evidences, it was considered need of the day to explore tri-relational existence between these three theories such as teacher identities, self-efficacy and self-reflection in teaching. After studying several related researches, researcher came up with need to conduct research on the topic “Learning through Self-reflection: Critical Approach to Self-efficacy and Teacher Identities Development.” to inquire at what extent these three variables effect each others, and how they can affect performance of teachers in the long run including perform its role in professional development of teachers necessary to become effective or good teacher.

The objectives of the study were: (1) To find out effect of self-reflective techniques on the self-efficacy of teachers; (2) To find out effect of self-reflective techniques on teachers' identities; (3) To assess influence of self-reflective techniques to develop self-efficacy and identities among teachers; (4) To compare level of development between teacher self-efficacy, personal and professional identities together through reflective techniques usage in teaching.

Based on objectives of study, hypothesis was developed: After controlling for pretest scores, there is no significant difference exists in the development level of self-efficacy, personal and professional identities of teacher between control and experimental group students.

2. Nature of Study

Nature of the research was mixed method i.e. both quantitative and qualitative data was collected to analyze the study results. In this study, QUAN-qual design was used for collection and analysis of data. Firstly researcher collected quantitative data through questionnaires twice, before and after teaching practice, from prospective teachers participated in control and treatment groups and then qualitative data was gathered from the respondents of treatment group only through semi-structured interviews because there were two reasons: first reason was this group received treatment based on reflection through training workshop and second reason was, interviews were based on their experiences as reflective teachers. Furthermore, head of schools were also involved by interviewing them via semi-structured interviews to know more about actual condition of reflective techniques usage by in-service teachers as well as assessment of head teachers regarding prospective teachers being as reflective practitioners during teaching practice.

3. Population of Study

The targeted population of this study was all the prospective teachers of government sectors universities offered teacher education program in The Punjab province. Accessible population of this study was all the institutions who used to offer teacher education programs within The Faisalabad district.

4. Delimitations of Study

Due to time and resources constraints, the researcher delimited this study by targeting students, i.e. prospective teachers, of B.Ed (Hons) and Masters Degree programs from the Government College University, Faisalabad.

5. Sample of Study

The researcher selected sample by using simple random sampling technique and the sample for this study was prospective teachers of last year, of B.Ed. (Hons) and Masters degree programs, studying in Government College University, Faisalabad. The researcher selected the students of last year because in aforementioned programs, students has to go to schools for teaching practice for more than one month.

6. Instrumentation

Quantitative tools

The quantitative data was collected with the help of three instruments for self-efficacy, personal and professional identities of teachers. The details of these instruments are given below respectively.

Bandura Instrument for teaching was used for the purpose to collect quantitative data after getting necessary permission from Albert Bandura.

In this study, the concept of teacher identity was delimited to two most important aspects of identity such as personal identity and professional identity. Rest of identities associated with teacher were ignored by delimiting this study to see relationship, interaction, and impact of these variables on each other because of it was considered to be dire need to study these two aspects while interacting with self-efficacy of teachers. The researcher used teachers professional and personal identities scale (TPPIS), this scale was actually comprised of two scales; teachers professional identity scale (TPIS) developed by Hoi Yan Cheung (2008) and second adapted from aspects of identity questionnaire (AIQ-IV) revised edition developed by Cheek & Briggs (2013). For the sake of convenience, the researcher used these tools as one which contained 19 items of professional identity and 10 items of personal identity altogether.

Qualitative tools

The qualitative data was collected for reflection of the respondents. For this purpose, semi-structured interviews were developed to know more about experiences of participants while they were on teaching practice in schools as reflective practitioners. Permissions was granted by participants, both experimental group students and head of schools, to record interviews.

7. Validation of instruments

Before distribution of questionnaires for pretest, the researcher assessed content validity of these instruments in Pakistani scenario as well as reliability of the instruments, and conducted pilot testing as well.

- **Content validity**

The researcher used simple table of percentage agreement to access the level of content validity, which was developed by Abu Bakar and Bhasah in 2008 to access expert's opinions, as described in above parameters. For this purpose, the researcher involved five experts, experienced teachers having teaching experience more than 2 years not less than designation of assistant professor. It was considered necessary to put any question valid if and only if five out of four professors considered it suitable or valid. This way items had more than equal to 80% scores in favor were considered to be part of research work to continue further. With the agreement of 4 out of 5 professors considered to be valid through item-wise content validity evaluation of all the instrument, based on validity of instruments, items were also modified as per directed by experts.

- **Reliability of the Instrument**

The observed value of reliability for all the instruments together was 0.89 which was considered quite good evidence to consider instruments reliable and useful for full scale study.

- **Pilot Study**

The researcher conducted pilot study to ensure feasibility, resources assessment, develop and test adequacy of tools being used by selecting randomly 10 students from the same session by ensuring respondents were truly representative of original sample. Participants selected in pilot study were not included in full-scale study to ensure quality of research.

8. Collection of data

As of mixed method study, quantitative data was collected at two different stages before start of teaching practice (pretest data) and at the end of teaching practice (posttest data).

The qualitative data was collected through semi-structured interviews from respondents of treatment group only because qualitative data was based on their opinions about self-reflection and usage of self-reflective techniques during teaching practice. Head of schools were also included to be interviewed with the help of semi-structured questionnaire for the sake to know more about current condition or practice being followed by in-service teachers as well as feedback about performance of prospective teachers.

9. Methods of data analysis

The data was analyzed by using descriptive statistics, Independent Sample t-test, Paired Sample t-statistics to find out differences between mean scores of control and experimental groups while responding for pretest and posttest scores. For qualitative data, esp. semi-structured interviews, NVivo for Windows v.11 was used to analyze qualitative based on responses of the participants.

Table 1: Comparison between control and treatment groups using pretest scores

Groups	N	M	SD	t-stat	p-value	Remarks @ 0.01 level
Personal_Identity (Control)	37	3.90	.40	-.311	.757	Non-Significant
Personal_Identity (Treatment)	37	3.93	.49			
Professional_Identity (Control)	37	3.74	.36	-.218	.828	Non-Significant
Professional_Identity (Treatment)	37	3.76	.51			
Self-efficacy (Control)	37	3.82	.28	-.515	.608	Non-Significant
Self-efficacy (Treatment)	37	3.87	.51			

As per analysis done using independent sample t-statistics, it is being inferred that all of our three investigation variables such as Personal Identity, Professional Identity and Self-efficacy didn't show any significant difference between level of their identities and self-efficacy of teachers in pretest scores for both control and treatment groups.

Table 2: Comparison of control and treatment groups using paired sample 't' statistics

Variables	N	Mean		SD		Paired t-stat	p-value	Remarks @ 0.01 Level
		Pre	Post	Pre	Post			
Control Group								
Personal_Identity	37	3.90	3.92	.40	.43	-.33	.745	Non-Significant
Professional_Identity	37	3.74	3.78	.36	.41	-.48	.637	Non-Significant
Self-efficacy	37	3.82	3.79	.28	.33	.376	.709	Non-Significant
Experimental Group								
Personal_Identity	37	3.93	3.83	.49	.63	1.26	.217	Non-Significant
Professional_Identity	37	3.76	4.35	.51	.40	-5.35	.001	Significant
Self-efficacy	37	3.87	4.25	.51	.43	-3.35	.002	Significant

Data was analyzed with the help of Paired sample t-statistics for all of the investigation variables separately, shown in Table No. 2 above.

Control group: Analysis done with the help of paired sample t-statistics, it can be concluded that all of investigation variables such as personal identity, professional identity and self-efficacy of teacher didn't show any significant difference exist between pretest and posttest scores collection from control group participants and all the p-values are higher than assumed significance level (0.01).

Treatment group: Reference to above table, for personal identity the calculated value of t is $t(36)=1.26$ ($p>0.05$) which indicates that there was no significant development occurred, in favor of personal identity(treatment group), from pretest to posttest scores of respondents based on treatment given to use self-reflective techniques in teaching. While dealing with professional identity of teachers, the calculated value of $t(36)=-5.35$ where ($p<0.05$) indicates that there was significant development occurred in favor of professional identity(experimental group), from pretest to posttest scores, of respondents based on treatment given to use self-reflective techniques in teaching. While analyzing the same for self-efficacy of teachers, the calculated value of $t(36)=-3.35$ where ($p<0.05$) clearly indicates that there was significant development occurred in the level of teacher self-efficacy(experimental group) while responding for pretest and posttest scores under influence of aforementioned treatment.

10. Results:

Based on data analyzed data, it was observed that there was no significant change observed in favor of personal identity development of prospective teachers while responding for pretest and posttest data. On contrary, it was observed, there was positive change occurred in favor of professional identity between perception of control and treatment groups of prospective teachers participated in pretest and posttest. The responses of treatment group were significantly differ and even higher in comparison with control group and it's clear sign of development occurred in favor professional identity of teachers took part in treatment group. It was observed that respondents of posttest, in comparison with pretest scores, show significantly positive development occurred in favor of teacher self-efficacy level. Posttest scores of treatment group clearly show major change occurred in the level of their self-efficacy after getting treatment based on usage of self-reflective techniques during teaching. Interviews revealed that usage of reflective techniques, by in-service teachers, weren't prominent in nature but partially being practiced in schools. Majority of in-service teachers, those were using such techniques, were not well aware about most of self-reflective techniques as well as context associated with such techniques even those were being practiced by them. Prospective teachers as reflective practitioner were found dedicated to their duties, interested to accept challenges, indulge themselves in different situations to solve day to day problems, showed thirst to seek help or expert opinion where needed, usage of available resources effectively with intention to give what best they could perform within available resources. As of reflective practitioner, they were showing keen interest in subject matter, preparation of lesson plans, being friendly, shuffling between instructional pedagogies to enable students to show improved results in their period assessment. So It can be concluded that being

reflective practitioner has deep rooted impact on academic achievements of students.

References

- Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah, NJ: Lawrence Erlbaum & Associates.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi: 10.1037//0033-295X.84.2.191
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148. doi: 10.1207/s15326985ep2802_3
- Beijaard, D., Meijer, P.C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128.
- Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.
- Brizman, D. P. (1991). *Practice makes practice. A critical study of learning to teach*. Albany (NY): State University of New York.
- Cervero, R.M. (1988). *Effective continuing education for professionals*. San Francisco, CA: Jossey-Bass.
- Cohen, J.L. (2008). "That's not treating you as a professional": teachers constructing complex professional identities through talk. *Teachers and Teaching: theory and practice*, 14(2), 79-93.166 Katariina Stenberg
- Constantino, P. M., & De Lorenzo, M. N. (2001). *Developing a professional teaching portfolio: A guide for success*. Boston, MA: Allyn and Bacon.
- Danielson, C., & McGreal, T. L. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Day, C., Elliot, B., & Kington, A. (2005). Reform standards and teacher identity: Challenge of sustaining commitment. *Teaching and Teacher Education*, 21(5), 563-577.
- Enyedy, N., Goldberg, J., & Muir Welsh, K. (2005). Complex dilemmas of identity and practice. *Science Education*, 90(1), 68-93.
- Geijsel, F., & Meijers, F. (2005). Identity learning: the core process of educational change. *Educational Studies*, 31(4), 419-430.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: ASCD.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507. doi: 10.3102/00028312037002479
- Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, 37(3), 137-150. doi: 10.1207/S15326985EP3703_1
- Hoel, T.L. (1997). Voices from the classroom. *Teaching and Teacher Education*, 13(1), 5-16.
- Iqbal, M. Z., (2015) A study of reflective practices for professional development of the prospective teachers in Pakistan. Unpublished thesis, International Islamic University, Islamabad.
- Johnson, K. (2003). "Every experience is a moving force": Identity and growth through mentoring. *Teaching and Teacher Education*, 19, 787- 800.
- Kerby, P. (1991). *Narrative and the self*. Bloomington: Indiana University Press.
- Korthagen, F.A.J. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria VA: Association for Supervision and Curriculum Development.
- Maclean, R., & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice*, 8(1), 47-60.
- Martin, R., & Barresi, J., (2008) *The Rise and Fall of Soul and Self: An Intellectual History of Personal Identity*. Columbia University Press. ISBN:0231137451
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Nias, J. (1989). Teaching and the self. In M.L Holly & C.S McLoughlin (Eds.), *Perspective on teacher professional development* (pp. 151-171). London: Falmer Press.
- Rex, L.A., Murnen, T.J., Hobbs, J., & McEachen, D. (2002). Teachers' pedagogical stories and the shaping of classroom participation: "The dancer" and "graveyard shift at the 7-11". *American Educational Research Journal*, 39(3), 765-796.
- Rodgers, C. R., & Scott, K. H. (2008). *The development of the personal self and professional identity in*

- learning to teach. In M. Cochran-Smith, S. FeimanNemser, & D.J. McIntyre Eds.) and K.E. Demers (Ed.) – 3rd Edition, *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 732-755). New York and London: Routledge and the Association of Teacher Educators.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28.
- Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo & M. Compf (Eds.), *Connecting policy and practice: challenges for teaching and learning in schools and universities* (pp. 5–21). Oxford: Routledge.
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: JosseyBass.
- Skinnari, S. (2002). Opettajuuuden etiikka tulevaisuuden maailmassa [Ethics of teachers' in tomorrow's world. In E. Lehtinen & T. Hiltunen (Eds.), *Oppiminen ja opettajuus [Learning and teachership]* (pp. 203–235). Turku: Pallosalama.
- Soreide, G.E. (2006). Narrative construction of teacher identity: positioning and negotiation. *Teachers and Teaching: theory and practice*, 12(5), 527–547.
- Temple Adger, C., Hoyle, S.M., & Dickinson, D.K. (2004). Locating learning in inservice education for preschool teachers. *American Educational Research Journal*, 41(4), 867–900.
- Tillema, H.H. (2000). Belief change towards self-directed learning in student teachers: immersion in practice or reflection in action. *Teaching and Teacher Education*, 16, 575–591.
- van Veen, K., Slegers, P., & van de Ven, P-H. (2005). One teacher's identity, emotions, and commitment to change: a case study into cognitive-affective process
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21–44.
- Wade, S.E., Fauske, J.R., & Thompson, A. (2008). Prospective teachers' problem solving in online peer-led dialogues. *American Educational Research Journal*, 45(2), 398- 442.
- Warin, J., Maddock, M., Pell, A., & Hargreaves L. (2006). Resolving identity dissonance through reflective and reflexive practice in teaching. *Reflective Practice*, 7(2), 233–245.
- Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teacher and Teaching: theory and practice*, 12(5), 509–526.
- Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research*, 79(2), 702-739.

Acknowledgements

The researcher would like to express gratitude to all the people participated in this study directly or indirectly especially all the prospective teachers who spent their enough time to complete this research work. I would like to appreciate administration of the Government College University, Faisalabad to facilitate and encourage students as well as researcher to conduct this study without any further delay. I would like to say thanks to Lecturer, GCUF who helped enough in collection of data and guided me from time to time whenever consultation was needed. I want to show sincere appreciation and respect to Prof. Jin Shenghong, College of Teacher Education, Zhejiang Normal University, Jinhua, China without his continuous support and guidance this study wasn't possible to carry on and his kindness in every field helped a lot to conduct this study in proper order.

About Author

Muhammad Azim s/o Muhammad Amin holds the degree of Master of Philosophy (M.Phil) in Education, major in Educational Administration from GC University, Faisalabad, Pakistan. He is currently doctorate student, major in Principles of Education at Zhejiang Normal University, Jinhua, China. He has attended and presented research papers in national and international conferences around the globe especially in the field of Education, psychology and e-learning.