Secondary School Teachers' Perceptions of the Practical and Emotional Challenges They Encountered During Their Second Year in the Teaching Profession

BY

Corinne E. Barrett Kutcy

A Thesis
Submitted to the Faculty of Graduate Studies
In Partial Fulfillment of the Requirements for the Degree of

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Department of Curriculum, Teaching and Learning, Faculty of Education
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**Secondary School Teachers' Perceptions of the Practical and Emotional Challenges
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A project such as this is not the result of one individual's work. Many people have encouraged and supported me in my efforts in completing this study. Their contributions were integral to my success.

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Abstract

The purpose of my research was to explore perceptions of full-time second-year secondary teachers by studying a group of teachers in their second-year of experience in grades 6 to 12 classrooms in various public schools in Winnipeg.

This is a qualitative study with the data emerging from the participants' own words and expressions of their perceptions. All of the 18 full-time second-year secondary teachers in one division were invited by email to participate in the study. Five of the teachers volunteered and became the participants. Two individual interviews were conducted with each teacher. Additionally, all teachers participated in a focus group discussion.

The results of the study indicated that there were four common themes which emerged from the data when these participants compared their first to their second year of teaching. The four areas of change were: a) organizational ability b) available time c) level of frustration and d) level of confidence/comfort. These areas can be grouped into two domains, the practical and the emotional. A graphic is provided to demonstrate the relationship between the factors.

The study considers areas of change that could be made to address the perceptions of the second-year teachers. These areas include: a) pre-service programs b) teacher workload in the first two years of teaching c) policy and practice review d) administrative support and e) on-site, off-site, and online mentoring support.

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Secondary School Teachers' Perceptions of the Practical and Emotional Challenges They Encountered During Their Second Year in the Teaching Profession

Chapter 1 – Introduction

Background to the Study

Beginning a career is a challenging adventure. The first few years in any profession present a steep learning curve, as the new professional attempts to learn everything that is necessary to function in the job. In my position as Coordinator of Instruction for Secondary Schools, I provided professional development and in-class support and mentoring for teachers new to the teaching profession, in years 1 and 2 of their careers in the division. I guided teachers that were new to the division but not to the same extent as I provided support for the brand new teachers. I also trained veteran teachers to be mentors to these new teachers. I had no evaluative powers – I was strictly a support and mentor. As I watched these beginning teachers grow and develop over the first few years of their careers, I was intrigued by their views on the profession and their development as facilitators of learning in the classroom. I also observed individual differences in the teachers' development, differences which may seem irrelevant and unimportant but may, in fact, have the same root cause, although they were dealt with differently by the individual. Finally, I noted the new teachers' attitudes towards accepting help and support, attitudes which varied greatly, depended on the personality of the individual beginning teacher.

As I began my research, I was aware of the fact, from being told many times by second-year teachers, that the second year in the classroom was much easier than the first

year. Second-year teaching seemed to be a much more enjoyable experience for the new professionals than the first. Although I assumed that there were reasons for this increased job satisfaction, I was curious to discover exactly the reasons why second-year teachers seemed to be happier individuals. What changed from the first to the second year of teaching that caused increased satisfaction? What perceptions of the teaching job changed from the first to the second year? Did the relationship between the teacher's personal and professional life differ from the first to the second year? What comparisons did the second-year teachers draw between their first and second years in the classroom? In an attempt to better understand the perceptions of second-year teachers, I conducted the following qualitative study. Through my research, I hoped to gain a better understanding of the perceptions of second-year teachers which, in turn, could provide useful information for other educators who mentor these teachers.

My interest in this study came not only from my on-the-job experience but also from a pilot study I conducted from January, 2002 to April, 2002, as part of a course-based research project. I chose to do in-depth one-on-one interviews with five second-year teachers. In that initial study, I audio-taped and transcribed my interviews with the teachers. The pilot study provided rich opportunities for me to practice interview techniques, to enhance probing/questioning techniques and to initiate follow-up procedures. In the pilot study, I learned how to transcribe, analyze and code data, and this experience fuelled my interest in doing further research into issues facing second-year teachers. I became so interested in the ideas and feelings these second-year teachers were expressing that I decided to focus on this professional and personal second-year development for my thesis. None of the participants in that course-based study were,

however, participants in this thesis research as they are all now well into their teaching careers.

The second-year teachers in the pilot study showed me that there are distinct differences between the perceptions of a first- and second-year teacher. Experience certainly is a great teacher; however, I wondered if differences in teachers' perceptions were related only to experience. Therefore, I believe a study based on the perceptions of teachers in their second year in the classroom is worthwhile because it provides a foundation that shows why and how, from the perspective of the young professional, the first and second years in the classroom are different. The review of literature that follows shows the body of literature available about second-year teachers. The research in this area to date is not comprehensive, and I believe my research provides valuable data to add to the bank of knowledge already generated. It may assist other people working in mentor roles similar to mine to enhance their mentoring of second-year teachers. There are many help books on the experiences of first-year teachers, but the research in the domain of second-year teachers and descriptions of their teaching perceptions is comparatively sparse.

Purpose

The purpose of my research was to explore perceptions of full-time second-year secondary teachers by studying a group of teachers in their second-year of experience in grades 6 to 12 classrooms in various Winnipeg public schools. In the school division in which I work, a reference to secondary schools denotes grades 6 to 12. The objective of the inquiry was, through inductive analysis, to establish themes, concepts and propositions related to perceptions of second-year teachers in the classroom. I endeavoured to find patterns and variations in the experiences of the second-year teachers

who participated in the study. Through the interview process, I explored the complexities

of the second-year in the teachers' lives, both within the classroom and within the school.

I was guided by Patton's (1990) contention that:

> Any credible research strategy requires that the investigator
> adopt a stance of neutrality with regard to the phenomenon
> under study. ... The neutral investigator enters the research
> arena with no axe to grind, no theory to prove, and no
> predetermined results to support. Rather the investigator's
> commitment is to understand the world as it is, to be true to
> complexities and multiple perspectives as they emerge, and
> to be balanced in reporting both confirming and disconfirming
> evidence (p. 55).

As I conducted this qualitative inquiry, I tried to be as neutral as possible, but that did not

mean I was not able to empathize with the participants in order to ask meaningful and

probing questions. I asked for clarification when the participants' explanations were not

clear, and I tried diligently not to lead the participants to say what I wanted to hear. I was

very vigilant in this effort. By providing the participants with copies of the transcripts, I

gave them the opportunity to review the answers they had given me, and, in this way, I

used member checks to help me with my vigilance.

Chapter 2 - Methodology

Data Collection

I selected five participants for this study on a random basis. My purposeful random sampling yielded "information-rich cases … from which one can learn a great deal about issues of central importance to the purpose of the research" (Patton, 1990, p. 169). These participants were purposefully sampled from the 18 full-time second-year teachers in the South School Division, an urban setting, in Sunny, Manitoba. My intention was to create a pool of participants by sending an email to each full-time secondary second-year teacher in this division. From this pool, I was to simply draw five names in order to ensure randomness of selection. As Patton (1990) suggested, and as I noted as my sample effectively 'chose itself', "it is critical to understand, however, that this is a *purposeful random sample*, not a representative random sample. *The purpose of a small random sample is credibility, not representativeness.* A small purposeful random sample aims to reduce suspicion about why certain cases were selected for the study, but such a sample still does not permit statistical generalizations" (p. 180). When the deadline came to draw the sample of participants, I had only five names on the list. Two other teachers had volunteered to participate if I was in need of more participants, but I did not have to call on them. No draw was necessary. I used the five participants that came forth who were actively interested in the study.

The mix of participants was balanced in terms of gender and experience. There were 3 females and 2 males – Betty, Wilma, Dana, Fred and Barney. Three of the participants were teaching in their second year at the middle school level (grades 6-8), while the other two participants were teaching at the high school level (Senior 1-Senior

4/grades 9-12). All were in their second-year of full-time teaching in the same secondary public school in which they began their careers. All participants had a small amount of substituting experience after receiving their degrees the April previous to beginning their full-time jobs. This year, all of the participants were teaching a different mixture of subjects and class levels than they had during their first year in the classroom. The teaching styles and success in teaching during the first year of this mix of teachers varied widely as well. Recalling Patton (1990), I realize that the participants expressed a diversity of perspectives, although this group, like any other purposefully sampled group, might not be representative of all second-year teachers, and, therefore, caution must be taken to avoid over-generalization of the data.

Because I was planning to use the division-based email for contacting the initial group of second-year teachers to be participants in my pool, I asked the Assistant Superintendent of Secondary schools to sign a letter of consent (Appendix A) granting permission to communicate via the division email system. Upon receiving this permission, I emailed a standard form letter clearly explaining the purpose and methodology for this research study (Appendix B) to all full-time second-year secondary teachers in the division. The participants for this study were purposefully sampled from the 18 second-year teachers in the South School Division, an urban setting, in Sunny, Manitoba. I made it clear that participation was strictly on a volunteer basis with no compensation provided. I gave a time limit of one week for the second-year teachers to respond to the email. Some responses came in very quickly, and others came in near the due date. In the end, five teachers did volunteer, and I had two others in reserve who said

they would have participated if needed, but, because of lack of time, they were not whole-heartedly volunteering.

Data collection for this thesis relied heavily on in-depth, open-ended interview processes. Each participant was required to sign a letter of consent for use of the data s/he provided (Appendix C). I gave each participant this letter, which was signed before I began the first individual interview. Initially I gave each participant a number, and then each participant chose a pseudonym for me to use as a confidential method of ensuring anonymity when reporting the data publicly.

A demographic survey (Appendix D) was also distributed to the participants before the interview process began. The purpose of the survey was to collect data on the concrete elements of the participant's teaching position, such as the present teaching assignment for the individual and the number of students in his/her charge. Many participants were unsure as to the number of teachers in their buildings and wanted more time to complete the demographic survey. I allowed all the participants to complete the survey at their leisure and to contact me for pick-up when the survey was complete. I referred to the surveys for teaching level and subject area of the teaching assignment. I also used the data to familiarize myself with the reasons these participants became teachers in case that information would have an effect on the interpretation of the findings. According to the demographic survey results, the reasons that these participants became teachers were diversified. Two of the participants related that becoming a teacher was from a love of learning themselves; one claimed that it was the career of choice for as long as she could remember; one had experience as a lab assistant helping students learn and decided teaching would be a good fit for her; and one took the

suggestion of a university counsellor that teaching might be a good direction to pursue. From the focus group interview data I understand that two of the participants are definitely planning to be 'career' teachers; two of the participants may stay but only if there was some movement from one level to another or one school to another; and one participant does not plan on remaining in the profession for a long period of time. I keep this data in my mind only insofar as it might effect the interpretation of statements made by the participants.

I used the phenomenological approach, where perception and experience are the primary sources of knowledge, to conduct the research in this study. I tried to understand the nature and meaning of experience for the second-year teacher. This was an exploratory inductive analysis with an interpretive design as the aim of the research project was to see how the perceptions of these teachers developed over a period of time from each unique person's perspective. I conducted this study during the months of April to November, 2003. These participants all began their teaching career in the 2001-2002 school year. I conducted the first set of interviews during their second year in the classroom, 2002-2003 when they were at least 8 months into the second year. I formalized the process by having three components to the research which required a total commitment of participatory time from 4 to 6 hours per participant. I told the participants at the outset that the maximum amount of time would be 6 hours. In the end, the maximum participatory time was, in fact, 5 hours, and that amount of time was only required of one participant. The other participants spoke for less time. The three components to the interview process were: the initial interview of 1 to 2 hours in duration, the focus group discussion of approximately 2 hours in duration and the final

individual interview session of 1/2 to 1 hour in duration. I conducted the initial individual

interviews on selected days from April 15th to May 5th, 2003. I held the focus group

discussion on June 17th, 2003 and the final individual interview sessions began on

October 27th and continued to November 17th, 2003 on specific dates selected by the

participants.

To begin and as a way of coming to understand participants' perspectives, I

interviewed each of these five full-time teachers in their second year in their secondary

public school classrooms. The initial interviews ranged from 50 minutes for one

participant to almost two hours for another participant. These interviews were one-on-

one interviews with each participant encouraged to explore initial attitudes and

perceptions. The interview procedure facilitated reflection by the participants and

allowed for enhanced recall of episodes, feelings, and experiences. This procedure was

an attempt "to get 'inside teachers' heads' so that adequate descriptions of their

knowledge, attitudes, beliefs and values might be obtained" (Loughran, 1994). I used the

questions as designed in the individual interview protocol #1 as a basis (Appendix E),

but, due to the conversational nature of the interview, other questions arose and other

clarifications were necessary as the interview progressed. Depending on a given

participant's response during our dialogue, I chose whether supplemental questions were

necessary in the course of that conversation. In general, the questions asked in the initial

interview process for this study required some reflective answers based on the first year

of teaching and required the highlighting of perceived differences between the first and

second years in the classroom. The process was "modeled after a conversation between

equals rather than a formal question-and-answer exchange" (Taylor and Bogdan, 1998, p.

88). Thus, as we progressed through our conversational interview, I posed other probing questions on an as-needed basis. At the request of the participants, I held four of the interviews in meeting rooms at the Teacher Centre. One participant requested that I interview her at her school after hours, and I arranged to do so. I audio-taped each interview for later transcription. I wrote observational notes on participant behaviours and non-verbal cues during the interview session to supplement the transcript. I transcribed each interview verbatim and returned the transcriptions to the participants for their comments on accuracy and clarifications of data; the basis for returning the transcriptions was a 'member check' (Lincoln and Guba, 1985, in Taylor and Bogden, 1998, p. 159) on what was said. Two of the five participants made written additions to their transcripts. Four of the five participants, upon rereading their individual transcripts for accuracy and clarity, commented on the detail with which I had recorded the non-verbal behaviours.

The focus group meeting and discussion went exactly as planned. I chose to hold this meeting in the same Teacher Centre where most of the initial interviews were held since the Teacher Centre would be a comfortable meeting spot. The focus group session was very close to 2 hours in duration. For the focus group interview, I chose to highlight similarities from participants' responses noted in the initial interview responses and ask focused questions in these areas of emerging themes, in an effort "to provide checks and balances ... that weed out false or extreme views" (Patton, 1990, p. 336). I coded, synthesized and analyzed the data from the initial interview sessions by hand. I frequently inserted Observer's Comments into the data while transcribing in order to form an audit trail to which I could refer later in the process. From this analysis, I was able to see

recurring themes and form questions based on these themes. I prepared an interview protocol (Appendix F) for this focus group session. The purpose of this focus group interview was to provide further insight into why people think or feel the way they do. It was an appropriate technique to use for this research since the goal of the research was to explain how people regard an experience, idea or event by sharing their feelings, attitudes and perceptions. The participants had time during the focus group to reflect on the responses of other participants and to provide comments that built on the original responses. In this way, I obtained, as Patton suggests, "high-quality data in a social context where people can consider their own views in the context of the views of others" (Patton, 1990, p. 335). During focus group discussion, it was "fairly easy to assess the extent to which there is a relatively consistent, shared view ... among participants" (Patton, 1990, p. 336). This idea became very important as my interview protocol was a compilation of ideas and themes from the individual interviews that seemed consistent amongst all participants. Through the focus group process, I wanted to verify that my selection of these ideas and themes was indeed a correct focus of the second-year teachers' perceptions.

I was the moderator of the session, and I had an assistant observer present to take comprehensive notes on participant behaviours. By using the observer as a recorder, I received the data of the non-verbal agreements and cues which were evident during the discussion. The use of the observer's notes, when analyzing the data, allowed me to confirm if any or all participants agreed with what other participants were expressing. I audio-taped and videotaped the focus group session to use as references when analyzing

the data. I also used the videotape to ensure that responses were attributed to the correct participant. I did not transcribe the entire focus group session verbatim.

I attempted to curtail some of the weaknesses of the focus group process simply by having an awareness of these weaknesses in advance. For example, I tried to keep to a limited number of questions so that each participant could comment on each question if s/he so desired. It happened that there were a few questions where one or two of the participants chose not to comment, although, the observer's sheet of non-verbal behaviours showed compliance or disagreement in body language. Also, in focus groups, management of conflict and of dominant members in the discussion process is essential. A few times, I did have to specifically ask other members to speak as one member was fairly vocal. At the time, I felt that I may have been cutting the participant off, but the observer noted that I handled the group dynamic very well. He did not feel that I was overly-aggressive in shutting down the more vocal member of the group. Since focus groups, despite some weaknesses, are "widely used in market research with quite credible and useful results" (Patton, 1990, p. 337), I was pleased that this effort ran so smoothly. The observer I used to track body language and visual and audio responses of the participants confirmed that he thought the process was thorough and well done. He noted that the participants were comfortable in the informal setting. He also stated that the notes he took indicated this comfort.

The third and final session was another follow-up one-on-one individual interview session used to clarify themes, explore areas where the researcher thought the data may have been incomplete and to ask participants to comment on a graphic [Vide p. 132] which the researcher had created from the data of the previous two sessions. This session

took place at the beginning of the participants' third year of teaching and allowed the participants to reflect on the entire second year from beginning to end. Since this was a clarification session, the interviews were less lengthy, ranging from approximately 30 minutes to 60 minutes in duration. I used the questions as designed in the individual interview protocol #2 as a basis (Appendix G) but, again, the conversational nature of the interview allowed me to question and clarify on an as-needed basis. The participants were much more relaxed with the process and seemed to share their thoughts more freely. Several participants even referred to the focus group session and commented on how all the participants had agreed on certain themes. I held all of the interviews at the high school where I had begun as a vice-principal just two months earlier. The participants agreed to after school hours, from 4 to 5 p.m., and we met in a meeting room in the library of the high school. I audio-taped and transcribed these sessions verbatim as I had done with the initial individual interviews. I wrote observational notes on participant behaviours and non-verbal cues during the interview session to supplement the transcript. During the transcription of the tapes, I noticed that I took fewer observational notes in this final interview process. After transcription, I returned the transcriptions to the participants for their comments on accuracy and clarifications of data as I had done with the first set of interviews. Two of the five participants made written additions to their transcripts.

Remembering the following was important to me, as I conducted my research process:

> Qualitative inquiry designs cannot be completely
> specified in advance of fieldwork. While the design will
> specify an initial focus, plans for observations and
> interviews, and primary questions to be explored, the

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> naturalistic and inductive nature of the inquiry makes it
> both impossible and inappropriate to specify operational
> variables, state testable hypotheses, and finalize either
> instrumentation or sampling schemes. A qualitative
> design unfolds as the fieldwork unfolds. The design is
> partially emergent as the study occurs (Patton, 1990, p.
> 61).

Through all the data collection procedures, I tried not to put words in the participants' mouths, and I tried to allow them to express their ideas and perceptions in their own words. From their expressions, I formulated the next phase of questioning. The qualitative design for this study did indeed unfold as the fieldwork unfolded.

Data Analysis

I studied the transcribed data in order to find themes, patterns, differences and commonalities amongst the participants' answers. Taylor and Bogdan (1998) noted that working with data in a qualitative study is not a technical or mechanical process. The process entails the use of intuition, inductive reasoning and ongoing theorizing. I reflected upon the data and the research literature many times before beginning the writing of the thesis. I was sure to pay attention to the three distinct activities of working with qualitative data: ongoing discovery, coding the data, and discounting the findings.

Ongoing discovery occurred during the processes of data collection and analysis. I consistently reviewed the transcripts in an effort to become intimately familiar with the data. Before the focus group session, I tried to identify emerging themes and concepts. Having transcribed each participant's responses from the first in-depth interview process, I was able to read and reread what the participants had said. During this process, I could see that some ideas emerged more often than others. I created a global list with all the ideas that came to light as I was reviewing the transcripts. I noted which participant had

which idea. If an idea was repeated by a different participant, I recorded that

participant's number on the list beside the original participant. I categorized all of these

ideas into sub-lists in an effort to see some similarities and differences. I wrote an

analytic memo on which themes seemed to be the most prominent. I attempted to

construct classification schemes in order to identify relationships in the data but

discovered that there were far too many ideas on my list. In the end, I chose nine ideas

that were held by all five participants during the initial interview as a basis for my focus

group questions. I made a frame of ten questions (Appendix F) to encourage discussion

of the chosen themes during the focus group session. I did not transcribe the focus group

session verbatim as I had done with the individual interviews. I listened to the cassette

many times and watched the video as well. As some participants did not respond verbally

but indicated with body language their agreement, I relied on notes that the observer took

to confirm agreement of all participants on certain topics. As I needed to confirm data, I

referred constantly to the audiotape or to the videotape of the focus group. From analysis

of the discussion during the focus group, I was able to see more clearly which

propositions and themes were uppermost in the participants' minds. From this session, I

chose the four major areas that arose over and over again, even when the question did not

directly pertain to that area. The intertwining nature of the four areas became much more

apparent due to the focus group answers.

As I transcribed and reviewed the individual interviews and the focus group

discussion, I coded the data using a constant comparative process as suggested by Taylor

and Bogdan (1998). I tried to be alert to relationships in the data that I transcribed and

coded using a variety of methods. These methods for categorizing emerging themes and possible relationships amongst the data from the five participants included:

- typed-in observer's comments throughout the transcription process; questions and thoughts that came to mind as I was typing the data

- written notes in the margins of the transcriptions on what to check in other participants' data and/or ideas to pursue

- computer assisted sorting of quotes in support of different themes, by using the 'find' option

- use of 5 different coloured highlighters to indicate proof of certain themes

I was careful to follow "the cardinal rule of coding in qualitative analysis [which] is to make the codes fit the data and not vice versa" (Taylor and Bogdan, 1998, p. 152). My coding process changed from the initial interview to the end of the process. The coding at the beginning was somewhat broad, but the coding became much more focused on certain propositions as the research progressed. Thus, the specific method of coding and comparison emerged and developed as the research proceeded.

Once I identified the four factors on which I chose to focus, I re-visited the data to find supportive comments and quotations for each area. I took all of the supporting evidence and grouped it into the four major strands. For each strand, I re-evaluated the data before me and further categorized the data into more specific sub-themes for each factor. I took the supporting data for each theme, and, using a cutting-up method of the initial interview transcripts and notes made from the focus group sessions, I put the data into envelopes with appropriate post-it labels. I used nearly one hundred envelopes in this classification process. As I worked with the data, I realized that perhaps these four

elements had relationships to each other. I sat down to map out the possible relationships and, thus, the graphic [Vide p. 132] became an integral part of my thought formation processes. The graphic went through more than 10 drafts before I produced the final version which I showed to the participants for their commentary during the final round of interviews. I was well into the process of typing my initial data findings before the third interviews began. I felt that I needed to have a secure knowledge of the first two data collection sessions so that I would be able to ask the appropriate questions in the final individual interviews. I did indeed see areas where clarification questions were needed as I began typing a draft of the thesis. I also wanted to have each participant interpret the graphic that I had created to test its validity in the participants' eyes. I was pleased to learn that the participants thought that the four factors were well chosen. I revisited these four factors for confirming and disconfirming evidence in the third and final in-depth interviews, which I transcribed verbatim. Barney, upon seeing the graphic, confirmed that the four factors were uppermost in his mind in the first two years. He confessed, "I think these were the issues that I'd pick personally. I think they went also with the focus group. We kept hitting these ones for sure, available time and level of frustration" (Barney 2, p. 3). He commented that the graphic interpretation "summarized the main points that we discussed last year" (Barney 2, p. 7). I used the data garnered from the final interviews to supplement and disconfirm parts of the thesis that I had already written and to complete the writing of the document. I was sure to add many direct quotes from the participants in support or absence of support of my findings.

In order to assure credibility of the data, I had several checks of the findings. As a form of respondent validation, I shared each individual transcription with the person to

whom it belonged. Participants all said that they checked the content; two of the participants elaborated on and clarified what was typed from the original interview and from the final interview. These additions added more confirming facts to the interpretation given in my draft versions. I knew that researcher bias was a potential limitation of this study. Since I work in the division in which all of the participants are employed, there was potential for bias as the researcher who gathered and interpreted the perceptions of the teachers. I was careful to maintain a "constant alertness" (Glesne and Peshkin, 1992, p. 116) to the potential of subjective interpretation of the data based on my twenty years of knowledge of the division and the politics that exist therein. The focus group session was helpful in this regard as it allowed the participants themselves to make comparisons and to affirm commonalities so that it was not just me who was making these interpretations and judgements.

I attempted to seek disconfirming evidence. I interpreted the "data in the context in which they were collected" (Taylor and Bogdan, 1998, p. 157). I paid attention to the data collection setting but did not believe it had a large effect on my participants. All but one of the initial interview sessions were held at a neutral location free from the eyes of school staff members or any other members of the community. The focus group session was again held in neutral territory. The final interview sessions were all held after hours in my high school which did not pose any threat to the participants. Naturally, what I have reported here is based on my perspective, my values, my logic and my views. I tried to examine the findings based on my previous knowledge, in the hope of challenging some of my previously held theories or beliefs. As in most qualitative research, critical

self-reflection was an important aspect in order to assure that I was not interpreting the data based on my pre-formed bias.

Generalizability to the entire population from this research was not the goal of this study. As stated earlier, the small random sample provided credibility, rather than representativeness. It does not permit statistical generalizations. However, generalizations of the data from what the participants conveyed during the study are useful. These generalizations allow readers to see similarities in the perceptions of the second-year professionals which could possibly be reflective of other people in their second-year in a profession. As Glesne and Peshkin (1992) note, this sample may "contribute to an understanding of similar cases in the reasonable hope of bringing something grander than the case to the attention of others" (p. 148). There is no attempt to make a comparison between the teachers' perceptions of their experiences and the actual results or outcomes in the classroom when they were working with the students. The generalized ideas from this sample of second-year teachers' perspectives could be informative for people working with second-year teachers in supporting capacities. The conclusions from this study do stimulate possible avenues for further study about the second year in the teaching profession and these possibilities can be found at the end of Chapter 4.

Chapter 3 - Review of Literature

Practical

Articles focused specifically on teachers in the second year in the profession are not as broad in quantity, quality or scope as research articles related to the first year in the teaching profession. In fact, articles about the second year for many public service professionals, such as nurses, librarians and social workers, are difficult to find. Articles which relate to second-year teachers as a group fall into five broad categories. These articles include: teacher retention and training studies, advice from second-year teachers to first year teachers, personal anecdotes about the second year of teaching, survey research and studies on needs, effectiveness and attitudes of second-year teachers and studies about second-year teacher perceptions and challenges. While most of the research does not specifically relate to my work, the research about second-year teachers provides a context for my research. The articles give me issues to reflect on as I write my thesis. There are but five authors who study second-year teachers in-depth: Applegate and Lasley (1979), Barnes (1993), Loughran (1994), Britt (1997), and Smeltzer Erb (2002). These studies differ from this research as the participant base is different. The differences include the fact that two of the studies use elementary second-year teachers as the study group, one of the studies is restrictive to science teachers, and one study is strictly about emotions. The study most similar to my proposed research was conducted in 1979 in the United States and should now be updated for the generation of twenty-first century teachers. Recognizing that the second year in the classroom is often overlooked as an entity in and of itself, my study attempts to add information to fill that void.

Second-year teachers are mentioned in articles on teacher retention and the attrition rate of beginning teachers. These are not, however, articles related specifically to second-year teachers. These articles use beginning teachers to mean teachers in the profession from one to five years. Peske, Lui, Johnson, Kauffman and Kardos (2001) interviewed first- and second-year teachers in Massachusetts "to learn how these individuals conceive of a career in teaching. … to know their reasons for entering teaching, the pathways they took to the classroom, their satisfaction with their work and workplace and their plans for the future" (p. 305). The data collected does not, however, separate the differences in perceptions about their careers between the first- and second-year teachers. All the data collected is combined to conclude that commitment to teaching, as a life-long career, has changed and that the system must change to appropriately compensate long-term teachers. Richardson (1994) purports that "one-fifth of new teachers completing their second years in the classroom said they were likely to leave the profession within five years" (p. 11). Marlow, Inman, and Betancourt-Smith's (1997) survey examined beginning teachers in two groups – up to four years and four to ten years. They found that the degree to which the teachers feel their efforts are supported relates directly to their desire to remain in the profession. Opportunities to interact with colleagues and administrators are necessities for beginning teachers in the group of up to four years experience. In Taylor, Leitman and Barnett's study for Metropolitan life (1992), they found that nearly one fifth of second-year teachers thought it was likely that they would leave the teaching profession in the next five years. "The reason most often cited as a major factor for leaving teaching is 'lack of support or help for students from their parents.' Fully 40% of teachers who intend to leave their

profession name this reason as a major factor in their decision" (p. 15). Beginning

teachers also leave the profession because they are dissatisfied with the fact that their

professional status is questioned. Tran, Young, Mathison and Hahn (2000) comment on

the fact that teachers leave the profession in increasing numbers in the first few years and

claim it is due to needs not being met for the young professionals. The survey method of

data collection for this study, which again combines the data from both first- and second-

year teachers, limits the possible interpretations. Tran et. al. (2000) provide two lists, one

positive and one negative, about confidence levels of new teachers in certain areas.

Teachers' confidence was high in communication with colleagues, sensitivity to

multicultural classroom needs and classroom discipline. Less confidence was found in

use of portfolio assessment, organization of optimal learning opportunities, time

management, assessment, and knowledge of science content. Because of the survey

nature of this study, where specific topics are proposed, the data may be focused toward

comments in certain areas. Further, rankings in terms of classroom discipline, for

example, may have differed from first- to second- year teachers. Rankings are not clearly

delineated in the data interpretation. Moore Johnson and Birkeland's (2003) longitudinal

study "sought to understand how the teachers experienced their work across a variety of

school settings and how they conceived of careers in teaching" (p. 582). The purpose

was to understand the factors which lead to teacher attrition, and teacher moves from

school to school and to inform educators how to support teachers' work so as to retain

teachers. The researchers studied fifty participants over the first three or four years of

their careers. Since some of the participants entered the study in their second year of

teaching, they were studied until the fourth year. The researchers did note some

distinctions between the participants in first and second year, but the final data summation groups the two types together. Moore Johnson and Birkeland (2003) noted that prior career experience, preparation and gender, along with working conditions in the schools, affected the retention of new teachers. They cite "teaching assignments, collegial interaction, curriculum, administration and discipline" (Moore Johnson and Birkeland, 2003, p. 583) as factors in retention.

The articles which provide advice for first-year teachers, given by second-year teachers, generally tend to give lists to the first-year teachers of what to do and what not to do. This advice is from the so-called 'expert' second-year teachers who have just survived the experience of being a rookie. The articles by Franek (1995), Wanderer (2002), and Starr (2002) all provide suggestions as to what the first-year teachers must do to be successful in the first-year in the profession. These suggestions include:

- reflecting on practice and/or keeping a journal

- taking charge of discipline rewards and consequences

- keeping students busy, engaged, organized

- being over-prepared for lessons

- meeting with other beginning teachers

- communicating with colleagues and parents for support

- avoiding excess paperwork

- organizing the classroom, the group work, the class discussions, yourself

- planning for grading, student absences and substitutes.

These articles, while helpful to first-year teachers, do not show how the second-year teachers change from one year in the profession to the next, except perhaps by inadvertently addressing areas where second-year teachers begin to have more confidence in the second year. My research confirms the fact that second-year teachers do indicate that they have more confidence in a variety of areas.

Personal anecdotes and stories about the second-year of teaching also form the basis of several articles. While these are not formal research-based projects, they could be considered as individual case studies from an intensely personal perspective which show perceptions of second-year teachers. Humphrey (2001), a second-year teacher writing an article about her perspective of the teaching profession, discusses issues that she felt needed addressing in her first-year, issues such as classroom management, creating resources, rapport with students and the search for perfection in the teaching profession. Ness (2001) recounts her story of teaching in an under-resourced and multi-ethnic school district and tells how, despite the invaluable life lessons she learned in the classroom, she is leaving the profession after two years due to lack of support, impossible teaching loads, financial issues and outrage about the children who "are the victims of a floundering public school system" (p. 10). There is one anecdote from another public service occupation, a second-year media specialist, and, in it, Smith (2001) provides her personal confessions about the job of organizing the library for teacher use before the teachers arrive and how she is much better prepared to deal with teacher resistance in her second-year on the job. Sarah, a second year teacher in the Kardos, Johnson, Peske, Kauffman and Lui (2001) study, feels "the pressure of having to be an expert in only her second year. High turnover made her one of the more senior members of the faculty, but

she found herself pleading, 'I am still a 'baby teacher.' Nobody can tell me I'm not new anymore. I'm still new. I feared that if people considered me not a new teacher anymore. … I wouldn't have the flexibility to make mistakes'" (p. 261). Another anecdote from Sarah involves the incredibly competitive nature of teaching in the second year. "Young teachers, she said, watched to see 'who put in the most hours. Who's been here since midnight? Who spent the entire weekend assessing papers'" (p. 263). Krueger (2001) summarizes reflections from interviews of beginning music teachers in their first and second years in the teaching profession. The second-year teachers relate challenges such as discipline and crowd control, loyalties of students to previous teachers, lack of classroom plans, difficulty of placing high demands on students, difficulty of connecting with students individually, as well as explaining the importance of networking, professional development and peer support. According to these personal summary type articles, networking is important for many second-year teachers. In a National Education Association (NEA) publication (1998) called "The Generation Gap," a second-year teacher comments, "Veterans knew I was coming straight out of college, and they really took care of me" (Retrieved December 11, 2002 from EBSCOhost data base). Saintil (2001) further shows the importance of these contacts in a second-year teacher's life by praising a teacher inquiry group facilitated by a veteran Boston Public Schools' teacher. Saintil says that, when she was a second-year teacher, participation in the group sessions taught her that there were various models of excellence in teaching and that she had the professional responsibility to discover her own. Such 'case studies' give a glimpse into the multitude of emotions, issues and experiences which guide the development of the

second-year teachers. Unfortunately, they do not delve into these issues in depth, nor do they provide comparison with other teachers in the same year in the profession.

A fourth category of articles about second-year teachers includes surveys about their needs, effectiveness and attitudes. These research studies provide insight into certain predetermined areas of second-year teachers' development. The State of Alabama Governor's Commission on Teacher Quality (2000) conducted a survey and produced a report about the sources of assistance provided to second-year teachers. The results of this survey show that "second-year teachers look to their principal, teaching colleagues and professional development activities for assistance most often and also find the greatest success in receiving help from those sources" (Retrieved December 11, 2002 from the Public Affairs Research Council of Alabama Web Site). Mentor teachers and higher education representatives provide less satisfactory assistance to second-year teachers. Another survey was done by Useem (2001) at the Center for Research on the Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. It is an initiative in the middle schools of Philadelphia where a Talent Development model is put in place to assist beginning teachers. This study reports on the issue of teacher satisfaction and retention among second-year teachers in the Philadelphia middle schools participating in the program. The summary of the study indicates that the teachers completing their second year express growing confidence in their abilities and qualifications due to the supplied training and also report that the support they received was instrumental in their success. The teachers praised collegial professional environments, learning communities, and not surprisingly "they appreciated the in-depth professional development and curriculum materials provided by Talent Development,"

(p. 2) the program being studied for funding. Second-year teachers' complaints included "disincentives in the system with regard to compensation and working conditions" and "the residency requirement" (p. 2). A survey done by the Fairfax County Public Schools District (Howes, 2002) regarding second-year elementary teachers also showed a need for teacher induction programs for second-year teachers. To this end, professional development is now offered to the teachers where "in the second-year program, teachers use their first year of teaching experience as a foundation to assist in building a strong, instructionally focused teaching environment for students" (p. 1). Arend's (1973) research project focuses on second-year teacher performance effectiveness and that relationship with factors such as interview scores, degree granting college, degree level, grade point average, sex, race, marital status, age, and geographic factors of the teaching placements. The drawback to this study is that it relies heavily on limited subjective ratings of second-year teacher performance as indicated by the principal alone. Arend concludes that there appeared to be no significant relationships between most factors considered with the exception of poorer results for teachers who were not fully certified. He does state that the study is important in that it may provide implications for refining or changing the selection procedures for the employment of new teachers. Myint San (1999) surveyed by questionnaire Japanese beginning teachers, in years one to three, to study their professional knowledge, skills and attitude development from initial training through professional practice in the schools. Notable from Myint San's study is that "significant differences between first and second year teachers were found in eight items: class management, extracurricular activities, student guidance, consultation, future course guidance, understanding students, school management, and relationship with home and

community" (p. 21). Taylor, Leitman and Barnett (1992) in their survey study of 1000

second-year teachers interviewed by telephone focus "on these teachers' experience two

years into their teaching careers. It includes questions which allow comparisons on their

attitudes toward teaching now versus one and two years ago" (p. 1). The most interesting

remarks from the Taylor et. al. (1992) study focus on the domain of satisfaction with

other contact people. Experience with school administrators is disappointing, where "just

under half (48%) say their experience with their principal has been very satisfying". This

statement stands in stark contrast to The State of Alabama Governor's Commission on

Teacher Quality (2000) finding that second year teachers find great success in consulting

their principals when in need of support. Further, "only a 25% minority of new teachers

say their experience with parents has been very satisfying" (p. 12). This finding supports

Taylor, Leitman and Barnett's (1992) work which cited lack of parental support as a

reason for leaving teaching. Maki (1992) "surveyed 1561 primary and lower secondary

second year teachers, who attended induction training in their first year and reported that

many considered training in subject teaching useful to develop their skills as teachers. In

addition, it was mentioned in the report that in-house internship training was regarded as

more useful than training at education centres" (Maki, in Myint San, 1999, p. 19). A goal

of yet another survey research project, completed by Boccia (1989), was to develop a

support program relevant to recent graduates from a Massachusetts teacher certification

program. The respondents to this 197 item survey were first- to third-year teachers and,

as such, represented a range of beginning teacher stages and perspectives. Highest

ranked topics as areas of concern and areas of success were curriculum knowledge,

knowledge of the learner, and lesson planning. Boccia states that the same responses

occur in both areas because "there emerges a picture of beginning teachers who have identified focal areas in their new careers, have achieved varying degrees of success in those areas, but continue to regard them as topics of concern" (p. 12). The data covers a broad range due to the combining of first-, second- and third-year teachers in the same survey. However, Boccia does provide one comment which separates first- and second-year teachers by stating that in her data:

> Specifically, second year teachers ranked mastery and impact topics relatively higher than did first year teachers. Among the higher rated topics were: knowledge of content area, teaching techniques and adolescence; relevance of subject matter; student rapport; grouping; diagnosis of student ability; extracurricular assignment and understanding the community (p. 14).

Magliaro, Wilman, Niles, McLaughlin and Ferro (1989) followed two elementary and four secondary teachers through their first three years of teaching. The data for this study consisted of interviews, logs, activity reports and audiotapes of meetings. While the data is not specifically restricted to second-year teachers, the researchers do make a distinction between the second and third years. They discovered that, as the teachers entered their third year, they began to generalize problem solving strategies across contexts and to simplify and economize their efforts. They appeared more aware of their own strengths and weaknesses. In sum, as their classroom experience accumulated, the teachers found the ability to recognize problems more easily and to have more choices of solving the problems. The strategies increased in size, complexity and cohesiveness as the experience grew. Teachers going into their third year had developed standard procedures and routines for dealing with certain kinds of problems. A final study that involved second-year teachers focuses on how the second-year teachers perceive their teacher

education program in light of their initial year of teaching experience. For her doctoral dissertation Breidenstein (1999) interviewed both individually and in a focus group session second-year teachers from both the elementary and secondary levels with a view to having the participants draw conclusions about how well they were prepared for the teaching job by the student teaching practicum and related university coursework. Her conclusions showed that the graduates lacked successful classroom management strategies and organizational capabilities. My study confirms these findings.

The fifth category of articles about second-year teachers deals with studies about second-year teacher perceptions and challenges. These articles relate directly to the research proposed in this thesis. At the American Educational Research Association Conference, Applegate and Lasley (1979) presented a paper which outlined an investigation undertaken to continue research on a group of teachers that was studied during the first year in the teaching profession, as well as during the second. The study of the second-year teachers was somewhat informal, using only informal general questions during phone conversations and a final written questionnaire at the end of the second year. Applegate and Lasley (1979) claim that the growth of the second-year teachers showed how these teachers "began to move away from the fear of teaching and into thoughtful consideration of their own 'reality' of teaching" (p. 17). The results of the study show a diversity of attitudes toward the ability to respond to problems (including discipline problems), principals, fellow teachers and the teacher education program. Comments about their effectiveness, their quality of classroom instruction, their interest, and their careers in teaching also surfaced. All of these aspects were continuations of the study of first-year teachers; therefore, the teachers may have been pre-disposed to

comment on these areas. The final part of the survey consisted of open-ended questions concerning satisfactions, concerns of being a second-year teacher and the changes encountered in attitude and skill. Classroom satisfactions focused mainly on teacher-student relationships, increased instructional skills and intra-classroom interactions. The concerns focused on improving instructional skills, improving relationships with peers and parents, and concerns of 'self' in terms of balancing work and family life, of becoming better teachers and retaining their jobs. "The changes they mentioned dealt with their instructional skills and attitudes toward teaching" (p. 14). Some teachers even noted that they were less tolerant of students in the second-year than in the first. This part of the study parallels my study; however, because of the nature of the individual interview and focus group interview processes, data I collected may be more in-depth.

Veenman (1984) compiled studies about the problems of beginning teachers (in years one to three) from articles written by researchers in various countries to catagorize the data into the most perceived problems. "The eight problems perceived most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with the problems of individual students" (p. 143). Two studies that Veenman cites are of particular interest. Adams (1982), who studied teachers over a period of six years, beginning with the student teaching experience, found that "beginning teachers showed significant increases in organized/systematic behaviour, affective teaching behaviour and surgent/stimulating teaching behaviour. The greatest change was between the first and third years of teaching" (Adams in Veenman, p. 145). Yet Adams (1982) contested Fuller and Bown's

(1975) claim that impact concerns are different depending on years of experience. Further, he "reported significant differences between elementary and secondary teachers for the stages of concern about self, about instructional tasks and about pupil impact. In each case, elementary teachers reported greater concerns" (Burden, 1986, p. 192). This finding will be impossible to verify in this study as all the participants are secondary teachers. Ayers, (1980) also using a longitudinal study of five years, notes marked improvement "on cognitive dimensions (responsible, systematic, businesslike behaviour) and affective dimensions (kindly, understanding, friendly behaviour) ... in the third year of teaching" (Ayers in Veenman, p.145).

Barnes' (1993) study, using structured interviews of second-year elementary school teachers, revealed those teachers' concerns, pressures and frustrations. These included concerns about classroom management, curriculum emphasis, time management, teaching diverse populations, pressure to conform, dissonance between teacher education programs and the 'real' teaching world, less tolerance from veteran teachers, and problems in dealing effectively with parents, peers and administration. Barnes' (1993) goal was to learn what role institutions of higher learning could play in the development of these second-year teachers. She asked the second-year teachers to design a staff development program that would meet their needs as second-year teachers. To this end, the teachers each wanted personalized, rather than general, professional development opportunities.

Loughran's (1994) research, in Australia, into second-year teacher concerns is notable. This longitudinal three-year study of beginning science teachers is an attempt to better understand how student teachers make the transition from the university education

environment to full-time teaching and thus to explore the teachers' development from pre-service to full-time regular service from the teacher's perspective. His research method was semistructured interviews; this is similar to my method of inquiry using in-depth individual interviews. Loughran (1994) claims that the data he collected for second-year science teachers shows that "the major issues of time, self-confidence, and collegial support all appear to affect their pedagogical development" (p. 374). The issues of time revolve around the time to think about how to teach a topic and how to find time to learn the content material. The self-confidence issues involve more relaxation teaching in front of the class and flexibility in terms of choice of what to do with a class. Collegial support came from the sharing of approaches and ideas related to teaching. Loughran (1994) notes that there is a gap between the ideals of pre-service university education and the 'real world' of teaching. He claims that for many second-year teachers "there is a struggle ... to come to grips with the difference between what they think they should be doing, and what they can do for the students" (p. 380). Unlike the broader scope of my research, Loughran's (1994) research and interview questions are very narrow and focus mainly on the development of science teachers' careers, the exploration of their emerging teaching style and the development of their pedagogical beliefs.

At the Mid-South Educational Research Association Conference, Britt (1997) presented a paper entitled "Perceptions of Beginning Elementary Teachers: Novice Teachers Reflect upon Their Beginning Experiences." For this study, she used an open-ended questionnaire to allow the teachers to reflect upon their experiences. "Results of this study indicated that the perceptions of beginning teachers fell into four main categories which included time management, discipline, parental involvement, and

preparation" (p. 3) for the job as provided by the university. Perhaps the biggest drawback to her research is that, again, she combines first- and second-year teachers into one group and does not distinguish differences in perception from the beginner to the more experienced professional.

Smeltzer Erb (2002) collected data via interviews from six second-year teachers on the emotional experience of teaching. She found that both positive and negative emotions emerged about the various aspects of a teacher's work. Three of the most highly ranked areas of emotional tension, both positive and negative, were the following:

- the classroom context which included engaging the students in learning, positive and negative relationships with students, and a conducive learning environment,

- frequent and helpful interactions with colleagues, and (although less frequent) department heads/administrators, and

- anxiety caused by confrontational parental interactions.

Smeltzer Erb summarizes by saying that teachers at this stage in their teaching careers experience positive emotions such as joy, elation, satisfaction, encouragement, interest and relief as well as negative emotions, to a lesser degree, of disappointment, frustration, anger, confusion, impatience and exhaustion.

This review of literature demonstrates that formal studies, specifically of second-year secondary teachers, are sporadic. Zeichner (1986) states that "there has been very little attention given to the development of teaching perspectives beyond the first year of teaching. ... Research which focuses on the development of teaching perspectives at different points in teachers' careers would greatly enhance our understanding of the degree of continuity or discontinuity in teacher development throughout a career" (p.

153). Even since 1986, it is apparent that this void continues. Myint San (1999) suggests in her article that "case studies of beginning teachers would be an extension of [her] study to gain insights into the process of learning to teach" (p. 26). The literature tends to group the second-year teachers in with first- and third-year teachers, to be of a longitudinal nature where the second-year teacher issues are a rite of passage to reach a larger goal, or to be one of anecdotal or individual case study reporting. While there are these five studies, Applegate and Lasley (1979), Barnes (1993), Loughran (1994), Britt (1997), and Smeltzer Erb (2002), which specifically address second-year teacher issues, there is a need for more current research with this group of teachers at the secondary level. The research which most closely parallels my study was conducted in 1979. The world has changed immensely since then. None of these studies is as comprehensive as the study proposed in this work. My research, therefore, addresses a research gap concerning secondary second-year teacher perceptions.

Theoretical

One theory that is important to consider when reviewing the perceptions of second-year teachers is the developmental stages theory of the new professional. It is interesting to compare existing theories with concrete evidence of the perceptions of teachers. The results of the research proposed in this thesis relate to developmental stages theories as advanced by the theorists that follow.

The developmental stages of teachers are important to understand as comments relayed by the second-year teachers may be indicative of a certain stage of development. Fuller and Bown (1975) propose a developmental sequence of teacher concerns. They base their model on empirical research about teachers where teacher concerns are given

in stages. During the pre-service student teacher training years, the 'fantasy' stage, the teachers identify with the pupils as pupils, as this is their *modus operandi* at that moment. The student teachers identify only in a fantasy form with being a 'real' classroom teacher. In the second stage of development, the 'survival' stage, the new teachers are more grounded in the realities of the classroom and are concerned about their survival as teachers. Issues such as class control and content mastery supersede other matters. The next stage, the 'mastery' stage, includes concerns that center around their overall teaching performance and the inherent frustrations with their personal teaching situation. In the fourth stage, the 'impact' stage, the beginning teachers focus on the needs of their students, both learning and social-emotional, and their abilities to meet these needs. Fuller and Bown (1975) do not state precisely when the shifts from stage to stage occur during a teaching career, but when shifts occur may be revealed through research into specific years of experience in the teaching profession.

Fuller and Bown's (1975) theory is the basis for the use of 'Stages of Concern' advanced by Rowley and Hart (2000) as a basis for mentoring new teachers. In this theory, developing teachers pass through three stages of concern. The first stage is the survival stage where the major concern is with 'self' and if the teacher will survive in the classroom. The second stage is the task stage where issues of time to accomplish things and being on task and getting the work done are of utmost importance. The final stage is the impact stage where teachers become concerned with engaging students in the learning process. Teachers are child-centered and dedicated to helping students find success in school. Rowley and Hart (2000) suggest appropriate mentoring behaviours for mentoring teachers at each level of concern but, as with Fuller and Bown (1975), there is no

indication at what point in the teachers' experience the shift from one stage to the next occurs.

Wright and Tuska (1968) separate the stages of teacher development into the dreams stage, which occurs during pre-service training, the play stage which occurs after the teacher training has ended, and the life stage which occurs after the first year of teaching.

McDonald (1982) suggests four stages in the development of a teacher. The first of these stages is the transition stage. In this stage, there is little efficacy as the teacher is only beginning to learn the basic skills of organization and management. The teaching is elemental at best. The teacher has some insight into students, but it is not a complex view. The second stage is the exploring stage. The teacher gains a sense of efficacy in using basic skills and manages instructions effectively. The third stage is the invention and experimenting stage where the teacher tries or invents new strategies, looks actively for professional development opportunities and develops critical judgment. The fourth and final stage is the professional teaching stage. At this moment, the teacher has the problem-solving skills and is able to teach other teachers to teach creatively.

Berliner (1988) conceptualizes the stages of teacher development across a spectrum using the stages named novice, advanced beginner, competent, proficient and expert. This "model focuses on the cognition that underlies a teacher's classroom behaviours" (Kagan, 1992, p. 160). Berliner (1988) bases his model on empirical research about teachers. In the novice stage, the teacher is rational, inflexible and busy concentrating on learning and categorizing classroom tasks. The tasks take concentration. He claims that in the second or third year, teachers begin to act as

advanced beginners, based on previous knowledge and experiences. They can then form generalizations and become more strategic about when to follow or break the rules. In the next stage, competency, the teacher makes conscious choices about his/her actions. The teacher can judge what is and isn't important to focus on. The teacher may still be somewhat inflexible in terms of performance. Berliner (1988) claims that it isn't until the fifth year, the proficient stage, that teachers use intuition to guide performance. This performance allows teachers to pick up cues from the class without conscious effort and to make defined effective predictions about events. The final stage, expert, is characterized by an intuitive grasp of situations and a keen sense of appropriate behaviour in the classroom setting. Teaching performance seems effortless. At this stage, teachers operate on automatic pilot, and, because of this familiarity with the task and the boundless experience of lesson delivery, they have trouble cognitively describing their performance characteristics if questioned as to what makes them excellent teachers. Unfortunately, some teachers never reach this 'utopian' stage.

Huberman (1989) identifies teacher development based on his model of career phases of secondary-school teaching. He identifies the first three years of teaching as the survival and discovery phase. In years four to six, the teachers are in the stabilization phase. Teachers pass and repass through the experimentation and reassessment stages in years seven through eighteen. In the nineteenth through thirtieth years, the teacher is in the serenity and conservatism phase. The final phase of the career of a teacher is the disengagement (either serene or bitter) phase in years thirty-one to forty.

Burden (1986) summarizes his work of 1980 in an updated article. Based on a study of elementary teachers in suburban school districts, he identifies three stages in teacher development which are also applicable to secondary teachers:

- Stage 1 – a survival stage – "occurred during the first year of teaching. Teachers reported their limited knowledge of teaching activities and environment; they were subject-centered and felt they had little professional insight; they lacked confidence and were unwilling to try new methods" (p. 193).

- Stage 2 – an adjustment stage – "occurred ... in the second through fourth years. The teachers reported that ... they were learning a great deal about planning and organization and about children, curriculum and methods" (pp. 193-4). The teachers sought new teaching techniques, believed they were meeting children's needs more ably and gained confidence in themselves.

- Stage 3 – the mature stage – "comprised the fifth and subsequent years of teaching. Teachers in this stage felt they had a good command of teaching activities and the environment. They were more child-centered, felt confident and secure, and were willing to try new teaching methods" (p. 194). These teachers thought they could handle any new situation that would arise.

At first glance, these theories may seem very different. However, despite the name shifts from theorist to theorist, the different developmental stages are quite similar in description. Rowley and Hart's (2000) theory, which stems from the theory proposed

by Fuller and Bown (1975) in the early 1970's, can be related to the other theorists in the following manner. Rowley and Hart's (2000) first stage of concern for new teachers is survival. This stage compares to McDonald's (1982) transition stage, Berliner's (1988) novice stage, and Burden's (1986) survival stage. Rowley and Hart's (2000) second stage is the task stage whose description corresponds with McDonald's (1982) exploring stage, Berliner's (1988) advanced beginner stage and Burden's (1986) adjustment stage. Finally, Rowley and Hart's (2000) third stage, the impact stage, has components of McDonald's (1982) invention and experimenting stage or Berliner's (1988) competent or proficient stage. So despite the differences in developmental stage names, the actions and reactions of the beginning teachers in each stage are similar. All of the theories of developmental stages through which new professionals are said to pass, therefore, are useful in examining the data from this research.

Chapter 4 - Findings/Interpretation of Data

Introduction to the findings

After having completed two years of service, the participants in this study had what seemed to be, at the outset, many and varied perceptions of what were the necessities of the teacher role as well as what feelings the teaching profession provoked. All of the second-year teacher participants in the study explicitly stated and/or implied that, in many ways, the task of teaching was much easier in the second year. While the range of ease of teaching was greater for some than for others, these participants perceived several major issues for them as teachers as they moved from the first full year of full-time teaching to completing the second.

On closer examination of the transcripts of the data and the focus group session, I noted that many of these perceived issues were related to four distinct themes or factors. These four factors included: organizational ability, available time, level of frustration, and level of comfort /confidence. Regardless of which component of the teaching profession the participants discussed, whether it was, for instance, extra-curricular activities, parental contacts, administrivia, goal setting, lesson planning, or simply teaching in the classroom, participants invariably mentioned one of these four factors during the discussion. Organizational ability arose as a topic of conversation in every individual interview as well as repeatedly in the focus group session. Even when the topic of discussion during the focus group session veered away from the specific topic of organizational ability, the participants found ways to mention it in the context of the discussion and brought it back to the forefront. The participants also expressed opinions on the theme of efficiency in dealing with the teacher workload and the related topic of

time management as a necessity for professional growth. Frustrations abound in both first and second year; however, the second year issues were a result of knowing more, knowing what is expected of teachers, and wanting to know more in specified areas. The second-year teachers had the ability to see a larger view 'of the teaching world', and this, in some cases, caused them more frustration in second year than in first. All of the second-year teachers in this study commented on their increased comfort and/or confidence level in the classroom and on how they believed it had improved exponentially since first year. As can be seen in the following data interpretation, the reasons for the improvement varied, but the elation brought about by enhanced comfort/confidence in each participant is readily apparent. The importance of these four factors – organizational ability, available time, level of frustration, and level of comfort/confidence – which I found to be most significant in influencing the second year teachers' perceptions of teaching, are supported by the data below.

I carefully chose quotations to support the ideas or disconfirm the notions as necessary. To accommodate the shift from oral to written speech, I have adjusted the quotations to use Standard English. To that end, I have edited colloquialisms, added some punctuation to correct run-on spoken sentences and made minor grammatical corrections. I did not alter the intended meaning of the comments by making these changes. I remained true to the original intent of the speaker. Finally, I show the distinction between the quotations from the initial individual interview and the final individual interview by placing a 2 in the citation after the participant's name to indicate it is the second individual interview. A stand alone page number in brackets or a name followed by a page number indicates the quotation is from the initial interview.

Organizational Ability

> Organizational skills ... I didn't know they would have to
> be as strong as they need to be. (laughs out loud) Yeah, that
> would definitely be one perception so going in I didn't think
> it would be as hard as it has been (Betty, p. 26).

As a researcher, when I see a common thread appear in individual interviews although none of the participants has knowledge of what other participants said in their interviews, I believe that the concept is significant. All of the participants I interviewed individually cite multiple reasons why organizational ability is a critical component, a much sought-after necessity for successful teaching. Without organizational skills, time management issues, frustration levels and comfort/confidence levels cannot improve (Vide Graphic #1, p. 132). Participants mention many areas where organizational skill makes the job easier in the shift from the first year in the classroom to the second year. The five participants are pleased, as evidenced by their body language, vocal expression and commentaries during the focus group session, with the positive growth they see in themselves in terms of organizational ability from the first to the second year. They note that the ability to stay organized permeates most of the required elements of teaching, such as the following: paperwork issues, organization of physical space, classroom rules and procedures, classroom management, lesson design and planning, marking strategies, parental contact issues, and extra-curricular involvement. The participants also acknowledge that excellent organizational ability reduces frustration and increases efficiency, allowing time-saving during the day.

Several participants admit that organization was a weakness for them during their first year. For instance, Barney is quite open about his organizational weakness. He boldly states, "I'm unorganized" (p. 4). He adds written comments to his verbatim

transcript of our interview to clarify this statement. He writes that he is disorganized "perhaps a bit due to labs/activities, partly due to the number of kids." He continues by claiming he is often "a little bit behind" (p. 9) in terms of turning in necessary paperwork and states, "Those [organizational skills and procedures] are areas that I know that I'm weak in and I'd like to change" (p. 11). His focus on the importance of this skill is evident in every interview session. Even in the final session, Barney states, "Second year it [organizational ability] was a big issue. It is still a concern [at the beginning of third year]" (Barney 2, p. 4). Wilma echoes Barney by saying, "I'm still working on that [organizational skill]. That's something I think it'll take me a few years (giggle) to find some kind of system that works for me. I haven't found it yet" (p. 11). She does admit, however, to "being a little bit more organized in year two" (Wilma 2, p. 3). Wilma reasons out why this is the case when she shares, "I should be more organized the second year because I've taught it already and my abilities should be high up there, far enough anyway that right now I would be more focused" (Wilma 2, p. 5). Examining McDonald's (1982) four stage theory of teacher development with respect to Wilma, it does not seem like she is now in the first stage, the transition stage. By this comment alone, Wilma notes that she has surpassed this transition stage of little efficacy and learning the very basic skills of organization. Wilma recognizes the improvement in organization after a year of experience and notes that she is more advanced than she was. She also claims to be more focused which relates to a greater sense of efficacy in the classroom; she knows what needs to be done when and can focus on the task. Wilma approaches McDonald's (1982) second stage, or the exploring stage, with such comments. She is past the first stage where there is elemental teaching; she now has a

sense of efficacy in using her skills to manage instruction effectively. Wilma is not yet at the third stage, invention and experimenting, where she would invent new strategies and show a keener development of critical judgment. Dana shows her total lack of organization when she reports difficulty in finding things readily. "It's driving me crazy. So I try to get myself more organized. I'm really a kind of structured, organized person. I've found that with education I'm starting to lose that, so I'm trying to get it back" (p. 20). All of the participants stress that they are still working on an organizational system that works for them. These participants strive to improve organizational efficiencies in the second year as they can see the benefits to doing just that. They perceive organizational ability as a necessity for comfort in the teaching profession.

During the focus group session, the participants discussed the positive organizational changes that occurred from the first to the second year. Barney noted that, having experienced a full year in the classroom, teaching in general became more organized. All of the other participants nodded in agreement with this statement. Betty added that the homeroom paperwork was easier, and Fred reported that it was now much easier in terms of organization for him because he simply needed to open a filing cabinet, open a file and what he was to do that day was already laid out. Both Betty and Wilma quickly conveyed the message that having prepared notes in binders made part of the organizational task much easier. All the participants indicated their agreement with these two women during discussion by admitting that there was no last-minute planning on a day-to-day basis as there had been during the first year. They perceived the previous year as disorganized since they had no previously prepared assignments, and they were learning the content practically at the same time as the students. Dana states,

"Organization is different now I have binders of things, and I can just go into my computer or go into my binders, go into my cupboards and find stuff, more easily than I was able to before" (Dana 2, p. 2). Barney made the additional comment that assignments could be quickly revamped this year as they were already created and keyed into the computer. He also admitted to using technology more to scan documents from other teachers into the computer for a quick revamp of other teachers' materials. "I ... scan in documents that have been handed down to me. I like to keep things on computer file rather than paper file because my organization skills are still dismal" (Barney 2, p. 2). He claimed that this technique helped him with the organization of assignments as each assignment was saved in an appropriately named folder on the computer desktop. Dana's positive organizational changes dealt with accountability of students. Because of her general impression that she was more organized and had more time, she called home more often during the second year to speak to parents about students and she found that she spent more time chasing students to turn in assignments. This change in behaviour was not such a positive aspect of second-year teaching with the other participants. They admitted to not phoning home as much as they would have liked and chasing students less in order to make the students more responsible. Dana was the only participant to admit that her new organizational abilities included more calls home and more chasing of students for accountability. Finally, all the participants agreed that simply becoming familiar with the physical lay-out of their individual classrooms and designing their physical classroom set-up was positive. According to Barney, Wilma and Dana, the set-up of the physical space helped other organizational aspects run more smoothly in the second year.

Advice to first-year teachers from second-year teachers, presented earlier, in articles by Franek (1995), Wanderer (2002) and Starr (2002), included suggestions about the organizational piece of teaching and its importance to survival. Some of the areas to which these authors counsel second-year teachers to pay attention are: paperwork, organization of the classroom, and lesson preparation and planning. The group of participants in my study discovered in their first year what the authors advised in their articles. The organizational paperwork issues category is one of the most overwhelming for the participants in my study. In this case, general paperwork ranges from the mundane tasks of filling in forms for the office, to paperwork for students, to sorting through piles of papers on the teacher's desk. Fred, while comparing the first day of school in the first year to the second, begins by describing his first-year thoughts:

> Now I'm in trouble. Where are those locker forms? Where is this form? What form am I supposed to have? How am I supposed to do this? ... This only happens once every year, so the gap in between is so big it's just like you are relearning the system again in a sense [the second year] ... but you still have enough that you're going, 'OK, yeah, yeah, OK, well I can do this, and I can do that.' You know how to plan it out and organize it a little bit better. ... Let's get the lockers, let's get the forms, let's do this, you know? Now I know what forms Mary-Sue [the secretary] needs (p. 21).

Barney echoes Fred's perception of his increased organizational skill at the beginning of his second year. He reiterates, "It's just procedures, so I knew what to expect and knew which forms had to be done, which ones had to be handed back and I could keep up on the kids a little bit more because it was second time round for me and [I] wouldn't forget to ask for, you know, forms to be coming back and [I] felt much more relaxed" (p. 9). Discussion of this topic during the focus group session brought consensus from the group that opening day procedures, while being like a nightmare the first year due to the needed

organizational skill and knowledge of the procedures themselves, improved greatly

during second year. All of the participants told of the improvement in the organization of

the correct forms to be found, completed and submitted to the office by second year.

During the focus group session, Fred admits to lacking in organizational skill to

meet required deadlines for submission of forms or filing papers consistently. "You

always have to take care of things and fill this out or sign that and hand this in and maybe

my stuff isn't in on time allllll [sic] the time. Maybe I tend to forget about things, but …

it's not my intention to avoid it. It just happens because there's everything else going on,

five thousand things" (p. 40). The other participants signal their agreement with Fred.

Betty comments on the organization needed for processing staff meeting information, "At

staff meetings … there's learning disabilities and there's budgets and I don't know

whatever, those types of things, I didn't realize that there would be that amount that we'd

have to take and process and file (giggle), do something with" (p. 26) by the deadline.

Barney speaks about organizing for a guest speaker, "Learning the ropes on letting

everybody know and asking for other teachers to give up their classes, … so borrowing

time from other teachers and finding a room and all that. … just the paperwork" (p. 23).

Barney admits that the added paperwork for class coverage when a guest speaker is

invited to the building is a large task. He takes full responsibility and admits it when he

misses certain forms or advises the teachers at the last minute of the changes required in

classes to allow for the guest speaker to present to all the students in a certain grade level.

Wilma, in an attempt to organize the paperwork of the day, says the following, "Any kind

of photocopying that needs to be done, obviously, I will do first thing in the morning or

during my prep" (p. 11). Wilma realizes that, if she is not organized enough to do the

copying before school, the day may pass by so quickly that she will not have it ready for the class in which she needs it. Finally, Dana states, "I find that I have on my desk just papers and papers and piles, and it drives me crazy, and after a couple of weeks I have to take an hour or two and just get everything put away and get everything organized or I just can't function" (p. 20). Paperwork, in general, and meeting deadlines, in particular, are two of the reasons that these participants perceive, after their first year of classroom experience, that organizational ability is a requirement for teaching.

Paperwork for students, which includes a variety of tasks needing a certain amount of organizational skill to accomplish proficiently, is the next area of concern. Betty mentions, "keeping records on particular students, so like anecdotal records. ... I didn't know there would be that much record keeping, organizational skills" (p. 26). Barney claims, "I'm just overwhelmed at the number of students at one time. ...it's just a matter of filing and recording and all the necessary stuff for 150 plus students" (p. 4). Barney, like Wilma and Betty, found organizing progress reports to be an issue, adding, "Prep time to collate, twenty-five students' ... progress reports from all the different teachers, that takes, you know, ten, fifteen minutes, but it's still time, so obviously this year, I have a better system than I did last year (p. 25). He continues, "... Ideally it would be nice that ... a progress report ... goes out, the signed slip comes back the next day, all twenty-five of them, you put it away and get back to business" (p. 26). The second-year teacher participants in this study recognize that tracking of students and student data is important, but that this is unachievable if the organizational skill to do the task is not in the teacher's repertoire. Betty sums it up nicely,

> OK, so keeping all the kids' stuff, all their marks, like
> where their marked stuff goes, where the unmarked stuff

goes. It's the organization – where do I put the extra copies?
... Where do I have single copies, you know, where is
all that stuff? So, yeah, that's the administrivia (p. 27).

Anecdotal record-writing and keeping, mark recording, preparation of progress reports,

collation of progress reports, filing of extra copies of worksheets, collection of

assignments to be marked, collection of parental signature forms, redistribution of

marked assignments are the administrivia that relates to paperwork for students. The

participants in the study returned over and over to how organization in these areas was

critical for successful completion of these necessary teacher tasks.

Piles of paper on teachers' desks are a burden to second-year teachers. Dana

relates, "I'm the kind of person that needs things clean and organized, and, the bigger the

piles get, the more I feel like I'm getting behind in what I'm doing" (p. 21). The other

participants, during the focus group session, nod and give body language indicators to

Dana that she is correct about the difficulty in dealing with the piles of papers on desks.

Barney knows he wants to enhance his organizational skill in this area because, as he

clearly relates, organization is a necessity "so that papers don't get misplaced and I don't

take stuff with me when I'm not supposed to. ... And then search for them later which I

found myself doing last year" (p. 6). Picking up piles of papers that he wasn't supposed

to and then losing them caused Barney much grief in first year. He looks to improve his

organizational ability in order to avoid making the same mistake in second year. He

admits he still has "papers all over the place," but he has "embarked on changing all of

the binders for the classes into color coded ones with all of the red binders for grade 6, all

the blue binders for grade 7" (Barney 2, p. 2). He sarcastically adds, as this organizational

ability is a real challenge for him, "So I'm transferring materials and having more 'fun!'"

(Barney 2, p. 2). Wilma adds to this theme by saying, "Organizing my desk is another

thing (giggle) because everything just kind of gets piled up, and I'll forget to move things

around or place them back where they should be and that (giggle) takes a bit of my time"

(p. 11). These second-year teachers strive to make the piles more manageable by, once

again, fostering more successful organizational strategies.

Organization of and in the classroom, noted by Franek (1995), Wanderer (2002),

and Starr (2002) in their advice to first-year teachers, takes many forms. Classroom

organization may include the organization of the physical space, the procedures in the

classroom, or the management style. These authors, who were themselves second-year

teachers at the time of writing their articles, note the same organizational ability problems

that the participants in my study relate. One of Barney's first comments during the initial

individual interviews highlights the importance of the organization of the physical

environment. He states:

> Uh, organization. Just the way I, physically, have
> changed some of the desks in my room; changed where
> my computer desk and grading station is and put it at the
> back so if I'm there I can watch the entire class. And
> I've tried to use a couple of my drawers to organize where
> my marked papers go so that I can open them up and hand
> them back to students. Although I haven't built that into a
> routine so sometimes they sit there longer than they have
> to (p. 6).

During the focus group session, Barney again raises the issue of the physical space in the

classroom that he spoke of in the initial interview. He believes it is important to "make it

[the classroom] your own" (Focus group session). He had taught, as a student teacher, in

the classroom of his predecessor at the school in which he is now teaching and claims

that up until second year he felt the ghosts of that predecessor haunted him. Dana and

Wilma agree wholeheartedly. All of the participants comment on their rooms and how they have organized the class space more to their liking by the second year. Fred frets, during the focus group session, that he still needs "to organize the junk in the storage room: what do you need? what don't you need? I have 3 storage rooms after two years that aren't organized yet!" Finally, Betty mentions the difficulties of working out of two different classrooms and keeping them organized. Fred notes, "In the first year, you're getting there and you're ... nesting when you come to the building cause you want to have everything set up and you're totally distracted" (p. 21) by setting up the physical space. Fred claims that first-year teachers put off doing certain things and are surprised when the students arrive and they aren't ready. He realizes that this situation is much improved in the second year as the room is already set-up, at least partially to the teacher's liking, and its physical aspects are not a total surprise. Classroom organization, in terms of organizing the physical space, is superior in the second year in the classroom, if only because of its familiarity and the personal touch added to the organization of the furniture by the same teacher already in the classroom the year before.

After one year of experience, the participants in this study believe that an organized set of classroom rules and procedures should be a priority before beginning the next school year. All of the participants learned this through experience from the first to the second year in the classroom. This premise confirms Magliario, Wildman, Niles, McLaughlin and Ferro's (1989) study which contends that, "as their classroom experience accumulated, the teachers [in their first 3 years of teaching] found more ways of solving problems and grew in their ability ... to develop standard procedures appropriate for certain kinds of problems" (p. 3). Fred says confidently, "It's just you

know the routine. You know the routine of the school. You know the personality of the school. You know where things have to go, how they're going to be done, how it's going to be run" (p. 21). Both entire school routines and personal classroom routines are essential organizational issues. Betty relates that she was more certain of what she wanted in terms of procedures by the second year. "I'm going to come in with my guidelines, how I want it, and then we'll have a discussion as a class and [I'll ask] 'Do you guys understand what I mean by this?' 'Do you have any questions about this?' 'How will this look in our classroom?'" (p. 4). Betty notes that she posts the classroom rules "on the wall above my chalkboard in the front of my classroom ... and they get referred to fairly frequently" (pp. 4-5). Wilma wants the students to be sure of her expectations as well. She explains that she tells the students "what are my expectations and [I] make sure that they knew what I wanted" (p. 9) as this is a priority for Wilma in terms of her procedures in second year. During the focus group session, the other participants nod to show agreement for the idea of setting down rules and procedures with/for the students early in the second year. Wilma claims that she made checklists to assure that she delivered an organized set of rules and regulations, "like a 'to do' list, like mention this, mention this rule, mention this, the consequences to any kind of inappropriate action" (p. 9). Wilma made clarifications to procedures from first to second year in an effort to become better understood by the students. Certain procedural aspects weren't "really clarified or ... specified on the first hand-out that I gave them, the course outline that I gave them the first year, and this year I made a point of writing that they were to contact me ... to schedule" (p. 9) appointments for extra help and make-up tests. "And now it [the procedure for make-up tests] was written, and it was made clear right as of the first day of

school" (p. 10). Having such an organized method for scheduling re-tests, in turn, helps Wilma have a more organized approach to dealing with all students fairly. Fred agrees that the procedures put in place in the classroom make for a more organized, well-run workspace. He comments, "Especially with the woods and metals [course delivery], once the system is in place, basically you work on the safety issue, you cover all that, you do your testing, ... you get all those things done and you go to project work and when the project work is on, ... you're kind of on cruise, right?" (p. 7). Thus, organized procedures in place in the classroom allow Fred to easily 'cruise' along in the classroom, as he puts it. Fred comments that even what seem like small activities need procedures. He refers to the procedures in place for going to lockers to get equipment or for bathroom breaks. He claims, in second year, "It's just easier to call kids on it. You know who is lying and who isn't. You know who's going to ask to go to the bathroom and who doesn't" (p. 44). Knowledge of student behaviours and a solid procedure for allowing students to go to the bathroom or their lockers are essential for not only Fred, but for Betty and Dana as well.

Some participants in this study admit to not yet having mastered the organizational skills required of a teacher, but they are working on it because they recognize its importance. Some participants are still working on getting the procedures in place. For instance, Barney claims, "I've tried to get the procedure of coming in and sitting down, but that still hasn't happened. So I try and have them come in, find their spots, take their seat, open their book and wait for some sort of instruction" (p. 5). Barney, while working on his organizational procedures, tries to help the students with their organizational skill through use of this procedure. Barney realizes, in second year, that he must be organized enough to implement structures that will work for his students.

He is still searching for a successful implementation method for certain procedures, however.

Myint San's (1999) study shows significant differences between first and second-year teachers in the area of classroom management. Data from the participants in this research study confirm this proposition. Classroom management is indeed an organizational ability. Organized teachers have a plan to deal with discipline issues. The teachers in the Myint San (1999) study organize their strategies in such a manner that the plan is very sequential in nature. The teachers have a minor consequence to begin and other levels of consequence depending on the infraction. This scale of increasing consequences affords the teachers the opportunity to assure that they respond appropriately to the severity of students' actions. The procedures already mentioned and put in place by the second-year teachers in my study aid in the organization of a classroom management plan, and yet classroom management improvement includes more. The focus on classroom management and how each of the five participants in this study organizes his/her classroom technique varies from person to person. Wilma declares that she has no problems with classroom management either in her first year or her second. She says she was just organized so as not to have any problems. She admits, however, "I think one of my goals is to still be strict and have a structured classroom but try and be a little more laid back" (p. 21). Wilma sees herself, due to comments from her students, as being so strict and organized in terms of discipline that she feels she needs to relax a little more in the classroom but not so much that she loses the discipline she has fostered. Wilma's choice of the term 'a structured classroom' implies perhaps that structure and organization lead to fewer discipline issues. Dana,

Barney and Fred conversed about classroom management during the focus group session. They shared the idea that disciplining becomes easier in the second year once the teacher is familiar with what to do and how to organize the process. Fred confirms Wilma's thoughts by stating "You learn how to [discipline]. It's the classroom management, the behavioural skills, the discipline. ... It does get better; it does get easier" (p. 41). The ability to organize several different discipline plans for several different students during the same class period is an asset. The participants agree that it is important to have a battery of possible solutions, organized in an order depending on the severity of the offence. Betty mentions that some little things help with the classroom management issue. An example of one of the little things is, "things like standing at the door ... at the beginning of class. Doing that, I mean last year was more like, 'OK, where's my lesson, and what am I going to do? Where's the overhead?' Get all that stuff ready. Now it's ready, it's there, and I can, that part I can just leave and set aside and know that it's OK and I can move on to the relationship part of teaching" (p. 6). According to Betty, forming better relationships with the students will help with the discipline aspects of student management. On a positive classroom management note, Dana reflects that she sends fewer students to the office in the second year. She is satisfied that she now deals competently with her own problems in her own classroom without involving the administrators. She is better equipped by experience to be able to deal with these discipline problems. Furthermore, small changes, such as being organized enough to create teacher-made seating plans for the students before they arrive, help with classroom management. Betty, Fred, Barney and Dana all admit to creating these plans. "Everyone's always afraid of making a seating plan because they don't ... want to offend

the kids. ... And, no matter what, you're not going to keep them all happy when you do," laments Fred (p. 43). However, the participants agree on the importance of a seating plan, from the outset of the school year, for creating and then maintaining classroom decorum.

Tran, Young, Mathison, and Hahn (2000) show, from survey data, that beginning teachers have less confidence in the organization of optimal learning opportunities than more experienced teachers. One of Britt's (1997) four main categories in the study of first and second-year elementary teachers' concerns is preparation for teaching classes. Franek (1995), Wanderer (2002) and Starr (2002) also stress the importance of organization for the lesson design and preparation aspects of teaching. The planning of lessons and school days ranks eleventh out of twenty-four in terms of importance for beginning teachers in Veenman's (1984) study. Given that it is in the top half of issues for second-year teachers according to Veenman's (1984) work, the concept should be noted. This emphasis is echoed in the comments made by the participants in this study. My data shows the gaining of experiential knowledge, even one year, helps second-year teachers to better organize the learning experiences for students. As Tran et. al. (2000) contend, better lesson design is due to an increased confidence, and from what my participants told me, I believe that the confidence stems from having experienced what lesson design, day after day, month after month, is like. It is about learning the necessary organizational tools to complete a seemingly never-ending task in such a way as to prepare optimal learning lessons for each class each day. While the participants believe that their organization and design of lessons are enhanced in the second year, the teachers

in this study perceive this as a growing process which will improve as organization improves and experiences multiply.

Learning of curricula and the creation of the accompanying assignments and lessons to teach that curricula call for excellent organizational formatting and thinking skills, according to these second-year teachers. "Last year was new, so you're trying to develop ... your curriculum, how you're going to do it, when it's going to happen" (Fred, p. 26), whereas in second year the teachers are trying to better organize and revamp what they did the previous year to facilitate student learning. Betty concedes, "I'm much more organized this year than I was last year. ... I guess learning how to think through a lesson better so I know what my steps are during the lesson. So I'm not worried about that so much at the beginning of the lesson because I know exactly what's going to happen. It's all there" (p. 6). Wilma admits, "I find myself still preparing quite a bit. I'm teaching a new course this year so I'm still preparing that and I'm ... trying to modify all my other courses as well" (p. 4) so the students benefit. Dana agrees with Wilma on this point and adds, "Being able to plan is about a hundred times easier than it was before" (p. 3). She believes that experience and knowing how much she can organize in terms of the number of activities and assignments in one class period are big factors in her feeling this ease. Betty states, "I know kind of how to start to plan. ... I've done it already" (p. 18). Betty reinforces the same idea when she says, "OK, I need to have this planned out, I need to, this is my plan for the first day, this is what we're going to do. And I could think about it all beforehand because I knew what I was supposed to be thinking about" (p. 9) when planning the second time around. These second-year teachers now have the experience of preparing lessons as well as of delivering lessons to the students in the set amount of

class time allowed. Coupled with the improvement of organizational ability where lesson design is concerned, from first to second year, this study shows, as did the research of Tran. et. al. (2000), the increased confidence of the second-year teacher during the lesson design process.

There is "more stuff to organize because you have more resources," relates Barney during the focus group discussion. Dana says that getting organized for lesson delivery during the second year is "smoother" because "I had stuff. Don't have the greatest stuff, but I have stuff" (p. 37). In order to become more organized in lesson delivery, Dana files her "stuff" in binders. She conducts lessons from the binders and explains, "I'll have a couple of binders on my desk because I would be taking stuff out from there. So, organized clutter [is on my desk during lessons] (p. 20). Wilma thinks that once she "really establish[es] a routine … it'll be easier" (p. 23) as there will be less organizational issues to deal with during the lesson delivery.

Lesson planning and materials creation are somewhat easier in the second year of teaching as compared to the first. A key to this ease is the organization with which the participants approach the task. Wilma expresses best the importance of organizational ability for planning, amongst other things, by saying, "It's a lot of work. … (laugh) I never really imagined myself; I guess I knew I would have to mark things, but I guess I never really thought of prepping and all the phone calls and the discipline afterwards if there are any problems. You never really think of that until you're actually doing it, and WOW it takes up a lot of your time if you're not organized!" (p. 23).

Some of the participants in the study relate part of their disorganization to the intense amount of marking required as a full-time teacher. Wilma alludes to this fact in

her previous remark, that teaching takes up a lot of time; she mentions the marking aspect. Dana notes the organizational skill needed as she teaches two Senior 1 (grade 9) classes and two Senior 2 (grade 10) classes in the same semester. "Who's handing in what? Where did it go?" (Focus group session) are questions she constantly asks herself. She is always fearful of mixing up the assignments of the two groups. She has problems with "a pile of four class sets worth of loose papers from different classes and different assignments" (p. 20) from students who hand in work late. Dana feels that "all the organizing and marking of English" (p. 34) is a hefty challenge. Fred agrees as he explains he sees his colleagues who teach English with piles of marking. "I look at ... certain individuals that teach ONLY Language Arts, and I can't believe how much they actually have to do because it's constant marking" (p. 32). For Fred, an industrial arts and art teacher, he admits that "it's not the physical act of marking or prepping or coordinating or whatever a regular classroom teacher would do" (p. 32) as his "subject area really does not require a lot of prep. Really ... there's no, nil marking. ... realistically, in a sense" (p. 6). He does declare his marking comes in spurts, "for the art ... assignments come in at different [times]. One day you'll have fifty things handed in; the next day, you'll have none" (p. 7). Fred says that when the fifty assignments are turned in, he will give up his lunch hour in an effort to be organized enough to leave the school without taking marking home that day. During a discussion about marking time, Barney states, "I'm not working at home as much as I was last year" (p. 40). He has changed his strategies to include some marking of assignments by the students in class, and he uses this opportunity to review the material and engage the class in whole group discussion about the correct answers. Dana has changed her marking style as well. "From

last year to this, I tried to ... make sure that I had more rubrics and things like that, more specific marking guides" (p. 21) to expedite the marking process. Each of the participants is trying in his/her own way to facilitate the marking process through better organizational ability.

Most of the second-year teachers in this study take more time to organize and prepare for parental contacts than they did in first year. These second-year teachers discovered that conversations can be shorter if the teacher is well organized and prepared in advance for the discussion. In both years of their teaching careers, contacting parents is a challenging activity for these teachers. "I can say that I love ... the theory of my job – of going in and teaching. I love that. I hate everything that comes with it. I hate phoning the parents, and I hate having the same conversation that takes an hour a night" (Fred, p. 37). During the focus group discussion, Barney shows agreement with Fred about not enjoying making the phone calls home to parents, but Barney counters with his improvement to that situation from first year. Since he is now more organized with what he wants to say, the conversations are shorter. He also mentions that the use of email allows him to be more thoughtful and to be succinct about the issues. Parents, Barney states, are just as succinct on email with their replies so these 'conversations' do not stretch on as long as normal phone conversations do. Betty does a little bit extra with parental contacts in second year as well. She compares, "Last year I made personal notes for myself as to what I wanted to get across to the parent. And this year, I did that, but, as well ... I had kept better record of students' behaviour in class this year. ... So, then, I had a little bit more evidence to back up my claims" (p. 14). Fred concurs with these statements during the focus group discussion and admits to documenting everything and

having tracking procedures in place in his room so he is less nervous when talking to parents. Wilma feels the need to be organized "to relieve tenseness on parent calls" (Focus group session). She prepares a list of what she wants to talk about but does allow for questions from parents during the conversation. She admits, however, that she is not organized enough to call parents as religiously this year as she did last year. She feels she did a better job in her first rather than her second year. This feeling is a direct contradiction to the experience of Dana who feels more organized on the parental contact front. She declares, "I've made quite a few phone calls home. I'm more on top in attendance. I hold the kids accountable if they haven't gotten essays in or assignments in that are due" (p. 12). Dana phones home more frequently in second year to assure that assignments will be coming in, albeit late. Finally, Barney organizes his face-to-face parent-teacher interviews based on who is outside his room at a given moment. In the first-year, he would wait for the next person on the list even though that person was nowhere to be seen. This procedure caused a back-up through the entire system. Barney learned, "No use waiting when there are people sitting outside. People who are late, unfortunately, have to come at the end or reschedule completely" (p. 29). The second-year participants in this study confirm what many of the researchers have found. Britt's (1997) research mentions parent involvement as one of the concerns of first- and second-year teachers. Taylor, Leitman and Barnett (1992) state that second-year teachers are least positive about working with parents. The comments above support this statement as the second-year teachers in my study are not particularly positive about making phone calls home to alert parents to behaviour issues. Myint San (1999) asserts that there are significant differences between first and second year teachers in the area of relationship

with the home and community. Boccia (1989) echoes that there are differences in the understanding of the relationship of second-year teachers and the community in which they teach. This premise is evident in the comments made by the participants in my study. The participants are more comfortable making the phone calls home due to increased knowledge of what to say and the organizational capability of tracking in order to support what they want to say. The participants are also more amenable to phone calls as they are more familiar with the personality of some of the parents and the more global feelings of the community toward the education of the children of that community. Organization of parental contacts and information delivered to these parents results in better relationships with the community. Both Boccia (1989) and Myint San (1999) note that building better community relationships are common concerns of second-year teachers. Thus, organization of what to say and where and when to deliver the message, along with knowledge of the community values, facilitate the parental contacts and relieves some of the nervousness these second-year teachers feel when contacting parents about their children.

Organizational ability is an asset as well in the extra-curricular domain. These second-year teachers perceive this to be an important tool in the smooth running of extra-curricular programs. With regards to extra-curricular programs run by other staff in the school, Wilma tries to be organized by checking her email first thing in the morning so that she knows who will be away from class on any given day. "The emails I received … for field trips that are coming up and … students I have to excuse for different field trips and there's always so many in the school – sports, music, the arts department take their students whenever" (Wilma, p. 11). Her personal extra-curricular activity, the girls'

hockey team, forces her to do organizational paperwork such as "balancing the budget, filling out a cheque requisition" (Wilma, p. 12) and going down to the office on the secretary's cheque-writing day to have the cheque issued within the necessary time frame. She admits some confusion the first year with the invoices and reading and understanding them. Thus, sending in the cheques on time was a bit of a challenge during first year. She admits sheepishly, "I would not always remember" (p. 13) to do things like that. Betty claims that taking her choir outside of the school to perform extra-curricularly takes some organizational prowess. She says that making "contact with the church ... takes a little more effort than last year" (p. 30). Dana sees the need for organization in how she coaches her basketball team. "I think I need to be a little more structured, ... I need to have more plays. I need to have more kind of structure to the game than I had this year" (p. 19). Finally, Fred appreciates the organizational aspects for garnering materials for the school musical production; "I've got to go get supplies for the production, and I've got to get this, and I've got to make sure I can be back for class, and ... got to get an EO [emergency order], got to get a PO [purchase order]" (p. 41). Without some aptitude for organization, these participants would be more overwhelmed or perhaps frustrated on not only the teaching front but the extra-curricular front as well.

The ability to organize is a large part of the transition from being a teacher candidate/student teacher to being a first-year teacher and then to becoming a more confident second-year teacher. Veenman (1984) discovered that classroom discipline ranked number one, organization of class work ranked sixth, planning of lessons ranked eleventh, awareness of school policies and rules ranked thirteenth, the burden of clerical work ranked sixteenth when he summarized over eighty articles about beginning teachers

to find the twenty-four most frequently perceived problems of beginning teachers. All of these problems can be improved with an improved organizational ability as has been noted by the participants in this study. As second year teachers, these participants readily appreciate the reality of the situation. They perceive teaching to be an organizational jungle. In our conversations, they clearly articulate that organization is key to many aspects of their job and that they perceive organization to be solidly important to their success and well-being. Barney declares, with exasperation, "The organization, I've just got to find systems that work for me" (p. 4) such as "an in-box and out-box" (p. 7) system. Fred is determined to be organized in the classroom and feels this will enhance what happens in his classroom in years to come:

> It'll get to a point where I'm going, you know what, (tongue click), I can do everything in this room backwards, forwards, inside out without having to think about it (snaps fingers), without having to pull something out of the filing cabinet (snaps fingers), without having to sit at home all night and prep and design and everything else. I'm going to know it inside out, backwards, forwards. I'm going to know how to present it, and know how to bring it out. I'm going to know how to close it, I'm going to know the meat and bones about it. ... It'll all come together and it'll all be done. And it will, I mean, it'll be a better package from the first time I did it (p. 42).

Available time

> It's wayyyyy [sic] more time than I thought it was going to be when I first started student teaching. ... Way more time-consuming than I thought it would be with regards to marking and preparing and all that. And I thought it would be less this year, but I find it's even more. I thought after my first year that my second year would be less time-consuming, and it's not (Dana, p. 23).

Lack of time available to accomplish teaching tasks is a significant problem for the five second-year teachers involved in this study. Next to the necessity of having organizational ability, the limited time available to complete all the requirements of teaching, yet still have a life outside the school, is a major concern for these participants. This finding parallels Britt's (1997) study where time management ranked number one in perceptions and concerns of beginning teachers. Veenman's (1984) survey research shows that insufficient prep time ranks ninth out of twenty-four and insufficient spare time ranks twenty-second in terms of perceived problems of beginning teachers. Veenman's (1984) ninth place ranking for prep time shows that this area is of some importance to second-year teachers in his study, as well. However, his research is completely contradictory to both Britt's and my research in terms of the availability of free time for second-year teachers. Betty claims, "When I started teaching, I didn't know it would be this hard, this challenging. Not that that's a bad thing; that's an OK thing, but I didn't know it would be so consuming" (p. 26). Wilma is emphatic about the overwhelming amount of time required for teaching tasks as well. "Wow, it takes up a lot of your time" (p. 23), she states. The participants, while not always in agreement as to whether they have 'more' time in second year than in first, all mention that there are many areas where time is an issue and that, in many instances, shifts in what they did, either in terms of organizational improvements or reassessing priorities, from first to second year, make the job more manageable. Barney (p. 25), Betty (p. 26), Wilma (p. 13) and Dana (p. 23) all use the word 'time-consuming' to describe their perception of the teaching profession, and Fred implies the same. During the focus group session, the participants agree that they think about the time-consuming nature of the profession 'all

the time.' Betty explains, "I knew it would be busy, and I'm a driven person, but 'oh my goodness, every minute of the day!' It takes a lot of time!" (Focus group session). Some are quite frustrated by the lack of available time in a day and feel the encompassing nature of the job is preventing them from being successful in completing all the necessary tasks. "There's still a fairly high level of frustration [in second year] just because there's never enough time to do it all. But compared to first-year teaching, yes, I definitely had more available time" (Betty 2, p. 5). As evidenced by their body language and nods, voices of agreement and sympathy sighs during the focus group interview, the five participants totally agree about how busy the teaching job is. Furthermore, they realize how difficult it was, in first year, and is, in second year, to 'make time'. Areas where time is a critical factor for these participants are: time use during the school day, gaining time during the school day, use of time outside of the school day for completing school-related tasks, parental contact time, extra-curricular time for school activities, free time to pursue personal interests, and balance of time for life in general. The participants also acknowledge that the limited amount of time available for school work forces them to be more organized in an effort to relieve the frustration of a steady stream of teaching-related activities, each requiring more time than they feel they can afford. "It just gets tiring to be there all day and all night long. And then I find more things to do and more things to do, and I find that, if I don't leave, I could be there until ten o'clock doing stuff" (Dana, p. 25). Dana repeats this concern in the focus group where she says that she needs to stay at school to get everything done. Unfortunately, it is a losing battle in Dana's eyes, as she relates to the other participants during the focus group session, "but I know I'm not going to get it done so I make myself get up and leave!"

Barnes (1993), in her study, relates that time management is both a concern and frustration for second-year elementary school teachers. All the secondary participants in this study agree with Barnes' elementary teachers in admitting to how all-encompassing, thus frustrating, the time commitment is. Fuller and Bown (1975) concur with this finding. In their three clusters of teacher concerns, they note that teaching situation concerns, including "concerns about having too many non-instructional duties, about time pressures ... and so on," (Fuller and Bown, 1975, p. 37) evoke frustration of the teaching situation. Barney shows his frustration by saying, "I still think it's very tough, very time-consuming while we're teaching, like ... from September to June; it's very long, very tedious" (p. 35). He perceives teaching to be "just really busy. Just trying to keep up with, find out what needed to be done, when and how" (p. 9). In his effort to discover what, when and how, Barney goes to "the office a lot, [and to] other teachers. There was lots of help, but it was just a matter of going out and getting it, which took time" (p. 9). Finding the time frustrated Barney in both first and second year as extra time was not in abundance for him during these two years. Dana finds that the available time never changes. She notes, "I was surprised [time pressures don't ease]. Even now, at the beginning of the ... third year, I found that I wasn't doing as much marking, I wasn't spending as much time, but now that it's November, I'm spending just as much time as I have the last three years" (Dana 2, p. 2). Wilma is frustrated by the amount of time she spends 'prepping' and 'marking' and the effort it takes to establish a routine. She contends, "I find myself still preparing quite a bit [due to a new course in second year] ... it's mostly the preparation and still obviously the marking ... it's taking up a bit of time" (p. 4). She admits, "I am a perfectionist so it takes more time. I need to translate all the

worksheets [into French]" (Focus group session). "Once I really establish a routine, I think it'll be easier but right now, yeah, I think it's very time-consuming" (p. 23). Rowley and Hart's (2000) second stage is the 'task stage.' In this stage, new teachers worry most about where to find the time to complete the necessary classroom tasks. Finding time to get the work done is a frustration of these young teachers, and mentors of these beginning teachers need to adapt mentoring strategies to help the new teachers survive this stage. The participants in this study suggest by their comments that second-year teachers are in this 'task stage.'

Tran, Young, Mathison and Hahn (2000) in their study note that beginning teachers have less confidence with time management. This is the case with Wilma who, as evidenced by her comments, is looking for a routine to aid her with the time management issue. Dana is frustrated by the marking required for her English courses. She also finds frustration in the lack of responsibility shown by the students for completing the assignments. She says second-year is more time-consuming since she makes the students hand in more assignments. "I think it is because students need to be held accountable for their work, and, if you're not taking stuff in, then they're not doing it. Or if they don't think they're being evaluated, then, they're very reluctant to get their work done" (p. 24). Fred is frustrated by the mental over-stimulation of teaching. He feels he needs more time away from the job than he is getting. He can't seem to find enough time to recover from his daily mental fatigue. "It's all mental; you just, you're totally over-stimulated that when I get home ... when I get that 2 hours [at night] silence is the best thing, and you know, lights off" (p. 18). He concludes, "Yeah it's time ... it's the mental break from it [the job of teaching]" (p. 32). He reemphasizes this point in the

final interview by claiming, "You never have enough time anyway. It's impossible! There's just not enough time in the day" (Fred 2, p. 7). Betty shows her attempts to regulate the amount of time given to her job by making choices; "I just decide, ... I can only do so many things. So a challenge I guess for me this year [in her second year of teaching] would be deciding" (p. 12) which school-related tasks are more important. During this discussion, she alludes to deciding whether to call more parents or to work on curricula development. She continues, "Because I do have more time now [in second year as compared to first], so which ones am I going to do and how am I going to go about doing that?" (p. 13).

What activities, outside of the regular classroom instruction periods, take up available time during the school day? Wilma notes that changes to procedures and paperwork take time. "We didn't really need to fill out this paper (moves her hand and shows a pink paper) before ... that's time-consuming" (p. 11). Fred mentions similar issues to Wilma when he says, "Five minutes here, five minutes there, ten minutes here, got to go get the supplies for the production, and I've got to get this, and I've got to make sure I can be back for class" (p. 41). Paperwork is a concern for Betty as well. Betty realizes that she is "able to take more time," and she is "making [herself] take time to" (p. 14) do recordkeeping during her non-contact time with students. Another time crunching activity is arranging for guest speaker presentations. Barney relates, "But I didn't really have a lot of time, so, again, through some help from other staff in terms of just learning the ropes" (p. 23), he was able to engage a guest speaker for his classes. He uses his preparation periods and his lunch hours to organize these types of presentations. Barney is also more aware, in his second year of teaching, of the necessity of adapting and

modifying material for weaker students. He takes more school time "trying to put together packages for resource students to do rather than last year [when], it was pretty much having [them] tag along with the rest of us and adapt only their assessment" (p. 32). Betty, in the focus group session, shows agreement with Barney about doing the extra work on behalf of certain students, but she claims that she is forever thinking, "Maybe I should do one more thing for this kid, but do I have time?" Dana refers to discipline issues as taking up time during the school day. "I also spent a lot of time talking to administration about these students that were really confrontational" (Dana, p. 22). These are the activities that this group of second-year teachers mentions as taking up time during non-contact time with students. Where, then, do these teachers gain time during a school day? How do they find time to do school-related tasks at school that they could not seem to find during their first year in the teaching profession?

Participants in this study notice that, while time is still an issue in second year, they are now capable of gaining some time during the school day. Betty notes that she has "just one new course; it's not three new courses" (p. 18). She is also now more familiar with how to organize the lessons more efficiently and more quickly; the fact that there is less planning time required for this one new course affords her more spare time in the school day to complete other tasks. "I do spend less time planning individual lessons. I'll probably spend a little bit more time planning a unit, but I do spend less time planning individual lessons so in that sense I have more available time" (Betty 2, p. 6). Fred also notes that in second year there is less planning involved, hence, more time free for other activities. He says he can relax more when students are working on projects in the wood shop. "You have down time in the middle" (Fred, p. 7) because, as an experienced

teacher, albeit for only one year, he knows how each of his classes will run efficiently

that day. He can concentrate on the class in front of him rather than worrying about what

to do with the next class that will be entering. Betty and Wilma make similar comments

during the focus group interview, showing they are also aware of the time issue. Betty

states, "Time issues will get better as I have resources now" (Focus group session).

Wilma replies, "In fact, it already has gotten better" (Focus group session). Betty nods

affirmatively. Barney realizes the preparations made in first year are liberating him for

more class time with his students. The reason for this phenomenon, according to Barney,

is that he thinks he has "a better timing this year. We're ahead of schedule ... which

means we don't have to cram for the final exam like we did last year" (p. 11). He admits

to revamping his lessons to gain this time. He claims that the speed of what he teaches

changes according to the topic under review, working at a "different speed so certain

areas we stress a little bit more ... but other areas we looked at results from last year and

said, 'OK there was no problem with this. Maybe we over-killed this', now we speed up"

(p. 12). Barney's use of a better system to find "prep time to collate twenty-five students'

... progress reports from all the different teachers, that takes ... ten or fifteen minutes, but

it's still time" (p. 25) generates more time than he had in first year. He also feels more

capable of "staying on top of that stuff [the collection of parental signed forms] ... and

basically staying on top of those students who haven't complied with that" (pp. 25-26).

Barney is in the classic stage two of Rowley and Hart's (2000) Stages of Concern theory.

The theory suggests that in this stage, called the Task Stage, issues of time to accomplish

things and being on task and getting the work done are of the utmost importance. Most

of the participants in my study fall into this stage. Wilma, like Barney, has found

different ways of staying on top of 'that stuff' as well. Instead of finding the students who need to complete make-up tests, she has the students come of their own volition directly to her to set a date and time. "I realized … 'Why am I running around?' It was more efficient … it is just another little thing to do that adds on to my workload that makes my day insanely busy, so, … it was more efficient for me, … less time-consuming for me for sure" (p. 10). Marking is a popular topic during the discussion on time commitments during the school day. Fred contends, "So if I spend my lunch marking, or in the morning because I'm early every morning, it's done" (p. 7) and he can gain time later in the day and at night. Dana remarks that she is "not spending as much time over-analyzing everything because when I do take something in, I see all the little spelling mistakes, I see all the little teeny things, but I try to focus more on the big picture, on whether they are getting the concept and getting the idea" (p. 10). This change in marking focus makes Dana's marking go more quickly in second year as compared to first year. Wilma, during the focus group session, notes that her marking goes a little faster as well. She attributes this change to the fact that "rubrics and checklists are mostly developed" (Focus group session). Barney, on the other hand, tries to "squeak most of that stuff [working through school system policies, cleaning up the classroom, completing forms, adding marks into the computer grading program, running around the school] in the day and then [he ends] up marking at night" (p. 3). Barney also admits to earning some extra time at lunch hour and after school due to a move by the administration. The students who are misbehaving or have incomplete homework are dealt with as a group for the entire school, not as individual students with each individual teacher. Barney says, "They're [the students] supposed to serve a detention with the

admin after school, which I've appreciated because it doesn't take out of the subject teachers' time (p. 26) ... well, bottom line, it buys some time but not too too much" (p. 27).

Why are second-year teachers more capable of gaining time during the school day than first-year teachers? The reasons for this improvement are varied according to the data examined in this study. It may be that the new teachers are more efficient in filling in forms and marking. It may be due to their experience and knowing what to expect. It may be familiarity with the system, policies and procedures. It may be, as Rowley and Hart (2000) suggest, that the teachers are very much in the 'Task Stage' of concern and, therefore, push themselves to find time at whatever cost to other daily activities. Whatever the reasons, second-year teachers find that, although they are still very busy, time can be 'created' more readily during the second year of teaching than it could during the first.

Comments abound about use of time outside the school day to complete school-related tasks. All of the participants agree that teaching is not a 9 to 5 job and nodded agreement with this statement during the focus group interview. "You take stuff home every night; it is unlike other jobs," (Focus group session) summarizes Fred for the rest of the group. Barney shares that he does his prepping at home; this is also the case with Wilma, Betty and Dana, according to their positive reactions to Barney's statement. To lessen the load of marking at home at night, which is comparable during first and second year according to Barney, he states, "I've also changed the way I mark some of these things [in an effort to take less time to mark at home]. So we do do some in-class

marking" (p. 3). Wilma has a unique marking issue which takes her much extra time.

Wilma teaches French immersion science. She relates,

> Obviously they know how to write in English better
> than they do in French. So reading answers and interpreting
> them on a test, usually takes longer than it would an English
> teacher. So, that, I think, adds a little bit to my school
> work after work hours at home. I found myself pretty
> much every week night doing at least two hours to three
> hours of work … either preparing for a class, the next class
> or writing up a quiz or a test or marking (p. 5).

The English teacher, Dana, prefers teaching English to physical education because, she claims, "I can bring my marking home. I can do the stuff on my own time [unlike needing to be in the school at night to coordinate physical education teams]" (p. 34). Dana reserves other activities to do at home as well. "I've done a lot more research at home on computer," (p. 24) she reports. She researches activities and assignments from the Internet to use in her lesson design and preparation.

Fred is the only participant who says outright that he does no marking or preparation at home. He claims it is due to the fact he teaches options - woodworking and art. It is the art that takes the greatest toll. He thinks the emotional strain he takes home is far greater than the marking or prepping loads of the other teachers. He speaks of other teachers looking at him disdainfully as he leaves the building without a pile of papers to mark. The work Fred does at home is on his mental health. Fred uses the following anecdote to rationalize his belief.

> I don't take a whole lot of the physical part of the job home
> with me, but I probably take home more of the mental part
> because the program [art], in my point of view, is viewed
> as a failure. So I take more of the mental part home than
> any, probably more than most would. So even though I
> don't, you know, spend my time sitting there marking and
> prepping all night long and going crazy with balancing

four different courses and everything else, I'm still sitting there going, (pause) "Why are these kids not handing in the assignments?" (p. 7).

Fred touches on what Sarah, a second-year teacher, states in an article by Johnson, Peske, Kauffman and Lui (2001). Sarah comments on the competitive nature of teaching in the second year. She recounts a story of how it is virtually a contest to see which beginning teachers mark late into the evenings as well as all weekend. Fred, during our discussion, reiterates many times how he may lack 'take-home' marking, but his 'take-home' mental stress is significant. He must feel the same competitiveness of the teaching profession that Sarah does. Regardless of whether the 'take-home' time-stressors are mental or physical in nature, all the second-year teachers in this study carry part of the job home with them every evening.

Parental contacts take time. Fred, during the focus group conversation, notes the amount of time required: "guaranteed to have a half hour of phone calls to parents most nights" (Focus group session). He also claims that sometimes he has parent-teacher interviews in Wal-Mart, which saves the time needed to phone the parents at home! If he sees parents, he engages them in conversation right then and there. Barney prefers emailing parents to speaking to them on the phone. He claims it takes less time and gives him more time to form his thoughts. Betty, Wilma and Dana have similar comments about parental contact time. While they would like to do more of this type of service for the students and parents, time does not permit them to make this teaching task a priority. Betty states that one of her goals in second year "was to have better parent contact" as she has her "lessons ready for the most part so now [she] need[s] to go beyond" (p. 12). She continues, "Last year, my whole focus was survival so getting through the

curriculum, teaching the lessons and anything beyond that, parent contact or whatever, ...
that was an extra" (p. 12). Dana admits, "Even this year, I wish I could have the time and
ability to phone more parents and get in touch with more people" (pp. 12-13). Wilma
sighs and concludes, "I haven't mastered yet calling as consistently and as often as I
should" (p. 14). She laments that there is not enough time.

Extra-curricular activities draw on the amount of available time for these second-
year teachers. Secondary extra-curricular activities are a big commitment in terms of
both energy and time. All of the participants in this study participate to some degree in
the extra-curricular life of the school. Barney is the only second-year teacher in the study
who claims to be putting in less extra-curricular time in the second year than in the first.
He states, "If anything, I relaxed what I did for extra-curricular. ... Indirectly, I've
changed what I'm doing" (pp. 15-16), from coaching the higher level basketball team to
co-coaching the lower level basketball team. Barney feels this change is for the better as
he was not happy with the amount of responsibility thrust on him to coach alone in first
year. Fred concedes, "I've probably done maybe a little bit more than I did last year,"
and he admits, "I'll put the time in, I'll be there, I'll help out how I can help out" (pp. 13-
14) as time permits. Wilma asserts that taking care of the girls' hockey team "was a little
bit more time-consuming this year" (p. 13) in terms of making phone calls home to the
parents of team members and doing the paperwork associated with the team. She shares
her experience that using school time to complete tasks associated with the extra-
curricular activity of hockey "takes away from my time to do any other school work" (p.
12). Naturally, the leftover school work for teaching the classes then draws on her time
at home. Betty believes that the out-of-town trips she takes with her choir constitute more

than enough time for an extra-curricular activity. She relays, "So, I mean, I'm with the kids 24 hours a day, ... I guess I feel like I put in my extra-curricular time" (p. 31). Dana relates the extended amount of time her extra-curricular activity, basketball, takes:

> My basketball is huge because it starts in November, and it goes til March. ...Basically from January to February I went five weeks in a row where I was doing 7 days a week, 6 days a week? (firmly) 6 days a week. ...5 tournaments in a row. One was out of town so we had to travel, and we ran our own tournament so I had to be there the whole time, and so it was a lot of extra time. It was at least 2 hours extra a day for a good three months (p. 24).

She, like Wilma, knows that the time she devotes to this activity forces her to do more daily classroom work, such as marking and prepping, at home until late into the evenings. These participants understand that participating in extra-curricular activities is a part of the job. However, they also note that the required time commitment and related lack of time to complete other teaching tasks are issues.

Free time to pursue personal interests and household tasks is a topic of interest for all the participants in this study. These second-year teachers are coming to terms with the scope of the teaching job; they perceive it as taking much more time than they had anticipated. Only Barney claims he knew of the time commitment going into the job, as he tells the others during the focus group session, "I knew how much time it was going to take as my friends are teachers" (Focus group session). Despite the continuing feeling of not having enough time for personal activities, Betty, Barney, Wilma and Dana all admit to taking more time for themselves in second year, and, thus, they claim they have "more free time" (Betty, p. 3). These participants grant themselves permission not to work on just the job aspects of teaching now that the first year is complete. "Now this year, I'm

finding that I've learned to just take time for myself, compared to the first year where I was really reeling for time and always thinking, 'Oh, I've got to get this done,' and not really taking a breath or just saying, 'I'll just (giggle) do it another time.' And I've done that more so this year I find" (Wilma, p. 5). She makes the same point during the focus group session when she says, "I've gotten better at saying, 'NO, I'm not going to mark this tonight'" (Focus group session). The two men, Barney and Fred, are much more specific about the personal interests they find they have given up due to time constraints while being in the teaching profession for two years. None of the women state precisely what activities they would like to be doing if they could find more free time, although Betty notes that it would be "outdoor activities" (p. 17). The men, however, state emphatically what is missing. Barney frets,

> I'm exhausted just from mental strain. So I'm doing less
> work at home, but I don't have that free time to (pause)
> enjoy my own time. Usually I'm just sleeping or just
> recuperating. … I'm not going out and doing activities. I'm
> not cycling, I'm not doing movies, I'm not weight training
> or anything. I'm just vegging or sleeping or catching up
> (p. 41).

Fred also finds the lack of free time very difficult. He declares, "I've always been involved in team sports, so always been with the core group, and I find that the job has really made me more of an individual than anything" (p. 19). Fred continues with his own commentary on the lack of personal free time.

> Your job consumes the majority of your life and (pause)
> for myself right now I, my struggle, my biggest struggle is
> I have (pause) a number of things that I'd like to do with
> my free time [for instance, rebuild cars, watch a hockey
> game in a bar until 2 a.m. or play more team sports] but by
> the time I get home, and the time I eat and get everything
> done and blah blah blah, take the dog out, then it's like I
> have 2 hours a day where I can actually have my time and

I'm usually (sits back and sighs) pretty much burnt out (p. 16).

When it's something that you really want to do that helps keep you sane, when you put it off for 10 months, it doesn't really keep you sane. And so, (taps table with index finger) I could have a project car that I want to work on, and, if I only work on it for two months of the year, it doesn't keep me focused and it doesn't keep me positive and it doesn't keep me clear because I don't have the time for the other ten months of the year (p. 32).

During the focus group discussion, the participants share their thoughts about the drain of second-year teachers' personal time which goes so far as to leave them feeling as if they need time to shop, need time to get prizes for students, and need time to sit and watch TV shows previously taped (as they have no time to watch them on a regular schedule). Fred mocks this lack of free time with the following comment. "It's like that old joke of when I was in school and you'd bug the teacher about not having a life, and they went (voice deepens as if imitating an older teacher) 'Well, you know what? Really, I don't!'" (p. 19).

The feeling that there isn't enough free personal time is key to the final point about lack of available time. The discussion here centers on the balance of life in general. Applegate and Lasley (1979) commented on the importance of this issue for second-year teachers over twenty years ago. Their study noted that beginning teachers have many concerns of 'self' in terms of balancing work and family life. This issue is prevalent in discussion with the second-year teachers in this study. Barney states to the other participants that, as second year teachers, they must learn "it's a job, not a life" (Focus group session). All the participants readily comment about their agreement with this statement and use body language to indicate this agreement. After reflection, Fred

contradicts Barney by saying, "It has to be more than a job because of what the job is" (Focus group session). Betty counters with an idea that she had expressed in her first interview, "I think it's really important to have a balance, and I don't think that ... while teaching is really important in my life and obviously it's a (emphatically) major part of my life, there are other parts of my life too" (p. 16). In the final interview, Betty admits, however, to the fight with this all-encompassing time deficit of being a teacher. "I think there will always be a struggle in finding time for myself. I don't know if you ever achieve that balance, but I'm sure that is already a challenge for me in third year. And I know it was definitely a challenge for me last year to find time between school, school-life and personal life because work is NOT my life" (Betty 2, p. 10). The ensuing discussion shows the professionalism of the group in that they are torn between where the job ends and where personal life begins. During the focus group discussion, Betty and Dana conclude that they must make a point of seeing friends that are not teachers, or they just do not see them. During that same discussion, Betty says that surrounding herself with others who aren't teachers is important. If a teacher does not do this, s/he gets "a narrow view of the world, unbalanced, and that's not healthy" (Focus group session). Dana adds that it helps a teacher, like her, "learn not to focus everything you do on school" (Focus group discussion). Wilma's claim of the second year experience and her friends is, "There's more social time for me. I go out with my friends a little bit more than I would have last year. Definitely. It's probably still not enough but ..." (p. 7). Fred reminds the participants that people who aren't teachers don't understand how difficult the balance is (Focus group discussion). He finds balancing friends and the profession extremely challenging:

Do you want to get on the phone for an hour when you only
have 2 hours? Do you want to talk to everybody? No, you
don't. You just take that time because all you've been
doing all day is entertaining, talking, problem-solving.
…At the beginning of the year there are 10 messages [from
friends on the answering machine], by June (giggle) there's
none because you've just stopped returning those calls (p.
19).

For Dana, balancing life at home and at school depends on the season. If it is basketball

season and she is coaching, she has trouble separating her personal and professional life.

It is during this time, as she shared during the focus group, that she is frustrated with how

little time she spends with her husband. Betty is the most positive about her interactions

and balance with friends and family in her second year of teaching as compared to her

first year. She comments, "There's more of a balance in my life right now. I have more

time for my husband or family or going out with friends. I don't always take my work

home with me. Whereas last year, I always had marking or planning at home, and this

year I don't (p. 15) … Relationships are better. I have more contact with friends. I'm

obviously home more. And that's healthy all around" (p. 17).

The participants in this study, other than Betty to an extent, have not yet achieved

the balance in life for which they are searching. Barney blatantly states that he is "still

searching for the balance" (p. 41). Fred, in musing whether this is the correct profession

for him, notes, "It's trying to keep that balance where, or find the balance anyway, … that

you can live with the not-so-bad stuff, but the good stuff's really good" (p. 54). Betty's

words summarize what the other participants feel. "Another goal would definitely be to

achieve a better sense of balance in my personal life, and that has happened more so than

last year. … [However] it could be better, but I'm not quite sure how it could be better"

(p. 20). The second-year teacher participants in this study are in a quandary about how to

complete the multitude of teaching-related tasks while still having a life at home with only twenty-four hours in a day. Knowing this perception of second-year teachers, veteran mentors of these teachers would be in a better position to mentor the new professionals. The mentors could suggest strategies that they use to attempt to balance life and work. The mentors could help the second-year teachers to priorize the day so that both the work and the home times receive time allotments. Second-year teachers need guidance in how to successfully accommodate work and home life into busy schedules.

As previous researchers, such as Applegate and Lasley (1979) or Loughran (1994) have noted, available time for beginning teachers is at a premium. The participants in this study are no exception. They are frustrated by the lack of time to complete all the work. They are well versed in how busy the teaching job is and examine their daily work habits searching for ways to earn 'time' during those busy days at school. They use 'free time' for extra-curricular activities, parental contacts, and marking, prepping and paperwork that often must be completed at home. The second-year teachers are still searching for more free personal time. Most of the participants perceive their lives to be unbalanced between work and home. They believe that relationships suffer because of this lack of balance in time. Dana reiterates, "But I never realized … how much time was going to be expected of me" (p. 29). Barney says that second-year teachers need to "learn to say 'no'! We are not superheroes. The first year we were going to save the world. [We] need to take a more realistic approach this year [second-year] to find the balance" (Focus group session) for time commitments.

Level of frustration

> Well, you [the administration] haven't been in the room
> once this year. You have absolutely no idea if I'm doing
> a good job or a bad job. You're saying I'm doing a good
> job because you like me, I'm a good guy. You're not
> saying I'm doing a good job because I'm doing a good job,
> You're saying I'm doing a good job because you don't want
> to hurt my feelings. ... When you do find out there's a
> problem, just like there was for me last year, you don't
> find out when the problem is happening, You find out later on,
> and then it's ten times worse because nobody said anything and
> they didn't bring it up and they weren't up front right from the
> beginning. ... And it's frustrating, you know? (Fred, pp. 45-46).

Frustration manifests itself in many areas of the teachers' lives. In the above comment, one second-year teacher explains his frustration with lack of constructive support from the administration. Although frustration was expressed by all the participants in the initial individual interviews, it did not seem to be one of the most pressing issues in the data, but when the participants met in a group, once the topic arose, their expressions of frustrations were palpable. The group members agree on many of the frustrating aspects of the teaching profession. Some areas of frustration are more sensitive topics for discussion than others. The participants show discomfort by tapping toes, turning around, sitting in clenched positions, and laughing nervously during some of the discussion. These non-verbal cues illustrate how difficult it is for them to put their frustrations into words; also it may be difficult for them to explain how some issues are more frustrating than others. Their explanations indicate that, while some frustrations remain from the first to the second year in the classroom, others are resolved. However, there is a residual effect since some causes for the frustrations change as the participants become more knowledgeable and inquisitive. In fact, several members of the group claim they are more frustrated in the second year than they were in the first! Wilma claims,

"Level of frustration has gone down somewhat but has probably gone up in other areas. What I didn't have time to really focus on the first year, but now I have time to focus on in the second, like attendance, talking to parents, dealing with the students on a more personal level" (Wilma 2, p. 3). Smeltzer Erb (2002) contends that teachers at the beginning of their careers suffer many negative emotions, such as disappointment, frustration, anger, confusion, impatience and exhaustion. This study confirms Smeltzer Erb's (2002) finding that frustration is indeed one of the negative emotions. What do the second-year teachers in this study mean when they say they are frustrated? Frustration, for these teachers, involves a feeling of discouragement as well as a feeling of being thwarted from accomplishing certain tasks. Frustration is evident for these teachers when they are working with students, parents, administration and student teachers. It is also evident in the daily work required of teachers, general school system policies, procedures and politics. Frustration is evident, too, regarding relationship issues and self-preservation.

Students and their attitudes toward learning cause the most frustration for these second-year teachers. Loughran (1994) discovered that, for many second year teachers, "there is a struggle ... to come to grips with the difference between what they think they should be doing and what they can do for the students (p. 380)." The participants in this study express similar beliefs. Lack of work completion by students is one of the biggest frustrations for the second-year teachers. During the focus group discussion, every participant agreed that the chore of getting students to complete work was an uphill battle. Barney states, "It's like pulling teeth in getting work done and getting assignments in and ...constantly phoning the same parents about the same issues and nothing changes

and nothing gets done" (pp. 4-5). Fred, too, is tired and frustrated by having to constantly haggle with students to complete their work. "It just makes you wonder why you're doing it, every day and why you're trying to. ... It really pushes you to the limit of, 'If they're not going to do it, ... if they don't care why should I care?' ... It's hard to keep everything in check and still keep going because it can get soooooo [sic] frustrating. They're failing art because they won't hand anything in" (p. 5). Dana, during the focus group discussion, speaks of the students not understanding that she is cajoling them to hand in assignments for their benefit. "I'm doing this for them, and they don't realize it. They don't understand it is helping them to force them to hand in major assignments" (Focus group discussion). She contends, however, her insistence in her second year of teaching that students do hand in these major assignments is causing her more frustration than in her first year. Her change in policy to make the students more responsible is the root of the frustration. Dana states emphatically that she is trying very hard in second year to force students to complete all the assignments so that not one student will fail. This is a formidable task, and the marking that is required for assignments that are many months past due adds again to the frustration. Dana becomes frustrated by the time it takes to rethink what the assignment was, to find the rubric and to mark on a correct standard for the assignment compared to the other assignments from months earlier. Fred sees forcing students to hand in assignments as "impossible" for his art class. Some students will not complete assignments, and he has a large failure rate on his hands. "For a progress report at the end of every term ... I still have 30 people failing or 40 people ... What are we going to do? How are we going to address the problem?" (Fred, p. 46). His frustration is clearly evident in his wondering how to overcome the lack of assignment

completion by the students. Barney goes so far as to blame himself for the students' lack of assignment completion. "I had too high expectations in certain cases, and it just made it very hard for them, and students tended to quit" (p. 25). Dana, Fred and Barney demonstrate exactly what Loughran (1994) touches on in his research; they are having trouble coming to terms with what they should be doing for the students and what they want from the students as opposed to what is possible in reality.

Betty is unhappy and frustrated by the student apathy. She lists "not caring," "not completing work," "not caring about the quality of the work," "not realizing that they might need the education in later years" as frustrating issues for her in her classroom (Focus group discussion). Wilma, during the same discussion, notes that student apathy about school in general and assignment and test completion in particular, cause her frustration. Fred agrees and queries, "Why are these kids not handing in assignments?" (p. 7). Wilma's frustration with students not being responsible for completing tests caused her to use a different procedure in her second year. During her first year, she ran around finding students to do make-up tests. In second year, Wilma makes the students come to her to make an appointment. "I found I was running around having to remember 'Oh, who was absent that day?' and they have to write the quiz, and I would always go and get them. ... I just realized 'Why am I running around?' It was more efficient [to have the students] come to me" (p. 10). Betty, Dana, and Wilma, during the focus group discussion, show their frustration with the students' poor attitudes toward other students or the teachers themselves. These three participants feel that the lack of peer respect among students is appalling. Dana shares, "I know that there were periods of time [in second year] where I'm getting so frustrated with a situation or with a student or with

even material that I almost felt like I couldn't function in the classroom. I had to remove myself from the room and just take a minute and take a breath or get a drink of water and then come back so that I could get back focused on what I needed to do" (Dana 2, p. 5). These participants find that it is difficult to deal with this issue and become frustrated when they encounter it on a daily basis.

The students' lack of assignment and test completion forces these teachers to be more creative. Still, that doesn't guarantee the completion of the work. Fred relates.

> You look at the list and the class average in art is 50, and either you have a 99 or a 10. There's no in between. It's all or nothing. And it is very very frustrating because you look at trying to come up with different strategies and nothing seems to work. And then you come up with different assignments, and they don't work. And, finally you come up with the assignment where they make their own assignment and that doesn't work. It's tough to keep going. It's tough to stay focused on it (p. 5).

Dana, in her creative endeavour to make students hand in assignments, collects more assignments this year than last. She claims she collects almost everything for marks and so the students do the work. She says that, if the work is not for marks, the students will not do it. However, there is a frustrating downside to this experience as well. "I take all this stuff in, and then I'm not absolutely sure if I want to mark it all or if I just want to give a check mark for completion, and that's what I'm struggling with this year" (Dana, p. 24). Fred sums up the frustration of caring about the students and the completion of the work for mark attainment in this way. "It's just maybe when you start you're going to save the world, and you're going to save every one of them. And every one of them is going to walk in, you're going to touch them all in some special way, and they're always going to remember you and they're all going to like you. And, no, they aren't" (p. 36).

The lack of response by parents to the second-year teachers' concerns adds to the difficulties and frustrations of the participants in this study. Smeltzer Erb (2002) alleges that anxiety caused by confrontational parental interactions is one of the three most highly ranked areas of negative emotional tension for beginning teachers. These parental confrontations can be seen as causing the new teachers frustration, anger and confusion. Taylor, Humphrey and Barnett (1992), in their survey of reasons why new teachers are frustrated and leave the profession, note that 40% of those surveyed "cite lack of parental support as a major factor in their decision" (p. 4). Barnes' (1993) study also cites that problems in dealing with parents is a concern and frustration of second-year teachers. In fact, Veenman (1984) found that relations with parents ranked a high fifth amongst the most frequently perceived problems of beginning teachers in more than eighty articles! The second-year teachers in this study validate these researchers' contentions. During the focus group discussion, every participant agreed that phone calls home to parents, in many cases, do not help solve problems. Barney contends that several phone calls home about the same student who is never on task to complete assignments and who is rude and noisy has had minimal impact on the student's behaviour (Focus group session). Barney finds the talking noise from students in his classroom frustrating, but the parents do not think it is an issue if students talk in class. "I'm learning that everyone, parents especially, has different values and ideas so I can't push my subjective morals and values even if they are what the school hopes for. For example, some parents don't believe that talking is all that bad, and that is frustrating" (Barney, p. 30). Fred claims that parents are only worried about the major subject areas, "and then you talk to the parents and, I'm generalizing here, but I'm sure the response after that is, 'Focus on math. Don't worry

about art'" (p. 5). He continues, "It's easier to pull a little more weight with getting some influence from home or from outside or even from the kids themselves if it is math, if it is science, if it is L.A." (Fred, p. 8). Wilma berates herself for not calling home to parents enough and not knowing exactly how to approach the parent with concerns. She is frustrated that she has not "yet mastered calling as consistently and as often as [she] should" (Wilma, p. 14). She admits the following after a call to a particularly nasty parent, "So I had a nice (with sarcasm) little (giggle) conversation on the phone. I think I could have handled it better, but, with my inexperience, it was frustrating" (Wilma, p. 15). She admits to crying in frustration after the phone conversation. Due to a policy change at the school, Wilma finds the parent phone calls more frustrating in second than in first year. She says, "I would contact parents where there was a problem but there wasn't this (expressively indicating a big effort) paperwork to be filled and filed" (p. 11). Barney knows the importance of the phone calls home to parents to protect himself as a teacher. He is frustrated by the time it takes to communicate with all the parents but does his job. "You have to make the phone call because, if you don't, then you're in trouble and you have to send home the progress report because, if you don't, you're in trouble" (Barney, p. 5). Fred is frustrated by the fact you can't say exactly what you mean when speaking to the parents. With much frustration in his voice, he discloses.

> I hate it. I hate having to go through the motions because that's essentially what it comes down to. ...You can't be mean. You can't tell it the way it is because you're the teacher. But will we [the parents] help you? Will we support you? Will we actually kick our kid in the ass? No! ... Well, what happened today? It was kind of like every other day this week; he's rude to others, he's disrespectful to others, he's destructive to property, he doesn't do any of his work. We could go through the list every single day if you'd like, I'll just check it off. We'll make a checklist for

him. But you know what? He can't serve his detention today because he has hockey. And as much as I'm for extra-curricular and the kids need it because it will keep them out of trouble and everything else; what reinforcement are you getting? The child thinks, 'Dad's going to bust me out of DT because I have hockey' (p. 38).

Parental contacts that do not prove fruitful in changing behaviour of the students are a serious concern and frustration for the second-year teachers.

The third group of people who frustrate the second-year teachers are the administrators. In the survey done by Taylor, Leitman and Barnett (1992), 52% of the beginning teachers say their experience with administrators is unsatisfying. The teachers in this study were most frustrated in their first year in the classroom by the principal who assigned them courses to teach outside of their areas of expertise. This frustration continues in the second year. About the first year course assignment, Betty remarks, "I didn't know how to teach language arts. I didn't really know where to start. I have no training to teach language arts. It's not one of my favourite subjects. Right from the start of my first year, the administration knew that I didn't like teaching L.A., and they gave it to me anyway, whatever" (p. 18). Now in second year, she is still frustrated that she can not teach exactly what she is trained for. "I'm a choir teacher; obviously, I want more of that than social studies. For me to be completely happy, I would have the majority of my courses being choir and not the majority being social studies. Right now, I feel like I'm the social studies teacher in the school because I teach most of it" (p. 19). Barney was happier in first year than he is in second year. His frustration comes from a change in course load, and he claims "I'm also doing a math class which doesn't fit well with me I guess" (p. 18). Barney is not happy with the lack of consultation for course assignment. Even in third year, the course assignment will not improve for him. During the focus

group discussion, he tells the other participants that, although he has no experience with the art curriculum, he will be teaching art during the next school year. Fred and Wilma are empathetic about his situation, showing this by their nodding and body language. Fred commiserates, offering to help Barney with his art program, since he has been in that exact situation. Although he has no training or expertise in that area, Fred, too, was assigned art in the first year, and is still frustrated by teaching it in second year. Dana's frustration about the courses she is teaching stems from her being asked to make a quick decision about whether or not she wanted to switch from teaching full time English to part-time English/part-time physical education. Although, unlike three of the other participants, she was consulted about the change in workload, she was not pleased with how the administration delivered the question. She explains, "[My principal] just kind of said, 'We need to know NOW,' and that really upset me because it's something I'd been thinking about, but I was unprepared to make that decision (snaps fingers) like that. ... I got called down and he said, 'You know we need to know this now.' I just felt like everything had to be done immediately" (p. 30). Dana notes that it was one of the toughest decisions that she had to make, and that she felt seriously ill trying to make it. She did not appreciate the haste the administrator demanded in her making a major decision.

Both Fred and Barney are frustrated not only by their teaching workload, but by the level of their middle years job assignment. Although they were trained as high school teachers, the administrators convinced them, during the interview process, to try middle years. "I'm left at the end of the day thinking that it's not the best fit for me, and I really wonder if the high school would be a better fit for me because it's more in my area. I just

don't necessarily think that this age group is the best fit for me" (Fred, p. 15). Barney, also a middle years teacher, echoes these sentiments, stating that he would like to try high school in the near future.

It is not just the course assignment and grade level that frustrates these second-year teachers. There are numerous other areas controlled by the administration where these teachers feel disillusioned or dissatisfied but helpless to change the situation. Barney writes into the transcript of his first interview, "I sometimes get stressed out over thinking about administrative decisions. For example, 'Why does teacher A get 4 more preps than I do?' Last year my thoughts were mostly on teaching" (p. 18). Evidently, Barney's frustration level with the administration rises as he has more time to think about other things that go on in the school during his second year. Fred states, "It's an administrative point of view that I put my teacher's hat on and it stays on twenty-four hours a day" (p.10). The principal in Fred's school reminds all staff that working on the weekend to finesse details of lessons is fine. Fred imitates the principal by saying: "And Sundays are days that the building is open and available for you to come in and take care of these things" (p. 10). Communication from the administration to the teachers can be frustrating for the second-year teachers as well. Barney tries to follow procedures as closely as possible as outlined by the administration. "I tend to follow orders from the office maybe too black and white so, when they say, no CD players and you see a student on one, you say, 'Put it away!' Other staff may be a little bit more lenient, so I think that the impression the students get is that I'm mean and grumpy" (p. 18). The fact that other teachers do not follow the rules as closely as Barney does cause Barney some frustration. In his words, this lack of consistency causes him to 'unravel' at times. Further

frustrations for Barney result from the detentions imposed by the office not having an effect on the students. If a student's homework is incomplete, the student is to go to a specific homework room to complete the work before being admitted to class. He explains, "You basically get an entrance and exit slip from that room, and the student would be recorded at the office and they would serve detentions with the administration, but it seems that students just don't find that very much of a deterrent" (p. 26).

Lack of communication and, hence, understanding, cause problems between the administration and the second year teachers. The communication issue is an ongoing concern from the first to the second year for most of the participants. This concern adds to the frustration that the participants in this study feel. Fred and his administration were not thinking along the same lines in terms of his extra-curricular commitment. The principal thought Fred had claimed he would do one thing, while Fred claims he did not. Fred's story is that the administrator made a comment about his lack of participation "about the fact that I had stated that I was going to do something for the school, extra-curricular, that I did not do, but I never stated that I would do it because it's something that is so far away from everything that I've ever done in my life" (pp. 12-13). Fred is referring to the fact that the administration believed that he was going to coach a basketball team, a sport he has neither played nor watched, and knows nothing about, rather than what he meant, which was to be the staff liaison person, if needed.

Dana notices a difference between the evaluation procedure in the first and second year. "Last year, I felt I was really watched closely" (p. 22), Dana contends, but in second year, "it seemed like this year my evaluations all got crammed into the same three weeks, and I did seven evaluations in a really short period of time" (p. 30). She notes that

she did have a lot of difficult students in first year and "spent a lot of time talking to administration about these students that were really confrontational" (p. 22). So perhaps, she reasons, that is why she feels she had more contact with the administration then, that the administrators were more visible in her room first year than second year. Continuing to discuss the evaluations, Dana feels that the suggestions made as options by the administration in the first year became more requirements in second year. Dana compares the two experiences by stating that, in first year, she heard, "'OK, this is going good. These are things you can work on,' but I felt like this year it was more like, 'This is what I want to see next time' or 'These are the things I wanted to see next time' and that's what I got out of it. Because I had at least the first two where I did it the way I thought, and then he kind of made the same suggestion a couple of times so I thought, 'OK, I should change this.' ... He kept making the suggestion to do it a different way, which I've done ... and he noticed" (pp. 32-33). Dana also explains that she goes back to 'her way of doing things' when the evaluative process is over but keeps the principal's suggestions as other options.

Dana and Wilma have another issue that is strictly a high school frustration. Both these women are frustrated by the administration not backing up what they say regarding attendance. A rather lengthy discussion between the two women about this topic took place during the focus group session. This issue is very important to these two participants; the fact that neither of the administrations in either school followed through by removing a student from a course after five 'unexcused' absences upset Dana and Wilma. This frustration carried over from year one to year two with these women. Wilma reinforces the lack of attention by administrators to absenteeism by noting that members

of her staff do not think the procedure is working well. "I've talked to other teachers, and it's pretty consistent there. All the answers that I'm hearing are pretty much the same" (p. 11) in terms of the staff seeing the completion of absentee sheets and phoning home as a waste of time when there is no follow-up in the office.

Finally, the administrators frustrate these second-year teachers with budget issues. Given a little more experience and a better sense of what funds are needed to run the various programs, the participants in second year now learn more about the process of budgeting. This increase in knowledge becomes a frustration to the second-year teachers as they begin to see the inequities in the process. The focus group session allowed for a lively discussion about the equitability of the policy of disbursement of school funds. Dana, Wilma, and Fred agree that the administration say that they support your program, but they do not fund you financially as much as they fund other programs in the school. Lack of money to buy supplies such as art paper and science-related experimental materials causes these second-year teachers much grief and frustration. Dana and Fred are frustrated by the limited Professional Development funds, hence the limited opportunities to learn and grow. The teachers in this study believe that "equity amongst staff in terms of the budget process does not exist" (Fred, Focus group session). Fred emphasizes this point during his initial interview. "Can't spend this much here; can't spend that much there. Is there even any money to spend? I have no idea!" (p. 41). There are nods from all the participants during the focus group interview when Barney comments that it is "playing the game, knowing who to go to and how to get money in your budget" (Focus group interview) that counts. Barney's frustration is more than evident in the following comment: "I don't have time to play the game; I'm losing my

mind as I can't remember everything" (Focus group interview). The secrecy with which the administration dispenses the cash and the participants' own lack of understanding of the process are indeed sources of frustration with these second-year teachers. Problems in dealing with administration, as Barnes' (1993) discusses in his study of second-year teachers, are also a serious concern, pressure and frustration of his group of teachers.

Finally, another group of people who cause frustration for second-year teachers is the student teachers assigned to the buildings. This topic arose during the focus group discussion. Not one person mentioned the student teachers during the initial interviews. The general consensus of the participants is that student teachers in the classrooms cause much frustration. Every one of the participants, with the exception of Fred, had a student teacher in his/her first and/or second-year in the classroom. The major frustration for these teachers is the lack of consultation, by the administration, about whether or not they would like to work with these individuals. None of these second-year teachers claim to feel qualified enough, even near the end of the second year of teaching, to be able to offer a good solid learning experience for the student teachers, even though some of the second-year teachers find the student teachers helpful in other ways. Dana worries about sharing certain activities because she has nothing else to give. Her worry is evident when she says, "Oh well, I'll share with you what I was given from someone else, which isn't mine" (Dana 2, p. 9). Betty mentions that "it takes away so much of my own time to have one. ... Like, my preps get taken because we chat or discuss stuff, and I still really need my preps in order to make it through the day" (Betty 2, p. 11). Wilma, Dana, Barney and Betty note that the process of evaluating the student teachers is frustrating when they, themselves, are hardly familiar with teacher evaluation. They claim they have very few

samples of evaluation to draw from in order to assess the student teacher fairly. Barney, while quite frustrated with a student teacher in the first year, had a more positive experience in his second year. He likes having a student teacher because it frees up some time for him to do other necessary organizational tasks at the school. Yet, he still did not write the student teacher's evaluations. "I didn't write the formal evaluations, I left that up to another teacher or admin and, of course, the faculty advisor" (Barney 2, p. 11).

During the focus group discussion, these five participants agreed that they are frustrated by 'everything else' that comes with the job, except for the teaching component of the profession. They support this assertion by naming some of the most frustrating concerns. The piles of marking, planning and paperwork rank as a major source of stress in all the teachers' experiences. Dana gives an emphatic 'Yes' when the researcher asks her during the initial interview if the big piles of paperwork frustrate her. She says that seeing those piles frustrates her "big time" (p. 21). Dana also comments that the frustration in second year "mainly has to do with marking this year [because] I'm doing all English as compared to last year when I did a lot of social studies and geography" (p. 3). Betty remarks about how she didn't know "it would be this hard, this challenging. … How much other 'stuff' there would be besides teaching, like administrivia, paperwork, and aside from planning lessons and marking, how much other 'stuff' you have to do" (p. 26). Wilma's frustration arises in the preparation and marking domains. "I find myself still preparing quite a bit. I'm teaching a new course this year so I'm still preparing and I'm adding final or not final but just trying to modify all my other courses" (p. 4). She takes longer to mark papers than she would like, but, due to the second language translation issue, she is sometimes frustrated by how the students express themselves in

their second language. "I actually have to sit down and really think about what they are telling me in this answer. It's strictly on the sentence structure or words that they invent sometimes or the spelling is terrible. I think that's the biggest problem, just knowing whether or not they really understand it" (p. 6). Fred, as Barnes discovered in his 1993 study, finds dissonance between teacher education programs and the 'real' teaching world. It is another frustration of second-year teachers who are putting theory into practice. He declares, "A lot of the theory does not apply. It's all based on perfect world scenarios. Now, we all know that it's not a perfect world, and they didn't factor laziness into the classroom dynamic when you were in university" (p. 4).

A small but important frustration for these teachers is 'ugly' workspaces. Most teachers agree that setting up the workspace is a chore they would rather not have. Betty changed rooms from first to second year to improve her workspace. Changing classrooms was frustrating as it created more work. Dana's classroom set-up spans two years, but it is not yet complete. She was told before her first year that the classroom and the computer would be set up for her arrival. Nothing was ready. She was searching for desks until the first day of school in her first year. "I had five desks for students. I had nothing. So I found I had to really fight for stuff. ... I had to go into the hall and take things. I had to ask teachers 'Do you have a couple of extra desks?'" (p. 37). In second year, the frustrating issue of workspace is still not resolved; the mouldy tiles have not been replaced. Dana relates:

> My biggest beef right now is that because I'm a new teacher,
> my room is terrible! My classroom is small. It's got one white
> board and one black board. I've got a mish mash of furniture.
> It's stuck way down the corner by the day care. ... It used to
> be a computer lab, and so there are plug-ins all around the
> room and on the floor. So I've asked for some of those to

be removed. I'm supposed to get a chair to replace my
gummed up yucky one that I have a towel on right now and
some bookshelves (pp. 35-36).

The participants are clear that they all like (or love) the teaching part of the job. It is the

'everything else' that has some of them thinking that this profession may not be the right

fit for them.

The school system in general and the public perception of the school system,

along with certain school policies and procedures, frustrate these young professionals.

Fred muses to show his frustration.

Maybe school's gone downhill. Maybe the quality of
education has gone downhill (p. 37). [He wonders about
the school system and the politics embedded in all aspects
of it.] ...Why aren't we changing, somehow? I'd love to have
the answer. I'd be a multi-millionaire if I did, but the system's
the same. ... Well, we start earlier, we leave later, or lunch is
different, or there's different recess, or we have different options
for the kids to take. And you know, maybe phys ed wasn't
available or shops wasn't available a hundred years ago, [but]
the system's the same. The kids come in, they open their mouth,
you shovel the information in, and you hope it stays in there.
Then they leave. The system's got to change; I just don't know
how (Fred, p. 54).

During the focus group interview, all the participants nodded or voiced agreement with

the comment that the system needs some changes. The participants show their frustration

readily when the conversation turns to social promotion. Fred states that students can not

fail more than once, and so you never get the expected work out of them the second time

around. Dana agrees that the students have the upper hand in this instance. Unwritten

policies, such as not being able to give a student a mark between 45% and 50% as a final

grade, frustrate these second-year teachers as well. A final issue is that the participants

feel their hands are tied as they are powerless to withhold student marks. Betty

mentioned this point during the focus group discussion. The universal frustration of the teachers showed clearly in the ensuing dialogue. With a school policy that a teacher cannot penalize any student by giving him/her a zero on an assignment, the participants in this study say this gives the students the upper hand and more power than they have as teachers. Fred comments that he, too, is frustrated by this policy which he believes is provincial policy from the Manitoba Education, Citizenship and Youth Department. He does not understand or appreciate that the "Department of Ed has said you can't give a zero" (Fred, p. 8). Fred's interpretation of the policy is correct to a point. The department states that any student should be allowed to hand in work at any time during the year without penalty. The department's concern is that the teacher needs to be grading what the student can do as opposed to what the student does do. Effort is a subjective area. Concrete work is objective, and, as such, it is all that should be considered when producing a mark for a student. However, when I questioned one of the government's representatives on the practicality of such a practice of marking work handed in on the last day of school or what a teacher should do if a student hands in nothing by the last day of June, I was told that there comes a point when waiting for the assignment is a judgement call on the teacher's part. Since the change in government, this policy is not enforced as prevalently today as it was a few years ago. However, some administrators do cite the policy in an effort to get all teachers to make a supreme effort to collect all assignments such that all students pass all courses.

The participants in this study are not sure that the public appreciates their work with the students. They question if the public is aware of what is going on in the classrooms of the public schools. Barney's opinion is that the public lacks awareness.

He comments about his time in the classroom and his disillusionment with the public. He says, "It's really strengthened those ideas that the public doesn't have a fair understanding of what we do and all the different aspects of the job" (Barney, p. 35). Barney believes that there is a distinct difference between the public and private school domains. He says, "There tends to be, at least in my perception, more accountability on behalf of the students in private school" (Barney, p. 36). Having had the opportunity to teach in both settings, Barney's frustration with discipline issues in the public school is well grounded in experience. He also believes that content delivery is at a higher standard in the private schools. He is frustrated in his search for what kind of teacher he wants to be and in which setting he wishes to teach. Fred has the same frustration with the public not appreciating the work he is doing. In his experience, people only see the perks of the job. During the individual interview, he changes his voice to a low disrespectful tone as if to imitate someone else speaking to him, and he exclaims, "You're a teacher! Oh my God! Do you even work? You get three months off a year. You guys don't need a raise. Oh my God, you make so much money!" (p. 36). Fred goes further and labels it a societal problem. "Maybe it's just the society, the Canadian society, that we are just so relaxed about everything" (Fred, p. 37). Fred jokes that teachers are not as revered by the public as they once were. He claims that teachers never hear the following words from students, "Oh, you're the teacher and (with slight sarcasm) boy, would I like to be a teacher when I grow up" (Fred, p. 37). He does not see the public teaching the young people that teachers are valued members of society.

In the local schools, many of the procedures add frustration to these second year teachers' lives. Fred explains, "There's the unwritten policy of you can only fail them

once until they get to grade nine; whatever happens to them doesn't matter. …And they [the students] know that. They know they can get through; they know that they'll get by … no matter what" (Fred, p. 8). Fred is frustrated and disheartened by the fact that "the kids know they have the system beat" (p. 8) after one failure of any grade in middle school. Barney has school issues also. He claims that he expects too much of school policies. A good example of expectations that are too high is when he notes, "I was disappointed in the fact that the discipline policies at the school did little" (p. 18).

At the division level, there is frustration for these teachers as well. Barney is worried and frustrated about divisional exams and focusing too much on teaching to the test. "The division looks at exam marks as an indicator of success so you always kept that in the back of your mind" (Barney, p. 12) during first and second year. The biggest frustration here, for Barney and others, is the comparison of exam marks done by the principals of the schools who use it for advertising their respective programs to attract more students. Fred has several issues with divisional politics. He sees the upper administration as "the old boys' club" (p. 31). He worries about making one wrong move and losing his job, not only in the division he is in now, but finding it impossible to move to another division. He is frustrated because he believes, "you have to walk around on egg shells to a certain extent because you never know who has connections with other administration staff in other divisions. I mean, if I change divisions every year, sooner or later, it will dry up. …Nobody's going to take you because they don't know if you're going to stay" (Fred, p. 31). Fred does not see teachers as politically active enough concerning contract negotiations. He laments, "We just negotiated a new contract, right? Two percent, one percent, that's good. It was a raise, but I think the board office goes

'Listen, they're not going to do anything. They're too scared to do anything. They have their own little world, and they don't want to change so they're not going to go anywhere. They're not going to quit, ... The teacher shortage, ah, poof. ... They're too scared to stand up and say we want this or we want that'" (Fred, p. 31) in terms of class size or salary increases. He adds that the board knows that teachers will not fight for benefits with a strike (he does not realize that Manitoba teachers do not have the right to strike) so they will increase the salaries by the bare minimum. Fred is very frustrated that the board office will not fund a Master's program for him. He thinks that it is because the board office is worried that teachers will leave the division when they have completed the studies that the division has funded. He is frustrated because companies for whom his friends work pay the tuition for their employees. "Every other country, every other company has a policy; you have to stay for so many years to pay off what they've invested in you. Or, if you leave, you have to pay back what you owe accordingly. So give us the opportunity" (Fred, p. 48). He continues to theorize and reveal his frustration. "I don't know the system, and I don't know the accounting side of it. However, if I can write off tuition on my personal income tax, I really don't see why a business can't write it off, because other businesses already do. So, that's my whole beef about the board office, is that they're holding us back. They're holding me back" (Fred, p. 50).

A final area of frustration for these second-year teachers is a frustration with self and relationships. It is a frustration with finding ways to mesh work and home life. It causes some of these second-year teachers to question the viability of a long time commitment to the profession. During the focus group discussion, Dana says point blank, "I am frustrated with the little time spent with my husband over the past year"

(Focus group session). Frustration with time management issues and a lack of home life arise as topics in Barnes' (1993) study as well. All participants admit that they feel burnt out at home. They are frustrated that they cannot do what they want when they want and that they have to change their lifestyle to fit the profession. Fred says, "I find it very hard ... I've always been involved in team sports, so I've always been with the core group and I find that the job has really made me more of an individual than anything" (p. 19). He admits to losing friends because of his job. "You tend to lose a lot of friends ... and it's not that you intend for it to happen" (Fred, p. 17). Fred explains that it does happen because, as a teacher, he is so tired when he gets home and has so much to do before the next day, he does not take his friends up on the invitations to go out with them. Fred is acutely aware that teaching is like "a performance every day" (p. 17) and that he must be ready so he cannot go out to socialize, nor does he have time to return phone calls. He claims to bring the mental part of the job home "where no matter what I'm doing, I'm still thinking about it. So I'm never really focused on anything else other than that" (Fred, p. 33). These frustrations cause Fred to question his future as a teacher. "It is a struggle, and it really makes you question whether or not you can do it for thirty years" (Fred, p. 20). "Your job consumes the majority of your life, and my biggest struggle is that I have a number of things that I'd like to do with my free time, but, by the time I get home and eat and take the dog out, ... I'm pretty much burnt out" (Fred, p. 16). Barney notes that he is frustrated by health issues. "I want to take care of myself physically and mentally first," (Barney, p. 10) but he finds this difficult to do when he is working at so much preparation. He alludes to his health a second time. "But even when I'm feeling good and not sick, I get home and I'm just tired, either tense with muscle and back aches

or headaches or dehydrated" (Barney, p. 41). Barney's frustration is that he wants to go out to play sports or engage in some activity, but he does not have the energy after a long day in the classroom. Betty compares herself to other teachers in her building and notes that she is working harder at home. She compares herself to a colleague and states, "Lianne, for example, is 75%, so she doesn't take her work home all the time, and then I feel like, well, obviously she is doing a better, way better balancing between personal life and work" (Betty, p. 21). This contrast is a source of frustration for Betty who does admit that second-year is slightly better than the first year for relationships. She has a more well-balanced view of who she is. "I am not JUST a teacher. I am a member of my family. I enjoy doing other things aside from teaching. ... It's easier to be more of those things this year than it was last year. Last year, it was like teacher, teacher, teacher, all the time. And that was my focus for the whole year, definitely more stressed" (Betty, p. 16). She continues, "I have more contact with friends. I'm obviously home more, and that's healthy all around" (Betty, p. 17).

The frustrations experienced by the second-year teachers in this study are similar to Fuller and Bown's (1975) third stage in the sequence of teacher concerns, but, as I reason in the literature review, I could easily compare these second-year teachers to Rowley and Hart's (2000) model or Berliner (1988) or McDonald's (1982) stages. In the third stage of the Fuller and Bown (1975) model, they contend that teachers' concerns center around their overall teaching performance and the inherent frustrations with their personal teaching situation. As the data suggests, this is true of the second-year teachers in this study who are frustrated by students, parents, and administration as well as by some of the day-to-day work required in the teaching job, itself. There are some positive

outlooks about this frustration factor. Betty notes that, in second year, "I can deal with the frustration better because I feel more confident in what I'm doing" (Betty 2, p. 7). On a further positive note, Fred does say that the frustration with the classroom situation and the politics gets better. "You learn how to deal with the classroom management, the behavioural skills, the discipline, the politics between the parents, the administration, the staff, the community, the family. It does get easier" (p. 41) to cope and not be so frustrated. He reiterates the idea relayed at the outset of this discussion of frustration. "I love my job though. I do, I really do. I just am very frustrated by, you know, everything else that comes with it" (Fred, p. 39).

Level of confidence/comfort

> I think there's a big difference [between first and second year]. I think I'm less worried all the time, a little bit more relaxed, and whatever happens, happens. Before I was always thinking, "Oh, if I do this wrong, what's going to happen?" I was kind of anxious in that way ... Now I'm accepted by the science department; I get along with everybody; I've built relationships on staff. And now, I know a little bit more. I know the administrative staff better, and I know what they want and their expectations. ... I know what they think of me too. ... I just feel a little bit more relaxed and comfortable. (Wilma, p. 19).

The second-year teachers in this study all mentioned confidence or comfort level as greatly improved from first to second year. When Barney responds to the question as to how he felt at the completion of his second year of teaching, he states, "Very good ... more confident" (Barney 2, p. 2). Every participant mentions this phenomenon many times when speaking of relationships with students, relationships with staff, relationships with parents, classroom management, teaching ability in terms of lesson design and delivery, general teacher tasks and extra-curricular participation. These findings are

similar to Loughran's (1994) findings for second-year science teachers, in which he states, "The teachers in this study spoke about their confidence in terms of being more relaxed in the classroom" (Loughran, 1994, p. 376). The teachers in this study confirm this hypothesis using statements, such as:

- "Confidence level is way up [in second year]" (Betty, p. 3).

- "Much more relaxed this year in the second year" (Barney, p. 9).

- "I was a lot less scared in second year" (Betty, p. 9).

- "It's just a comfort level that you have; more comfortable in the building, more comfortable in your clothes and in … how you carry yourself and how you present yourself" (Fred, p. 21).

- "In terms of comfort level, you are two totally different people from first to second year" (Dana, Focus group session).

Words such as *relaxed, less anxiety, less nervous, less scared/fearful, less tense*, along with the words *comfortable* and *confident/confidence* are prevalent in the recorded audio-tapes. In the interviews, the participants use the terms confidence level and comfort level more or less interchangeably. Betty explains her concept of the difference between the two terms: "If I have comfort in teaching what my subject area is, then I will exude confidence. And if I have confidence teaching it, I'll be much more comfortable in front of the kids. And feel more confident answering their questions or elaborating on something rather than just sticking to what's printed on the page" (Betty 2, p. 4). Dana shows that she thinks along the same line as Betty when she relates:

> If you don't feel confident in what you're giving, then
> you're not going to be comfortable in the classroom
> environment. I know that when …, in my first year, I
> taught a course that I was not familiar with, if I really didn't

feel comfortable with the material, I didn't feel like I was
going to be confident in the classroom. I couldn't go into
the classroom confident because I knew that if something
happened where someone asked me something or presented
a problem and I didn't know how to solve it, I would not
know what to do (Dana 2, p. 4).

Barney and Fred echo the same sentiments. Thus, this study uses the words comfort and

confidence interchangeably to indicate the gaining of enough confidence to be more

comfortable in the role of a teacher.

The second-year teachers in this study mention relationships forged with students in

the school during the first year of teaching to be an aid to enhancing confidence and

comfort level in the second year. Fred explains his state of relaxation beginning the

second year of teaching as opposed to the first year, "I know the kids, I know what

they're like, I know their personalities, I know ... who to push, who not to push, so for

the first couple of days, it's no big deal, go through the motions" (p. 21). Dana states

forthrightly why she believes she is more confident in her second year with the students,

"I started with them [the grade ten/S1 students] in grade nine, and I know almost all the

grade tens, so it's relationships [that make it more comfortable]" (p. 5). Dana believes

that, in her first year, "the students ... might have known or could sense that I was

nervous." She says she "didn't encourage the discussion, ... the meeting of others" (p. 8)

for fear of the noise level in the classroom. This year, Dana explains, with her new

confidence, she does encourage class participation and more input from the students. She

also believes "the kids treat you differently as you are more confident" (Focus group

session). She admits, "I didn't have that comfort level in the classroom. I didn't have the

knowledge of the students [in first year]. I didn't have the knowledge of the school

environment. I wasn't comfortable ... I just didn't have that 'this is my room'

confidence" (Dana 2, p. 6). Wilma cherishes the relationships she now has with the students as a second-year teacher. "The ones that I have a rapport with, I would definitely want to keep that going. Obviously I wouldn't wipe everything clean from the first year because now there are some kids I do get along with great, and we've had just such good times. I just would like to keep that going" (Wilma, p. 17). Both Wilma and Dana like the fact that the relationships in second year exist outside the classroom walls. Wilma feels that the relationships she nurtures with students enhance the mutual respect inside the classroom. "Some students feel comfortable enough to just come and talk to you in the hall. … And I think it's great! And this year, I think of those students that I do have a rapport with, the ones that I taught last year, it is just soooo [sic] much easier teaching them this year because they already knew how I was" (Wilma, pp. 17-18). Dana tells of her increased comfort level just from knowing the students. "I feel a lot more comfortable. I know how I was so nervous last year. And coming into the school and meeting all these people, and I just felt a lot more confident in being in the classroom and knowing the kids this year. That was my biggest thing. Now I can walk down the hall, I know three-quarters of the kids now, and it makes it a whole lot easier" (Dana, p. 7). Fred, too, comments on the out of the classroom relationship building, "I do like the kids. … I like to interact with other people so you joke around in the hallway with so and so" (Fred, p. 35) because, in Fred's view, you are a confident team player. Barney likes the fact that the students in second year know him as a person. "I'm not being compared to other people [the previous teacher], and they're taking me as who I am" (Barney, p. 22). He states that, because of this, his relationship "with most of them is very very good" (Barney, p. 21). Barney realizes that the relationships he builds with his students give him

a comfort level in the classroom. He even proposes a theory about third year based on the fact that he will know his students. "I'm really looking forward to next year too because the grade sevens that are going to be going into grade 8 don't know the other teacher" (Barney, p. 21) so, in effect, Barney knows they are 'his products' and they respect him. He believes his confidence level will be even greater as a result. Wilma comments, as well, on that same comfortable feeling of being a known quantity to the students. "They get to know how I talk and when I'm joking, when I'm not, and they just know [my style] already so we don't have that difficulty of getting to know each other. ... That is really easier to do in second year when you already know them from the first year" (Wilma, p. 18). The relationships that Betty has with her students give her a rejuvenated confidence in the teacher role as well. "Being more comfortable with the kids, being more comfortable with my role as the teacher and, so then I'd feel like I could walk around, have a little bit more of a relationship with the kids because I can stop and talk with them, ask them a question, "Do you understand what you're doing here?" (Betty, p. 5). Wilma believes that, while confidence and comfort in the classroom are enhanced by the relationships with students, these relationships continue beyond the classroom years. She is excited when students who have graduated return to the high school. Wilma builds lasting relationships with students through varied experiences in the school.

> You know you were a good teacher and that they still want
> to come and see you after they've graduated from high school.
> And that's what I like about it, those students that did really
> enjoy being in my class, and you can tell just by how they
> smile every day when they come in and the way they want
> to talk to you about your life. I just think that's great. I think
> that's cool. (Wilma, p. 24).

She also immensely enjoys the relationships with students in second year. Wilma shows this enjoyment by saying, "I'm able to joke around and have long conversations ... I've seen them grow intellectually and just in every way. It's fun for me to see them now in grade twelve and going to graduate whereas, when I first saw them in grade ten, it was just such a difference. ... I can just interact way more freely" (Wilma 2, pp. 9-10).

Many of the relationship issues with the students from first year resulted from the new teachers' not knowing what to expect of certain students at certain levels. Barney claims he is more comfortable now because of his experience with middle school students. During the focus group discussion, all of the middle years teachers nod agreement or indicate with a smile that this scenario is the same for them. The three middle years teachers, Betty, Barney, and Fred, discuss how much time it takes in the first year to become comfortable because they were all trained as teachers for the high school level. "Knowing the students, knowing the level, again, knowing their attention spans, knowing what's in and what's not at this level, too" (Barney, p. 24) all help improve confidence in dealing with middle years students. "Just learning the age group makes it easier to relate" (Barney, p. 25). Fred echoes this statement by stating, "It's just easier knowing the kids too" (p. 20). "I have lots of fun with the grade sixes. ... [When] certain kids are away from a class or they miss a class ... you miss having the kid in the class. He's my little buddy, he's my helper. He's this, he's that or she's this or she's that ... they're just, they're cute" (Fred, p. 40). Fred claims that the adjustment to middle school was made somewhat easier by past experience with children. "I think I relate to them really well because I've always gotten along with kids. Like I always seem to be the magnet at all the family functions for the kids" (Fred, p. 15). Betty feels that the

confidence borne out of learning to cultivate relationships with middle years students allows her to change how she uses time in the classroom for teaching. "I feel like I can take a little bit more time at the beginning of class, ask them how they're doing. 'Did you guys watch the hockey game last night?' And I know that I can get them back on track afterwards, and last year I didn't have that confidence of getting them back on track after a little bit of a diversion" (Betty, pp. 5-6). Betty accounts for her fun in the classroom in second year by giving two reasons: "comfort level [and] knowing the age group more too" (Betty, p. 27). She genuinely appreciates these relationships with the middle years students in her second year in the classroom. Whereas she would have been stressed about certain occurrences in her first year, in her second year, she has more confidence in most classroom situations. She shows this confidence when she speaks about teaching middle years students:

> It can be very fun. The kids are very funny. They make me
> laugh, and there are times when I genuinely laugh with the
> kids because they have said something so humorous (even
> if it's maybe not appropriate all the time) or they, whatever,
> are making fun of me, but it's all in a respectful manner. ... I
> guess, yeah, just the having fun in the classroom. And that's
> happening more this year obviously than last year (Betty, p. 27).

Barney reiterates the importance of relationships giving him confidence and the fun that can be found teaching middle years students. He says, "With some classes, I can be more humorous and allow more dissing" (Barney, p. 33). Building relationships, having a rapport with students and adapting the style of the communication to the age level in question, give all of these second-year teachers more confidence both in and outside the classroom.

The influence of the school staff on the second-year teachers helps improve confidence and comfort within the school in general. Discussing whether there are other reasons, other than knowing the students better, that she is more comfortable in her second year, Dana responds, "Relationships I've built with teachers. It's a really young group of teachers, and I've just found that I've gotten along with almost all of them and they've been really great with me coming in. ... Even with the administration, our new vice-principal coming in, it's made a difference because he's so supportive. So, in that way, it's been a lot better [in second year]" (Dana, p. 7). Dana has mentors who help her gain confidence. "One teacher that I share a room with is there, and, if I have a problem, I can always open the door and knock on the door, and she's always willing to help me. Another staff member has helped me with my basketball team, and, without her I'd be just about lost. ... It just makes all the difference in the world" (Dana, p. 18). Barney finds the same support among his colleagues. He relates, "You can ask anybody anything almost at any time and people walk through each other's classrooms without hindrance" (Barney, p. 10). He adds that watching other people's classes "makes me more confident that I'm not the only one with certain problems. That's a big key and just learning little tricks of the trade, picking up little subtle techniques here and there" (Barney, p. 10) increases his comfort level in front of the students. These statements confirm what Tran, Young, Mathison and Hahn (2000) point out: confidence in communication with colleagues is much higher after the first year in the profession. Fred admits he is more comfortable with his staff but is still not confident enough to lead them. He declares, "It's harder to do the presentation in front of staff [than in front of students]. ...I'd be a little bit nervous because, unfortunately, it could make or break your career" (Fred, p. 22).

Wilma and Dana are happy that their relationships with the administration are good. They are more confident about their skills and evaluations since they have built relationships with their administrators. "I am just sometimes surprised, actually, at my evaluations and how well they went. ... Comments that I hear from people that are higher up. It's nice to hear and it definitely makes you feel good and a bit more comfortable where you are and your place in the staff and in the school" (Wilma, p. 20). Dana listens to what the administration tells her during the evaluation process but makes her own decisions when teaching her students. She respects her administrator, and the relationship she has built gives her confidence to try what he suggests or not. "I think that if I can make the improvements that he thinks I need to make, then it will affect how he's going to evaluate me. [I don't institute all his suggestions] partly because I know I can do it the other way too and that way he sees it is not the only way that I do it" (Dana, p. 33). Fred claims, during the focus group discussion, that in second year "it's a different type of confidence – you know the school staff and the real world. You are more gung ho" (Focus group session). Wilma believes that comfort in the classroom grows knowing "admin and staff support is there" (Focus group session). Relationships with staff members, mentors and administrators are crucial to helping these second-year teachers develop self-confidence.

The second-year teachers in this study cite parental contacts as one of the most difficult things that they have to learn to do as a teacher. The confidence level with which they approach this task improves greatly from first to second year, but some participants admit that it is still not perfect. With what do these participants have more confidence in terms of parental contact in the second year? During the focus group

discussion, Barney describes the triad meetings with the parents and the student before the school year begins as causing anxiety in his first year. In his second year, Barney says that the experience is 'easy' as he cut down extraneous information delivered in the first year. He only gives 'the bit of what they wanted and needed'. Wilma and Dana agree, during the focus group discussion, that in second year both are less anxious, 'more direct' (Dana) and 'more to the point' (Wilma) when speaking to parents.

Phone calls to parents cause the most grief for the second-year teachers, but not nearly as much grief as in the first-year! Barney says, "I guess I'm less afraid to phone parents; just misconceptions of parents, stories you hear of parents attacking you or getting upset with you. ... The unknown, a myth about them being almost like an enemy which is way too harsh. And then this year, it's more of a partnership, for sure" (pp. 27-28). Wilma states that "the first time calling parents was nerve-wracking!" (Focus group session). Her explicit description of the pain of the process is evident from her first interview:

> I didn't really know how the call should be structured, how I should start a call, depending on the reason, obviously, but unfortunately we always call for not so good reasons or for attendance checks or if their marks are slipping or assignments aren't coming in. Well, I mean the first call was, the first few calls were a little nerve-wracking, but, after awhile, you see that most parents are supportive and they will back you up and they understand and I, after the first few calls, they were great conversations so you kind of warm up to the thought of calling home and talking to the parents. (Wilma, p. 15).

Structuring the phone calls home and knowing what and how much to say seem to be important confidence boosters from first year to second year. Betty notes, "It's easier this year than last year. I feel better. ... I have a better idea as to what I'm going to say to the parent, to clearly explain what their child did without offending the parent and to clearly

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state why I gave them the consequence that I did. I feel more confident in that. … That kid deserved the consequence, the detention or whatever. … I do not feel quite as shy about it" (Betty, p. 13). She furthers this explanation in her final interview by relating, "I have more confidence in communicating with parents, not to feel like, as soon as they try and defend their child's actions, to feel like I need to back down" (Betty 2, p. 11). Dana thinks, "It's that I feel more confident in it in that I feel like I'm more in control. Last year, I think I was probably more afraid to make phone calls because I didn't know exactly what to say and because of the kinds of students they were" (Dana, p. 12). Dana did not know if the parents of such an unruly group of students would be easy or difficult to talk to and to convince of the classroom dynamic problem. Barney has an analogy for his new style of communication with the parents in his second year of teaching. "I was very careful not to say much, let the parent ask questions and just give very succinct answers" (p. 28). "I don't give too much. If it were a dance, they lead" (Barney, p. 29). Second-year teachers' improvement in organizational detail helps with the parental phone calls. "Last year, I made personal notes for myself as to what I wanted to get across to the parent. And this year, I did that as well, but I had kept better record of students' behaviour in class this year [by writing] personal anecdotes about what happened" (Betty, p. 14). Wilma asserts, "To relieve tenseness on parent calls, I prepare a list and ask if they have any questions too" (Wilma, Focus group session). Despite this preparation, some second-year phone calls still do not go well. The incident that had the most effect on Wilma in her second year was a parent phone call that was negative. She recounts, "Now [in third year] I probably would be able to handle it way better. I just let the parent rail on me for twenty minutes. That would never happen again. … I think I'd be way

more confident in how I would deal with something like that" (Wilma 2, pp. 9-10).

Finally, the use of technology to communicate with parents alleviates some of the stressors and makes two of the second-year teachers more confident in the messages they are sending. With regards to email, Barney contends, "It gives me time to think of responses because I do need time to think so I don't get trapped into saying things I don't want to say or not saying things I want to say" (p. 30). Barney likes having an idea about what type of parent will be on the other end of the communication as this assists as a confidence booster as well. During the focus interview, Barney jokes, "You know which parents NOT to call," and all of the participants laugh and nod in agreement.

Where are some of the areas in which these second-year teachers are still lacking in confidence? Dana observes, when questioned about the differences between the parent-teacher interviews from first-year to second-year, that there are no differences, "just the nervous thing again" (p. 14). During the focus group discussion, both Dana and Wilma admit that their confidence is shaky during disagreements with parents. Wilma puts it into words for the two of them. "The first time I had a confrontation with a parent, I cried" (Focus group session). Occurrences, such as these, shake the confidence-building process of these second-year teachers. Some participants in this study question whether or not they will be comfortable enough in the profession to continue. Fred acknowledges, during the focus group discussion, "I'm less confident that I'm going to teach for thirty years" (Focus group session).

Participants in the study agree that the confidence they have to deal with classroom management and control problems in the second year of teaching exceeds, by far, the amount of confidence that they had in their first year. Wilma states proudly,

"There are no more discipline problems!" (Focus group session). She says she is "less worried all the time" and has more the attitude of "whatever happens, happens, in second year" (Wilma, p. 6) and she will deal with it appropriately. Wilma states emphatically, "I'm more comfortable in the way I discipline in general" (Wilma 2, p. 9). Barney claims, "I don't get the disruptions in class, and I get more about a work-based attitude" (p. 39). Barney explains that the students with this "work-based attitude" do not require the classroom management skill required in his first year. The students are there to work and commence work as soon as he asks them to work. Betty says, "You are more comfortable with middle school teaching methods and discipline methods" (Focus group session). "Confidence level is way up. I feel better about myself as a teacher in the classroom; I have more control over the kids" (Betty, p. 3). It is interesting that Betty again mentions this same point in the final interview. It must be a really important point and a big change for her to mention it in all three of the interview sessions. "I have more confidence to get a little more creative in my lessons; to do other things that involve them getting out of their seats, like gallery walks or scavenger hunts. I did that a little bit first year, but now I feel, and it's a classroom management thing too, I feel more confident in that, and so I feel like I can do a little bit more of that" (Betty 2, p. 11). Betty with her comments shows that, despite the fact she is only in her second year, she is moving toward McDonald's (1982) third stage of teacher development. She could just as easily fit into Berliner's (1988) competent stage or Rowley and Hart's (2000) impact stage. Betty dabbles in changes to lessons and management strategies, behaviours which parallel McDonald's (1982) 'invention and experimenting stage' exactly. Fred, too, is now more comfortable with middle school classroom management techniques, and

having experimented with many options, now has more confidence in what he chooses to use. In answer to the question as to why he believes his discipline has improved, he answers, "Probably confidence. And not to say that I wasn't confident in myself first year, but, confident of the boundaries and how far you can take certain things and how far control actually takes you. How much respect is out there when they [the students] come into the building [in second year]" (Fred, p. 20). Dana finds a big change in the disciplining and attitudes of the students in second year. "Last year, I had a lot of students that were confronting me and challenging my authority and making me feel like I didn't have control. This year, it's more just like main behaviour things, you know, people talking out, but it really seems that they understand I'm in control. ... I follow up on things a lot more this year than I did last year" (Dana, p. 11). Dana thinks the students' reaction to her authority in second year is much more acceptable than it was in first year. She notices that when she asks them to be quiet, "They just get quiet right away" (Dana, p. 9). In first year, she remembers, "I knew what I had to do, but I didn't know how to do it. And then this year, I felt like, ten times better. I felt like, 'OK, I know what I have to get done, I know what I have to say, how to say, it, how to get control,' and so that was the biggest difference. ... I just felt more confident in how I said it" (Dana, p. 8). This, she says, enhances her confidence in dealing with classroom management situations. These statements confirm what Tran et. al. (2000) assert, that confidence is high in classroom discipline after one year of classroom experience. Dana sums up what Tran et. al. (2000) assert, "It's just confidence. I think that the more practice that you have, the more confident you're going to be. And I can see that from first year to second year to third year, that the more I do it, the more that I'm in the

classroom, the more that I interact with kids, the more confident I feel and the easier it becomes to give information, to discipline and to do the teaching job that needs to be done" (Dana 2, pp. 10-11).

Issues related to how well second-year teachers manage their classrooms encompass procedures, routines, and expectations put in place by second-year teachers. Betty reports, "At the beginning of the [second] year, I was able to make my expectations much more clear because I knew what it was like last year, what didn't work, what worked at the beginning of the year and so this year when we started off, I knew exactly what I wanted, and I could state [the expectations]" (Betty, p. 3). She says she asked herself in first year, "What are my routines? (with exasperation) I don't know. There's so much. But then second year comes around, and I know better what I'm supposed to be thinking about" (Betty, p. 9). She continues by emphasizing that she now tells the students, "This is how we're going to run things in this classroom" (Betty, p. 10). Then, there is a group discussion centering around, "Do you guys understand what I mean by this [expectation]? Do you have any questions about this? How will this look in our classroom?" (Betty, p. 4). Betty's nervousness about classroom management in first year stems from the fact that she 'didn't have routines set up,' she 'didn't know what to say or do' and the need she felt 'to prove' herself (Focus group session). Wilma had the same feelings as Betty in her first year. In second year, however, Wilma is pleased that the students that she has for a second time know her rules already, and they know how to self-discipline appropriately in her classroom. Fred, in second year, knows "the routine of the school. You know the personality of the school. You know where things have to go, how they're going to be done, how it's going to run" (p. 21). This knowledge helps

Fred with control in his classroom. Barney has similar thoughts as he now knows that content delivery during the first days of school is not as important as the routines and procedures in terms of classroom management. "I knew there was no push for getting content out right away ... it's just procedures. So, I knew what to expect and knew which forms had to be done. [I could] keep up on the kids a little bit more because it was second time round for me. [I] felt much more relaxed and comfortable" (Barney, p. 9). He continues this theme with, "timing and expectations and knowing what they [the students] can do and accomplish" (p. 25) as reasons for increased comfort in second year. Dana agrees with Barney. This agreement is evident when she states, during the focus group discussion, "I now know you don't teach a lesson on the first day." All the participants laughed at this statement, and their comments show that they all believe procedures during the first few days at school improve classroom management. One year of experience helps immensely in giving these participants the confidence to know that they do not have to deliver content on the first or second day of any given school year. Barney comments about this experience factor. "For me, in the classroom, as I gain my comfort and confidence, I think I'm doing more in the classroom" (Barney 2, p. 3) and "as I'm becoming more comfortable, I become less frustrated" (Barney 2, p. 6).

The participants in this study are more assertive in dealing with student management and discipline issues in the second year in the classroom. Betty explains her style of management in second year: "This year, it is like (with sternness) 'Forget it, NO, that's not acceptable'. And so being more confident in what my expectations are and that they are actually fair for the kids and that the kids are capable of meeting them" (Betty, p. 4) makes the management easier. Dana's becoming more assertive in the classroom

gives her the impression that the administration is leaving her on her own more than in first year. She muses, "I haven't had administration watching me all the time. ... They're not concerned about how I'm teaching, and I am able to deal a little bit better with student problems on my own without having to go to administration for help" (Dana, pp. 22-23). She claims the biggest difference is "that I'm holding them [the students] more accountable. ... I've done a lot more keeping kids after class, making them responsible for having their work. Like, just last week, last day of school [for the week], fourteen kids were in the library and weren't doing work, and I kept all of them until they showed me they had something done" (Dana, pp. 9-10). Barney comments on his developing management style and reasons that it was the second year that changed him, although he is not exactly sure when it happened. "I have comfort with the school and policies, comfort with the age group, again, confidence in front of a group of teenagers. I don't see those as big problems any more. And somewhere in second year, I think that was worked on" (Barney 2, p. 4). A change in Fred, from his first to his second year, involves questioning a student's motives; he takes a more assertive stance than he would have in his first year. A scenario about a student wanting to go to the bathroom, as Fred relates, emphasizes his change in management style:

> (T) You want to go where?
> (S) I gotta go to the bathroom.
> (T) No. (pause)
> (S) Why not?
> (T) Cause you don't have to go.
> (S) Yeah, I do.
> (T) No, you don't.
> (S) K, well can I get a drink?
> (T) See! Now I know you're lying. You just told me you had
> to go to the bathroom. You just want to go for a walk in the
> hall.
> (S) Well, I'm kinda bored.

(T) Well, why aren't you doing your work?

[In second year] you know who you can put in the hallway
to work cause they're a really good kid and maybe the class
is a little bit too noisy for them. I know those things now.
I know how to read the situation better (Fred, p. 44).

The second-year teachers in this study have elevated confidence in teaching

ability regarding lesson design, preparation and delivery, and activities related to

teaching, such as marking and assignment creation. Useem (2001), in her study in

Philadelphia, finds that teachers completing their second year express growing

confidence in their teaching abilities. Applegate and Lasley (1979) assert that second

year teachers "began to move away from the fear of teaching and into thoughtful

consideration of their own 'reality' of teaching" (p. 17). The present study adds

documentation to their assertions. Betty relays that her confidence is up in how she

structures her lessons and all other aspects of lesson design. In her first year, she

laments, "Everything was new and like, OK, I know I'm supposed to be planning, but I

don't even know what to plan because there's so much. ... Then, second year comes

around, and I know better what I'm supposed to be thinking about" (p. 9). She adds that,

"when planning lessons, I can judge better [the amount of material to present] and in the

classroom, delivering the lesson ... just being much more comfortable in front of the

kids, I guess" (p. 5). She likes the fact that she can enhance her lessons. Betty notes,

"Second year is the time when you can sort of expand on what you did. And I started to

feel more like, 'Yeah, this is what I'm good at. I can do this. I'm very accomplished. ....

I'm getting better at this job and I'm feeling more comfortable in it'" (Betty 2, p. 2).

Lesson delivery and its timing are important aspects for Barney also. He describes what

he foresees as an ongoing improvement in his teaching ability. "I'm looking forward to

next year [third year] and having again that pacing down and what went well, what didn't work and just being able to fix those things" (Barney, p. 18). Dana likes the fact that she "can adapt to classes a lot easier now" (p. 5) and this ability to adapt gives her the comfort in the class to try different teaching strategies. "It's just being able to control the environment and present the material with more confidence and being able to know what I'm doing. Being able to provide them with information and the descriptions and the things that they need to be successful. And being able to present things differently than I know I did before" (Dana 2, p. 10). Fred, during the focus group discussion, shows that he is of the same opinion. He reiterates the fact that he has more confidence because of his knowledge of the students and of how to adapt to meet those students' needs. When discussing why some students don't hand in assignments, Fred comments on his increased comfort at making judgements about students. "Maybe the kid just can't do it; maybe he's not at that level … that's where that new confidence you have, that little bit, that experience has gone up so now you know that there might be more to it than 'he just didn't do it'" (Fred 2, p. 8). Dana's summary of her teaching metamorphosis into an improved more adaptable and confident teacher is:

> Starting the first year I was so nervous, I was afraid to try
> things at the beginning. I would give kids certain things to
> do that they had to do on their own, by themselves, where
> they would read and answer questions, really structured –
> just because I was so nervous. And then this year, I was able
> to kind of get right into a unit and get discussion going and
> get kids to talk to one another and work with one another
> way easier, because I wasn't so scared myself (Dana, p. 7).

Similar to Dana, Wilma, Barney, and Fred all comment on this ability to relax the lesson delivery with the classes in second year. Having enough confidence to relax is a direct parallel with Loughran's (1994) findings. The second-year teachers in Loughran's (1994)

study also note the improved self-confidence issues involving more relaxation teaching in front of the class and more flexibility in terms of choice of what to do with a class. Wilma was worried about having enough material prepared in first year, so that she wouldn't run out of things to do the first week. She compares, "This year, I think, I was a little bit more relaxed. I was still nervous to meet new students, but a lot of my students were the same from last year so as for having the first week or few days prepared, I wasn't so worried" (Wilma, p. 9). Barney admits that his delivery of lessons is not quite as intense as he has a different view of the standards and how to deliver a lesson to achieve the needed standards. "So, I've just relaxed a bit. Try and get them [the students] to do as much as they can and as much as I know they can and maybe just a little bit more instead of a lot more" (Barney, p. 25). Barney says that he can design his lessons differently because he has "just confidence knowing that the students will learn and maybe not fearing the exams [at the end of the year] as much as I did last year" (Barney, p. 12). Fred, in the industrial arts classroom, now enjoys his lesson design and delivery for his course. He explains, "There's no stress about not doing things down there [the woods classroom is in the basement of the school]. ... It's like an option, in a sense. I mean they have to take it, it's mandatory but still it's not a core area so you can go down and relax; everybody brings it down a little bit and the lesson just goes, so that's great!" (Fred, p. 9).

All of the participants, during the focus group discussion, voice agreement that knowing the curricula and subject areas to a greater degree affords them more confidence with lesson design and delivery. The knowledge also helps in assignment preparation and correction tasks. Betty mentions that having a timeline to follow that she knows works is

a big confidence booster in second year. Barney admits that "first year, to be very honest, just to survive is my goal. From just survival now to moving onto enhancing the curriculum, which is also one of the reasons that I want to become department head. [I'm] looking for ways to enhance the curriculum in science, hands-on and guest speakers, stuff like that" (Barney, p. 22). Barney states that in second year, he feels "much more comfortable" (p. 14) with a leadership role in the school, and he believes that his knowledge of the curricula will allow him to be a successful department head. Barney fits into Huberman's (1989) model for teacher development based on career phases. He is in the first stage of his career, the Survival and Discovery Phase. Barney admits to just surviving in the first year, and now he is discovering himself as a more creative teacher as well as venturing out to become a leader within the school.

Resources are another area that heighten the comfort level of these second-year teachers. Wilma likes having rubrics and checklists for marking already developed. She says, "I am more comfortable with marking, so it is faster" (Focus group session). Betty affirms her comfort with marking and adds, "I am confident that I am marking appropriately. I know how to mark things now. I know what to expect when marking the work of a grade 8 student" (Focus group session). Dana loves the fact that she has resources to fall back on, "I am able to make up my own stuff. I feel more comfortable doing that; I have lots of materials now to draw from that I can use" (Dana, pp. 3-4). She, like Wilma and Betty, is confident enough to want to share material with other teachers in the school. "You can offer things to other people because you have stuff. It feels good to give stuff" (Betty, Focus group session). Wilma claims that her anxiety of "not having enough material for a double period" (Focus group session) no longer exists.

She is confident that she has enough 'stuff.' Confidence with lesson and assignment preparation, marking and lesson delivery enhance learning for the students of these second-year teachers. The second-year teachers, through an ever-growing comfort level in the classroom, aspire to being able to deliver lessons as confidently as described by Fred:

> I know that one day I will be a great teacher. Maybe no one will ever see that, maybe no one will ever feel that way but I know in my head, oh, it'll get to a point where I'm going, you know what? I can do everything in this room backwards, forwards, inside out without having to think about it (snaps fingers), without having to pull something out of the filing cabinet (snaps fingers), without having to sit at home all night and prep and design and everything else. I'm going to know it inside out, backwards, forwards. I'm going to know how to present it, I mean, and know how to bring it out. I'm going to know how to close it; I'm going to know the meat and bones about it. ... It'll all come together and it'll all be done. And it will be a better package from the first time I did it (Fred, p. 42).

These findings show that the participants are in the 'adjustment stage' as Burden (1986) proposes. In his research, he notes that teachers in their second to fourth year are better at organizing and planning. He also states that the teachers seek out new teaching techniques and are better able to meet students' needs due to increased confidence levels. This data from this study strengthens Burden's (1986) propositions as to how teachers develop in their second year in the classroom.

Comfort in the classroom setting promotes increased involvement at the extra-curricular level. Four of the participants in the study took on more or different extra-curricular activities in their second year. Evidently, second-year teachers' confidence level helps them contribute more to the life of the school. Fred provides one of the reasons for his increased involvement by explaining, "I volunteered to do more things

that I wasn't asked to do last year. ...It's more just my personality, like the more comfortable I get, the more I do. ... If you ask me that again the next year, just because I'll be more comfortable with everything, OK, sure I'll take that on. ... It's the comfort level. It's knowing my surroundings" (pp. 23-24). Betty feels that she "can claim a little bit more" (p. 30) in terms of her choir singing in extra-curricular shows. In the first year, she does not like holding the concerts in the gym but says nothing. In her second year, she changes the venue. "Last year, even though I knew the gym wouldn't sound very good, I'm not going to push it. I won't even ask for it because it is only my first year. This year, I make the contact with the church, so that takes a little more effort than last year. But this year, being more confident, then we did [change the venue]" (Betty, p. 30). Dana commits more time to basketball coaching in her second year. She does not complain about the amount of time involved as she is more confident coaching the team this year. "Just to take that step up to Varsity made a big difference. I really liked that" (Dana, p. 19).

Despite the fact that these second-year teachers do not have complete confidence, comfort level in the school is a major element in how these teachers perceive their second-year experiences compared to those of the first year. Regardless what area of the educational process is being discussed, from students to parents to colleagues to administration to lessons to extra-curricular activities, the second-year teachers give a myriad of examples that illustrate their confidence/comfort level improves dramatically from the first to the second year. However, how to explain this highly increased confidence level is a more challenging proposition. Certainly experience is one explanation as is seen in comments by the teachers themselves throughout this section of

the study; the fact that they have lived through an entire year of the process once, with all its ups and downs is a great teacher. Berliner (1988), who calls second-year and third-year teachers 'advanced beginners', would concur with the findings from this study that growth of these teachers is based on a knowledge of how to act due to experience in the classroom. The teachers' judgment is better, and they are more strategic in decision-making. Greater knowledge of how the system works and lack of apprehension about beginning a new job are other possible factors.

Graphic #1 - Summary of Interpretation of the Data

As a way of testing tentative conclusions about my interpretations of the data from the participants, I created a graphic to show the participants during the final interview session. The graphic seen following is a replica of the graphic that I used during the interview process. The participants were given the graphic, without any explanation of how I had created it or what my interpretation was, and they were asked to explain the graphic based on their perceptions of being a second-year teacher. I was hoping that the graphic would help confirm my data. Schatzman and Strauss (1973) refer to this procedure as "Offering Interpretations or Testing Propositions on Informants" (p. 81) where the researcher shows his/her interpretation of the data to the participants for their commentary. As Schatzman and Strauss (1973) note, "This technique requires considerable courage on the part of the researcher, but its payoff for validation and for new data are immense" (p. 81). There are commonly two results when using this method. The first result is that the researcher is told that s/he does not understand, and the participant clarifies where the researcher is missing data. The second result is that the researcher learns "that his formulation is correct, or better still, that the informant had

'never thought of it that way'" (Schatzman and Strauss, 1973, p. 82). In my research, all of the participants told me that the factors were indeed well chosen as symbolic of the second year of teaching. However, some of the participants' answers refuted the unidirectional arrows (which they would have preferred to be bi-directional) in the graphic. They gave me examples of how they saw the interrelationship between factors that I had not considered. This feedback, in turn, challenged my understanding and forced me to reflect on the graphic's validity and, therefore, the validity of the interpretation of my data.
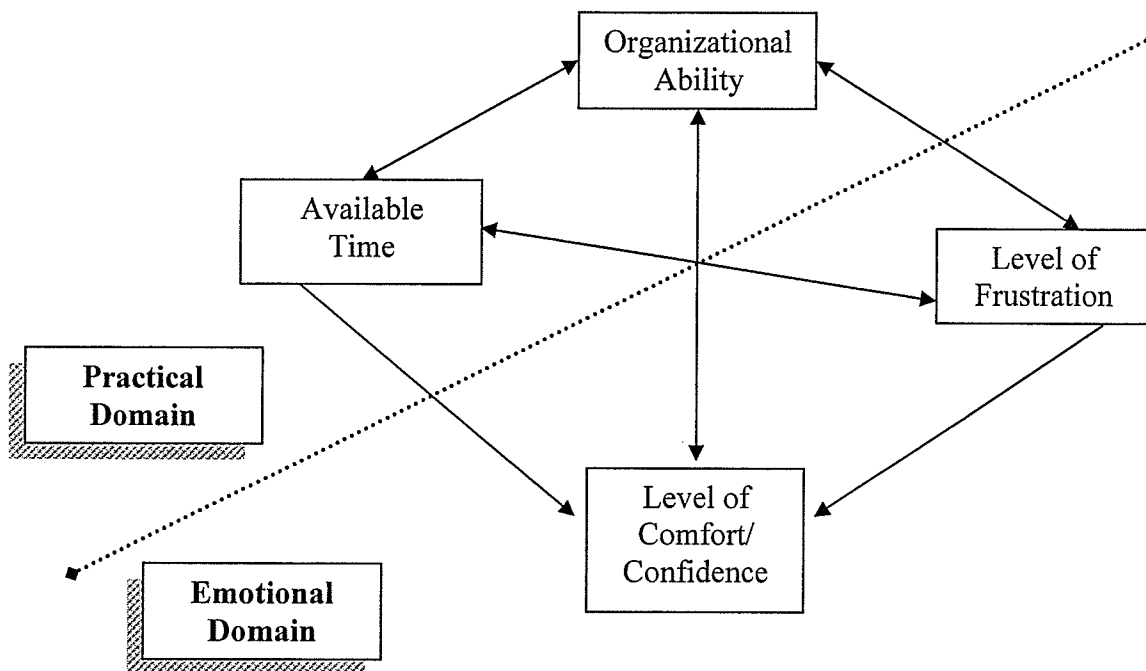
Does _____ affect _____?

If yes, an arrow goes to and/or from the factor/theme.

Graphic #1

There are two purposes to Graphic #1. The first purpose is to show that the four most common factors/themes from the data of the participants in this study are from two different humanistic domains. These two domains, in my interpretation, are the practical and the emotional. Veenman (1984) mentions Ayers (1980) as doing a five year longitudinal study of beginning teachers. Ayers, in his work, makes reference to two domains as I have. The terms he uses are the cognitive dimension (responsible, systematic, businesslike behaviour) and the affective dimension (kindly, understanding, friendly behaviour). He notes that the highest mean ratings in these domains occur in the third year of teaching. The practical domain in this study is similar to Ayers' research in that organizational ability and time management skills would produce the cognitive behaviours he mentions. His affective domain, however, deals more with interactions with others as opposed to my study which deals with the teachers' internal emotions. The data I collected shows that both the practical and emotional domains, in conjunction with each other, influence the perceptions of these second-year secondary teachers. The dotted diagonal line through the centre of the graphic is to visually assist in separating the practical from the emotional domains. Barney interprets the dotted line as indicating "that's a fine line and that these can slide around. They are all interconnected like in a web format" (Barney 2, p. 3). He is insightful in his interpretation. I place the practical domain above the emotional domain strictly based on the number of times the participants in my study refer to the different themes/factors during the interviews. Betty states, "I like the separation of the practical domain and the emotional domain ... they're very intertwined as to how you feel about it but definitely separate too, and it makes sense to me" (Betty 2, 3). She also confirms the importance of the practical domain in

first-year and second-year teaching as being the more influential of the two. Betty comments, "And so I think this (pointing to the emotional domain on the graphic) is very important now [beginning third year] because, if I don't take care, then this (pointing to the practical domain on the graphic) suffers greatly. But in first year, my goodness, I just have to get through the day ... Now [after two years experience] I think ... the emotional domain is very important in order to make the practical domain successful" (Betty 2, p. 8). Barney confirms Betty's perception that the practical domain, and its two factors which he considers the 'biggies', is important to second-year teachers. Asked if the emotional or practical concerns are more important in second year, Barney responds, "What I found was my practical domain was more important ... I just found that I had to get organized and I had to make time available. I had to structure things" (Barney 2, p. 7). Barney also sees the practical domain factors at the top of the graphic as the appropriate placement since he sees a causal relationship between the two domains. Barney relates, "I see more of a cause and effect where practical causes my emotional domain. ... Cause and effect; if this practical domain was worked out properly, the emotional domain improved" (Barney 2, pp. 7-8). Fred also thinks that the practical domain is the most important to first- and second-year teachers. He thinks teachers need to "keep it simple and focus on what actually needs to happen and what is actually important and keep the emotion away" if possible. He continues, "It's tough. Emotions you can't control" (Fred 2, pp. 6-7) but he believes if the practical is effective the emotional will work itself out.

Wilma and Dana are not as convinced that the practical domain is as important as the emotional in the second year in the classroom. They both do believe it was the most

important in year one, however. Wilma reasons it this way, "Because now, with having taught the first year, I know how much time I have, I know how much time it takes me to teach certain things. ... I should be more organized in second year because I've taught it already" (Wilma 2, p. 5). Dana states, "My first year of teaching, I focused on the practical, being organized, getting materials. The second year, although that was still important, I dealt more with the idea of not going to every fight, not taking everything so personally, and just kind of letting it go and being more comfortable and confident in the classroom" (Dana 2, p. 4). Despite the one dissent by Wilma and the partial dissent of Dana, it seems, as indicated by the profusion of comments during the interview process, that the practical domain factors are still more at the forefront for these second-year teachers than the emotional domain factors. The focus of their work is on the practical nature of the job and how to become more proficient, yet, it is influenced to some extent by emotional factors.

The second purpose of Graphic #1 is to show the interconnected relationship that exists between the four recurring factors/themes mentioned by second-year teachers in this research study. For example, organizational ability is inextricably linked to the other three factors revealed by second-year teachers; these factors affect their behaviour and color their perceptions during their first two years of teaching. The other three factors include time available, level of frustration, and level of comfort or confidence. The importance of organizational ability is very understandable. Based on the data summarized in the previous sections, I conclude that these second-year teachers find that organizational procedures save them time, give them confidence and help alleviate many of the frustrations they had as first-year teachers. The participants in the study confirm

my conclusions with comments such as "the level of comfort and confidence is also affected by how organized I am. How much time I have is ...dependent on how well I organize my time" (Betty 2, p. 4). Second-year teachers become frustrated when they feel they are disorganized, and this disorganization causes them to lose precious time from both their work and leisure time. They understand the importance of organization to lessen the frustrations involved in the everyday classroom experience. Confidence in planning and organizing lessons, garnered from the first year in the classroom, allows the second-year teachers to deliver the content in a more meaningful, organized way. This confidence and comfort level with the subject matter facilitate student learning in the eyes of these participants.

The availability of adequate time, a second important issue for second-year teachers in this study, according to the number of times mentioned in the research, is linked to each of the other factors. If the second-year teacher is not organized, precious time is squandered. Second-year teachers quickly learn that good time management is essential for organizing their lives. They feel that having more time available for work will make them less frustrated. These teachers are always looking for opportunities to increase the time available for completing school work. Their frustration is a direct result of their not having enough time to complete tasks or spend time with family and friends. Finally, time is essential for success. Having enough time to plan and mark affects the comfort and confidence level with which these second-year teachers deliver classroom lessons and evaluate their students.

Level of frustration is the third key component on the graphic. The second-year teachers in this study become frustrated if they feel they are not organized enough to

teach a class successfully. School policies or school division policies also cause frustration for these second-year teachers. They feel frustration because they lack control, especially in matters relating to school and division policies and procedures. These teachers may feel they do not have enough time in their lives to do everything they would like to, in terms of balancing the job and home life. Frustration with school issues and lack of knowledge or expertise can affect their comfort level in the classroom and their confidence in their teaching ability in a negative way.

The fourth factor affecting these second-year teachers' behaviour and perception of the profession is level of comfort/confidence. Comfort and confidence require organization and preparation time. Frustration shakes the confidence level of these second-year teachers. The conception of the graphic is my view of the second-year teachers' perceptions. In the graphic, I show that I do not believe that comfort/confidence level, however, has an effect on available time to be expended on the task at hand, namely teaching. Neither, in my view, does the level of comfort/confidence of the teacher have a direct effect on the level of frustration. I feel that teachers who, in addition, are comfortable and confident do not necessarily spend more time on personal activities and on enjoying their personal lives. Results of the research interviews disconfirm my beliefs. Does this disconfirming evidence require that I put a bi-directional arrow from level of confidence to level of frustration? Due to this process of testing my interpretations on my participants, the reasoning below causes me to change or rethink the arrows in my graphic.

Some of second-year teachers' disagree with my graphic interpretation in the instances where there are no bi-directional arrows. There was no consensus of the

participants concerning the unidirectional arrow from available time to level of comfort/confidence. Wilma, Fred and Dana say it was acceptable as drawn. Barney and Betty believe that the arrow should be bi-directional. Both believe that there is more time when the teacher is more confident. Barney's example is that, in his interpretation, "as I gain more comfort and confidence, I think I'm doing more in the classroom so I like the arrow going the other way as well" (Barney 2, p. 3). Betty states, "It can be as basic as how comfortable you are, you'll spend less time planning and preparing the things ... so in that sense I have more available time" (Betty 2, p. 6). Barney and Betty's interpretations require me to again reflect on the unidirectional nature of the arrows. I counter these two points with the fact that it is my belief that these participants can do more in the classroom because they are more organized and their lessons are better planned, which, in turn, affects their confidence. It is the increase in organizational skills that allows them to gain time. The increase in available time is an indirect result of comfort and confidence level. I do not see the direct parallel that they do showing that confidence and comfort in the classroom add to available time. This is an area that could be pursued in a follow-up study to discover if the link from level of comfort/confidence is a direct link to the amount of time that the second-year teachers have available.

There is complete disagreement with my interpretation of the relationship between level of frustration and level of comfort/confidence, and, thus the unidirectional arrow I have inserted. The participants dispute this part of my graphic the most. All the participants believe that the arrow should be bi-directional. Betty wants the arrow to be bi-directional because she claims, "I can deal with the frustration better because I feel more confident in what I'm doing" (Betty 2, p. 7). Dana says that she could have felt that

confidence affects frustration in first year. She shares, "I maybe wasn't as confident in the way that I could present the material, being in front of my own class, and it made me feel frustrated in a way that I didn't think I was doing as good a job as I could have been doing. And I knew I could be doing a better job, but I didn't know how because I was just learning. And so I would get frustrated because I didn't have that comfort level in the classroom" (Dana 2, p. 6). Wilma's thoughts are similar to Dana's. Her example of why the arrow should be bi-directional is: "If I view that I should be at this point comfortable teaching something and I still am not, maybe I would see that I could get frustrated a bit ... that would be the only thing that I would see that would go the other way around, level of comfort affecting level of frustration" (Wilma 2, p. 4). Fred is more pragmatic with his example. He declares, "If you're not comfortable, behaviour, discipline, all that stuff will go up. You'll become more frustrated so that, I could actually see the arrow going backwards and forwards" (Fred 2, p. 7). Barney states, "As I become more comfortable with my age group, I become a little less frustrated, so I would put an arrow back that way" (Barney 2, p. 3). He does admit, however, "it probably goes round about, goes through organizational ability so I'm comfortable, but as organization improves my frustration goes down" (Barney 2, p. 6). Perhaps in the design of the graphic I overlooked these points, but I am inclined to believe that, as Barney sees when he comments about the 'round about nature', that the intertwining nature of the four factors lead the participants to think that there is a direct link between the level of comfort and confidence and level of frustration when, in reality, this link is due to a more circuitous route through other factors in the teaching and learning process. Given that the participants are the experts on their perceptions though, it is important that I put my

beliefs aside and make the arrow bi-directional. As Schatzman and Strauss (1973) contend, my participants' "critiques and evidence bear upon [my] proposition ... to 'force' a decisive change in" (p. 82) the formulation of my graphic.

In summary, the participants agree on the interconnectedness of the four factors in the graphic. The participants say that these four factors are in the forefront in their second year of teaching. Some of the participants see connections amongst the four factors that I did not when conceiving of the graphic. Allowing the participants to interpret my data validates, in principle, the idea of the graphic, but more study would be necessary in order to confirm that bi-directional arrows are linked appropriately to the factors.

Speculation on Areas of Further Study

What other themes are emerging from the data collected? There are many other possibilities for research which arise from studying the data of the participants' interviews. The first interesting possibility is the issue of building rapport with the students. While the participants in this study are adamant that the relationships built with the students make a difference to them from first to second year, there is no indication in the data specifically as to how teachers build rapport with the students, why the rapport is so very important, and speculations as to whether teachers build rapport the same way at the middle and high school levels. Secondly, the isolation in first-year versus second-year teaching in terms of support and staff relationships is an intriguing theme which might be investigated in another study. The teachers in this study mention in passing that they have support. Dana, in fact, is emphatic about how much support she gets from her mentor. Yet, the question of staff relationships remains very much unstudied. Loughran

(1994) notes "support occurred in two distinct forms [for second-year teachers]: collegial support through sharing ideas and approaches to teaching content, and the support (or lack of it) from the students and teachers which encourages (or discourages) the teacher ..." (p. 378). This relationship question could be an area that could be fleshed out in a different study. A third interesting study would concern the change in the preconception of the teaching job versus the reality of teaching. Several of the participants in this study feel as if their concepts about education and the teaching profession changed after their first year in the classroom. Fred is still questioning whether this profession was the correct choice for him. All the participants in the study discuss factors that account for the stress in the life of a first-year teacher as compared to a second-year teacher. As a fourth possibility, a researcher might wish to compare perceived possible stressors by pre-service teachers and compare that information to data collected from those same teachers once they have completed their second year in the classroom. A fifth possible follow-up study would be to re-interview these five participants after five years of teaching to discover which, if any, of the factors that they perceive as important to them in the second year are still important in the fifth year. Finally, the graphic representation needs to be revisited. As previously mentioned, more study is needed to confirm or deny the appropriateness of the unidirectional or bi-directional arrows linking the factors in the study. To summarize, possible follow-up research topics could include: teacher-student rapport building, collegial support, preconceptions versus reality concerning both the demands of the profession and possible stressors, a comparison of perceptions of these second-year participants with their perceptions in the fifth year of teaching, and finally a review and revamping of the graphic links after further study.

Chapter 5 – Conclusion

The data from my interviews offer revelations concerning the perceptions of second-year secondary teachers in the classroom. The participants see many improvements and gains between the first and second years in the classroom. One year of experience has an effect on these second-year teachers in both the practical and emotional domains. These teachers see improvements in their organizational ability, their time management, their frustration level and their level of comfort and confidence in the classroom. These teachers know the value of an organized approach to teaching young people. Why is this organization so important? The participants in this study indicate that it is a key element in the ease with which a teacher functions. The participants also note that organization affects all the other factors that came to the forefront in this study. The participants comment on the effect that increased organizational ability has on them in the following areas: paperwork issues, organization of physical space, classroom rules and procedures, classroom management, lesson design and planning, marking strategies, parental contact issues and extra-curricular involvement. As second-year teachers, the participants in this study are better able to manage the time in the school, aided by the increase in organizational capacity, and are, therefore, more efficient at work. They conclude that the job of teaching is a time-consuming task, based on first-year and second-year experiences. They are cognizant of the fact that 'making time' during the school day is difficult. Use of time outside of the school day for completion of teacher tasks, time to contact parents, and time to volunteer to do extra-curricular activities, are all areas that these participants mention as time users. The participants in the study also mention that striking a balance in life and having free

time to pursue personal interests need to be acknowledged as some of the challenges facing second-year teachers.

This study also asserts that certain emotions play a large role in changing teacher perceptions from the first to the second year in the classroom. These teachers see increased comfort level and confidence as positive changes they have experienced since the first year. This improvement is important to the teachers as it allows them to relax in the classroom. It also eases nerves and fears which were overly prevalent in their first year in front of the students. The confidence and comfort show in these participants' relationships with students, staff and parents. Classroom management is more effective, in their opinion, due to the increase in comfort in front of the classroom. The participants confirm that general teacher tasks, teaching ability as it relates to lesson design and delivery and extra-curricular participation, are all improved due to the increase in confidence and comfort level. On the negative side, the second-year teachers in this study are still dealing with feelings of frustration but are admittedly better equipped to deal with these frustrations. There is not complete relief from the frustration, but there is improvement. According to the participants in this study, there are reasons why frustration arises when they are working with students, parents, administration and student teachers. Frustrations are caused by the daily work required by teachers, understanding policy and its implementation and issues related to self-preservation. Although the teachers in this study would be able to demonstrate that they are competent beginning teachers, this study reveals that there are many "underlying factors influencing their development during the first and second years of teaching" (Loughran, 1994, p. 384).

The data in this study are different from previous studies for several reasons. Firstly, the participants teach a variety of subject areas. The only other study similar at all to this one was done by Loughran (1994). The similarities of Loughran's (1994) research and mine are that we both find that issues of time and self-confidence are uppermost in the beginning professionals' minds. The major differences between Loughran's (1994) study and mine are that his study deals only with science teachers and that it focuses on the transitions from pre-service to third year and the professional development provided by support personnel. This study uncovers four major factors that second-year teachers continually return to during conversations, even if the factors did not seem to be an integral part of the question at the outset. The magnitude of this study is greater than most of the studies surveyed in the literature review on second-year teachers in the sense that each teacher participated in three rounds of interviews about the second year in the teaching profession. The advantage of three different sets of interviews at three different times is that the impressions which are more relevant and most important in the perceptions of these teachers tend to be reiterated in all three sessions. This type of qualitative research, with repeated interviews of the same participants, provides rich supporting data for the given themes.

This research challenges Veenman's (1984) ranked list of the twenty-four most frequently perceived problems of beginning teachers. Veenman's rankings do not correspond with the importance accorded certain areas by the teachers in my study. Organization and time issues are clearly at the top in my study as perceived issues or problems, whereas they rank sixth and ninth respectively in Veenman's (1984) study.

The difference may be that in Veenman's (1984) study, he includes first, second and third year teachers in his data compilation.

The graphic depicting the interconnected nature of the factors is a new approach to looking at second-year teacher perceptions. The fact that the teachers, themselves comment with understanding about the graphic, having never been exposed to it before, indicates that they see the validity of the graphic. The participants in this study all agree that they perceive the significant changes from first to second year in the factors shown on the graphic. The data in this study fully support these notions.

This study is significant because it alerts educators to areas where they can make improvements to the benefit of young professionals. The literature shows that, if educators do not pay attention to the perceptions of second-year teachers, the new teachers may choose other professions. One-fifth of beginning teachers are expected to leave the profession (Richardson, 1994; Taylor, Leitman and Barnett, 1992). In this time when school divisions are worried about teacher shortages and the large numbers of impending retirements, it is wise to recognize that new teachers going into their second year continue to need support despite the fact that they already have some teaching experience. It is wise to support second-year teachers and help them deal with the frustrations that they have. It is wise to help the second-year teachers overcome the anxieties they are feeling about not having enough time to complete all the tasks. As educators, we must work with these teachers to improve their situation. We must show them the intricacies of organizational skill and assist them in improving quickly in this area. We must show them how to priorize in order to save or 'make' time. An offshoot

of this type of support is that the second-year teachers' confidence will increase, knowing that they have a supporter to help them succeed.

Knowing the four factors in this study that second-year teachers perceive to be in the forefront could allow educators to make changes at the pre-service as well as the beginning service level for these teachers. The information that beginning teachers need better organizational strategies, not only to assist in classroom management but to be able to reduce the amount of time spent on teacher tasks, could lead to the creation of a course during the university education program where the professor could foster these skills within each pre-service teacher. The university could sponsor more intense internship programs where the pre-service teacher works a partial teaching load in the final year in the faculty under the guidance of a veteran teacher. School divisions could help in the transition to first and second year by reducing the workload of these teachers. A teacher could begin, in first year, with a six out of eight course load, and it could be increased to seven out of eight in the second year. This approach would alleviate the frustrations of paperwork overload and the lack of available time to do the paperwork but allow more time during the school day to complete this task. This approach would also allow the second-year teacher some time to visit other veteran teachers' classrooms. These visits would serve as learning opportunities to enhance how the second-year teacher operates in the classroom. These enhancements will only serve to increase the second-year teachers' comfort/confidence level.

The results of this study invite a review of policy or practices to ensure that working conditions are not adding to the second-year teachers' frustrations. This review may also explain the perceived lack of available time for these second-year teachers to

complete the required teacher tasks. Superintendents and school-based administrators need to revisit the policy of having teachers teach outside their area of expertise as this assignment not only adds to discomfort for second-year teacher but to the frustration level as well. Ultimately, if the administration does not change the policy and practices, the second-year teachers in this study may become part of the 'one in five' statistic of those who leave the profession. Fred questions his continuation as a teacher for several reasons, one of them being that he teaches outside his subject area. He queries, "I'm thinking to myself, did I go to university and do all this stuff and do all these things, to have this job, to find out that now I'm not going to do it for the rest of my life? … Maybe this wasn't the best fit for me" (Fred, p. 16). As Moore Johnson and Birkeland (2003) recount from the participants in their study, "These teachers left because they were overwhelmed by the demands of the job and saw few prospects for improvement or success. … The experiences of these teachers illuminate causes of teacher attrition that may be alleviated by practice or policy" (p. 594).

This knowledge of second-year teachers' perceptions may assist administrators in dealing not only with second-year teachers, but first-year teachers as well. Administrators can provide direct assistance to second-year teachers to ensure that they are comfortable. Administrators need to address problems with the physical classroom environment up front. For instance, it would not take long to order a new chair for Dana (whose chair was defaced with gum in her first year). Immediately Dana's frustration level about her physical space would decrease. In their study, Moore Johnson and Birkeland (2003) confirm the importance of an administrator providing such support. They state that a good workplace can increase a teacher's success but that "an unsupportive principal, or a

broken copy machine can interfere with good teaching and make it hard for teachers to achieve the intrinsic rewards they seek" (Moore Johnson and Birkeland, 2003, p. 584).

This study supports the establishment of effective mentoring programs for beginning teachers. Scaffolding the second-year teachers' development will enhance their experiences in the school. On-site mentors, off-site consultants that act as mentors and other support personnel can be integral to the success of second-year teachers. On-site mentors, trained in how to mentor the new teacher with personal issues, lesson design and organizational skills, and feedback on teaching can foster a collaborative culture within the school. Moore Johnson and Birkeland's (2003) study notes that teachers who transferred to other schools in their second-year of teaching did so to find "organized support for new teachers and school wide collegial interaction" (p. 598). The on-site mentor, knowing that the four areas in the forefront for second-year teachers are organizational ability, available time, level of frustration, and level of comfort/confidence, can adapt mentoring strategies to lower the level of frustration in all aspects of the second-year teachers' jobs. A division-wide mentoring program with a consultant who notes which factors the second-year teachers relate as being most significant in influencing their perceptions can use this information to craft professional development support in-service sessions aimed specifically at the second-year teachers' needs. This study provides insight into what Moore Johnson and Birkeland (2003) note is missing from the funding of mentoring programs. They state that the mentoring programs are funded "without a clear and complete understanding of teachers' concerns about the profession" (Moore Johnson and Birkeland, 2003, p. 582).

Mentoring for the second-year teacher could come in the form of support provided by on-line discussion with experienced mentors and other second-year teachers. According to DeWert, Babinski and Jones (2003), online learning can be a collaborative consultative process which provides "social, emotional, practical and professional support to beginning teachers" (p. 311). My graphic shows that the second-year teachers need support in both the emotional and practical domains. The online email, chat board or discussion board scenario provides a peer network outside the school building, and it can be anonymous, depending on whether or not the second-year teacher chooses to use an email pseudonym. Second-year teachers who are hesitant to talk about organizational issues or time management problems with a colleague or an administrator in their own school may be more comfortable using this online community to voice concerns. This online community may be more convenient than attending face to face learning communities, especially if the second-year teachers are already working on making more time available for balance in their lives. The flexibility of online communities is notable "because communication can occur at any time from any place" (DeWert, Babinski and Jones, 2003, p. 312) where internet access is possible. DeWert et. al. (2003) highly recommend this type of mentoring for new teachers as "all of the beginning teachers [in their study] indicated that the online community provided them with much needed emotional support and encouragement" (p. 318).

The knowledge from my study confirms that the developmental stages of a teacher exist and that second-year teachers are developing along the continuum. A successful mentoring program may help these second-year teachers progress from the lower developmental stages as described by the theorists in this literature review, to the

higher stages at a more rapid rate. The mentoring program could get the second-year teachers past the skill and task level factors and usher them sooner into the impact stage for students where more substantive issues about students can be pursued and resolved.

None of these supportive techniques, however, will completely take the place of hands-on experience in the classroom. Experience is a great teacher! It lessens the organizational issues, the level of frustration, and it adds to the comfort/confidence level of these second-year teachers. It gives the second-year teacher a basis to go on in terms of time allotted for specific curriculum delivery and marking. Fred summarizes a second-year secondary teacher's life in the classroom as follows:

> I mean the majority of people anyways, that make
> it through their student teaching blocks, I think they
> can all handle the classroom; they can all handle the kids.
> They all want to be there for the kids and do something with
> the kids. ... So within their own room there might be some
> behavioural, some management issues that you're going to
> have. But nobody comes out, well very few, that are perfect.
> We've got a first year teacher now, he has it all in his first
> year, but he's just, he's out of the mould, he's made to do this
> and that's great. But for the rest of us, we have to work at it,
> and I think over time, everyone's going to get that in their
> classrooms. Sooner or later they will (Fred 2, pp. 5-6).

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Appendices

Appendix A
Consent Form for School Division
Informed Written Consent Form

Research Project Title: *Teachers' Perceptions During Their Second Year in the Teaching Profession*

Researcher: Corinne E. Barrett Kutcy

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

As a graduate student in the Faculty of Education, I have chosen to do my research on teachers. The purpose of this research study is to investigate teachers' perceptions during their second year in the teaching profession. The following research question will guide this investigation: What do young professionals perceive as similarities, differences and challenges from the first to the second year of teaching in a secondary public school setting?

There will be 5 participants in the study. The participants will be full-time secondary teachers in their second year in the teaching profession. In order to select the participants randomly, an email will be sent to all the second-year teachers through use of the division email program, *First Class*. All full-time second-year teachers will receive the identical email and all who respond will be entered in a random selection draw to choose the 5 participants.

The study will consist of two individual interviews per participant, each one lasting a minimum of one hour and a maximum of two hours. Participation in a focus group session of approximately two hours, which will include all participants, is also a requirement. All focus group participants are expected to maintain the confidentiality of the information provided during the focus group discussions. An assistant, who is also a graduate student and who understands focus group procedures, will be present to take notes at the session. S/he will maintain the confidentiality of the information provided as well. S/he will divulge nothing about participants, their schools or the school division.

The individual interviews will be audio-taped for later transcription. Each participant will have the opportunity to review, to comment on and to elaborate on my transcription of his/her audio-tape. The amount of time spent perusing the transcripts is at the participants' discretion but I anticipate that one to two hours in total will be sufficient for this process. Interviews will be conducted at a time and place of the participants'

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choosing. It is foreseeable that some interviews may take place in school buildings, but outside of the regular school day. Before the first interview, participants will be asked to complete a short demographic survey, which should take no more than ten minutes, consisting of grades, subjects taught and some basic school demographics, but there will be no reference to the name of the school on this survey. The focus group session will follow the initial interviews at the end of the second full year of teaching. Finally, in the first term of the third year of teaching, a follow-up individual interview will take place. The total time commitment for the entire process will be no more than eight hours per participant.

Given the nature of the study, I do not anticipate there will be any risk to anyone involved in this study. Participants will be informed of their right to withdraw from the study at any time. Confidentiality will be maintained and guaranteed as all of the tapes will be kept in a locked filing cabinet in my house and will be transcribed only by me. Any written notes and data will also be kept in the locked filing cabinet. Participant numbers and pseudonyms will be used to protect the identities of all participants and pseudonyms will be used if any other people are named during the interview process. The only other people that will have access to the data will be my thesis advisor and the members of my thesis committee. All tapes and transcripts will be destroyed at the end of the research study.

Neither the school division, nor the schools, will be named in the final copy of the Masters' thesis. You will be provided with a copy of a summary of the final research findings. There will be no remuneration to the teachers for participating in this study.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation of personnel from your School Division in the research program, the use of the email system for correspondence and that you agree to allow me to conduct this research. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. If you have further questions, please contact:

Principal Researcher: Corinne E. Barrett Kutcy
; e-mail:

This research has been approved by the University of Manitoba Education/Nursing Research Ethics Board, ENREB. If you have any concerns or complaints about this project you may contact the above named person or the Human Ethics Secretariat at 204-474-7122. A copy of this consent form has been given to you to keep for your records and reference.

School Division Name: _____
Name and Position of School Division Administrator Giving Written Consent:

_____

Administrator's Signature: _____ Date: _____
Researcher's Signature: _____ Date: _____

Appendix B
E-mail Memo
To create pool of possible participants for the research study
Teachers' Perceptions During Their Second Year in the Teaching Profession

Hi,

I am a graduate student in the Faculty of Education. I am doing a research study in order to write my Masters' thesis. I am looking for 5 volunteers who are in their official second year of teaching.

There will be 5 participants in the study. The participants will be full-time teachers in their second year in the teaching profession. In order to randomly select the participants, this email is being sent to all second-year teachers through use of the division email program, *First Class*. All second-year teachers are receiving this identical email and all who respond will be entered in a random selection draw to choose the 5 participants.

I anticipate that the study will last approximately nine months. Teachers participating will complete a short survey instrument (10 minutes) and participate in two, approximately, one to two hour interviews as well as a focus group session of approximately two hours. The focus group session will include all five participants in the study. The interviews will be audio-taped for later transcription and the participants will peruse the transcriptions for accuracy. Participants will be invited to elaborate, in writing, on any points made during the interview and the amount of time you spend on this is at the participant's own discretion. Interviews will be conducted at a time and place of the participants' choosing. The focus group session will follow the initial interviews at the end of the second full year of teaching. Finally, in the first term of the third year of teaching, a follow-up individual interview will take place. The anticipated total time commitment over the period of approximately nine months is eight hours of each participant's time.

Confidentiality will be maintained and guaranteed as all of the tapes will be kept in a locked filing cabinet in my house and will be transcribed only by me. Participant numbers and pseudonyms will be used to protect the identities of all participants and pseudonyms will be used if any other people are named during the interview process. Participants themselves will agree to keep all information from the focus group session confidential. All tapes and transcripts will be destroyed at the end of the research study.

You will be provided with the written transcript of your tape to peruse, to review to comment on and to elaborate on, in writing, should you so desire, before the thesis is written. As well, you will receive a summary of the final research findings.

Because the individual interviews will be audio-taped, comfort with being taped while talking is an asset. The initial interviews would take place starting near the end of March. There will also be a short demographic survey to complete at that time which should take only ten minutes. The approximate two-hour focus group session would be at the end of

June or the beginning of July. This session will be both audio- and video-taped. Finally, the approximate one to two hour follow-up interview would be in October or November of the third year of teaching. Other time, perhaps an hour or two, to peruse transcripts of the data is at your discretion.

If you could help me out, I would really appreciate it. Please email me or phone back as soon as possible.

Thanks
Corinne Barrett Kutcy
    or phone

Informed Written Consent Form

Research Project Title: *Teachers' Perceptions During Their Second Year in the Teaching Profession*

Researcher: Corinne E. Barrett Kutcy

This consent form, a copy of which will be left with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

As a graduate student in the Faculty of Education, I have chosen to do my research on teachers. The purpose of this research study is to investigate teachers' perceptions during their second year in the teaching profession. The following research question will guide this investigation: What do young professionals perceive as similarities, differences and challenges from the first to the second year of teaching in a secondary public school setting?

There will be 5 participants in the study. The participants are full-time secondary teachers in their second year in the teaching profession. In order to select the participants randomly, an email was sent to all the full-time second-year teachers through use of the division email program, *First Class*. All full-time second-year teachers received the identical email and all who responded were entered in a random selection draw to choose the 5 participants. You were one of these selected participants.

The study will consist of two individual interviews per participant, each one lasting a minimum of one hour and a maximum of two hours. Participation in a focus group session of approximately two hours, which will include all participants, is also a requirement. I ask that all focus group participants maintain confidentiality of the focus group discussions and your signature on this letter indicates your cooperation in this regard. An assistant, who is also a graduate student and who understands focus group procedures, will be present to take notes at the session. S/he will maintain the confidentiality of the information provided at the focus group session.

The individual interviews will be audio-taped for later transcription and the participants will have the opportunity to peruse the transcriptions for accuracy. You will be invited to elaborate, in writing, on any points made during the interview. The amount of time you spend on perusing the transcripts is at your discretion, but I expect that the total time commitment will be no more than one to two hours. Interviews will be conducted at a time and place of your choosing. It is foreseeable that some interviews may take place in

school buildings, but outside of the regular school day. Before the first interview, you will be asked to complete a short demographic survey, which should take no more than ten minutes, consisting of grades, subjects taught and some basic school demographics, but there will be no reference to the name of the school in which you teach. The focus group session will follow the initial interviews at the end of the second full year of teaching. Finally, in the first term of the third year of teaching, a follow-up individual interview will take place. The total time commitment for the entire process will be no more than eight hours.

Given the nature of the study, I do not anticipate there will be any risk to anyone involved in this study. You will have the right to withdraw from the study at any time. Confidentiality will be maintained and guaranteed as all of the tapes will be kept in a locked filing cabinet in my house and will be transcribed only by me. Any written notes and data will also be kept in the locked filing cabinet. Participant numbers and pseudonyms will be used to protect the identities of all participants and pseudonyms will be used if any other people are named during the interview process. The only other people who will have access to the data will be my thesis advisor, Dr. Renate Schulz and the members of my thesis committee. All tapes and transcripts will be destroyed at the end of the research study.

You will be provided with the written transcript of your audio-tapes to peruse, to review, to comment on and to elaborate on, in writing, should you so desire, before the final thesis is written. As well, you will receive a summary of the final research findings. There will be no remuneration for participating in this study.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and/or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

<div align="center">
Principal Researcher: Corinne E. Barrett Kutcy
; e-mail:
</div>

This research has been approved by the University of Manitoba Education/Nursing Research Ethics Board, ENREB. If you have any concerns or complaints about this project you may contact the above named person or the Human Ethics Secretariat at 204-474-7122. A copy of this consent form has been given to you to keep for your records and reference.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Demographic Survey for the Research Study
Teachers' Perceptions During Their Second Year in the Teaching Profession

This survey is intended to help with the interpretation of the data obtained during the interview process. Please respond to each of the items. If you are uncomfortable with any item, please feel free to omit it. The survey will be collected from you at the first individual interview session. If you have any questions about the survey please contact Corinne E. Barrett Kutcy at (204) 897-9207 or <u>ckutcy@sjsd.net</u>.

Thanks, in advance, for your participation in this research study!

1. Participant number _____

2. Grades and subjects taught in 1ˢᵗ year in the teaching profession

    _____

    _____

    _____

3. Grades and subjects taught in 2ⁿᵈ year in the teaching profession

    _____

    _____

    _____

4. School demographics

    - # of students in the school _____

    - # of staff in the school _____

    - # of administrators in the school _____

    - # of special needs students in your classes _____

    - special classroom issues (please elaborate)

        _____

        _____

        _____

        _____

5. Why did you decide to become a teacher? Please elaborate on the back of this sheet.

Appendix E
Individual Interview Protocol #1 for the Research Study
Secondary School Teachers' Perceptions During Their
Second Year in the Teaching Profession

Before beginning each interview, I will convey the following message:

Thank you for agreeing to participate in my study of second-year teacher perceptions. The questions I will ask you are meant to focus you on discussing that topic. You may decide to withdraw from the interview process at any time should you so desire. You are not obligated to answer all the questions. When I prepare the final thesis, I will use pseudonyms and will not use any quotes that might identify you. I promise that everything will be held in confidence. I will be recording our conversation today, as you can see, on audio-tape so that I may transcribe it literally. Once transcribed, I will give you the chance to peruse it and make any corrections and/or additions you would like. I will also assure that you receive a summary of my final findings. Do you have any questions before we begin?

Interview - Guiding Questions

1) How is life in general as a second-year teacher?

2) What, if any, were the biggest differences for you, between starting your first year of teaching and starting your second year of teaching?

3) Do you face any challenges in your second year of teaching that are totally different from those of your first year?

4) How do you feel emotionally this year compared to last year?

5) Have you changed your goals from your first to your second year of teaching?

6) What are your perceptions about the teaching profession now that you have done it for almost 2 years?

7) Do you have anything else you wish to comment on?

If the answer to a question seems particularly short or unclear, the following possible probes may be used:

Probes:
- Can you tell me more?
- Could you expand on that?
- Could you give me more specific examples of that?
- Do you want to talk a little more about that?
- How does that connect with what you said previously?

Focus Group Interview Protocol for the Research Study
Secondary School Teachers' Perceptions During Their
Second Year in the Teaching Profession

Before beginning the focus group process, I will convey the following message:

Thank you for attending this focus group session as a part of my study of second-year teacher perceptions. The questions I will ask you are meant to focus you on discussing themes and ideas that you have brought to my attention during the individual interview process. You may decide to withdraw from the group process at any time should you so desire. You are not obligated to answer all the questions. When I prepare the final thesis, I will use pseudonyms and will not use any quotes that might identify you. I promise that everything will be held in confidence. To that end, I remind you that everything that is said here today is to remain confidential and I ask that you do not repeat any information from this session to others who are not at the session.

I will be recording our conversation today, as you can see, on audio-tape and video-tape. The audio-tape is so that I can listen to portions of our conversation when I am working with the data as human memory is not always accurate. The purpose of video-tape is a safeguard in case the audio tape doesn't work and an aid to help me in coding the data later. With five participants discussing the issues, I may not always be sure to whom I should attribute which statement and the video will help with that. I will not necessarily be transcribing all the data from this session literally, like I did with the individual interviews.

With me today is my assistant who is also a graduate student working on his Ph.D. He is well-versed in research and focus group sessions and will keep all information received here today confidential. His role is to be an observer and keep notes for me so that I may focus on moderating the session.

Does anyone have any questions before we begin?

Interview - Guiding Questions

1) Everyone mentioned **organization** as being one of the huge changes from first to second year.

   ➢ Can you think of an instance where this has changed (for better or for worse) for you?

2) The most prevalent words that came up in all discussions with me were 'confident', 'comfortable' or 'relaxed.' I grouped these words into a category labelled **confidence**.

   ➢ Can you tell me where your confidence levels were low first year and, if they have improved this year, how?

> Can you tell me where your confidence levels were high during first year?

3) The next theme that arose in all conversations was **time**. References included words such as; 'time management,' 'more free time,' 'not enough free time,' 'an overwhelmingly busy job' and the fact that teaching is a 'time consuming profession.'

> Would you please share your comments about this aspect of the profession as it relates to going from first year to second year in the classroom?

4) **Anxiety** was a feeling described by everyone, each using a different term. Words such as 'fear', 'nervous', 'scared', 'afraid', and 'tense' were used and it was noted that this 'anxiety' was alleviated somewhat this year.

> Could you share some instances where these words would be good descriptors of what happened in your first year and relate that to how or why you are not so tense this year?

> Have there been any instances in second year where you were just as nervous or anxious as you were in first year?

> *Supplemental:* How did you feel the first time you had a confrontation with a parent about a student?

5) Do you feel your **abilities to meet student needs** have changed at all?

> How? Why?

> *Supplemental:* When planning lessons, where do you feel you put your focus?

> *Supplemental:* Do second-year teachers go from strictness in first year to a sense of how to bend rules to accommodate needs of students more in the second year?

6) All of you expressed **frustration** about certain elements of the teaching profession. I'd like you to brainstorm a list of the most frustrating things and please **share an anecdote** about the reason for the frustration, if you would like.

> *Supplemental:* Were you frustrated by your personal teaching situation? Are you now?

7) If your **overall teaching performance is an important consideration** in your judgment of your success, **who do you look to** to give you that judgment?

   ➢ *Supplemental:* How important is external approval – administration/other staff/students?

8) Let's talk about **balance in your life** between your job and your home life. Some of you said there was more balance this year and others said it was more difficult and hectic. Some of you are as overwhelmed with finding the balance this year as last. 'Frayed' and 'stressed' were terms that were used.

   ➢ Would someone who sees more balance like to start the discussion around this topic?

9) **Challenges** seem to have changed from first to second year. The largest categories of challenges seemed to include: control of students, behaviour of students and rapport with students.

   ➢ Would you comment on the theme of challenges?

   ➢ Why do some things seem to be more of a challenge this year than last?

   ➢ *Supplemental:* Are the mental challenges more overwhelming than the physical ones?

   ➢ *Supplemental:* Do you see your classroom management skills improving from year to year?

   ➢ *Supplemental:* What will your management skills be like in five years?

10) How many years do you think you will have to teach **before it gets 'easier'** or just plain 'easy'? Do you feel you are **career teachers**?

   Probes:
   • Could you expand on that?
   • Could you give me more specific examples of that?

Appendix G
Individual Interview Protocol #2 for the Research Study
Secondary School Teachers' Perceptions During Their
Second Year in the Teaching Profession

Before beginning each interview, I will convey the following message:

Thank you for your continued participation in my study of second-year teacher perceptions. The questions I will ask you today are to clarify certain ideas and to complete the data collection process. You may decide to withdraw from the interview process at any time should you so desire. You are not obligated to answer all the questions. As you will recall, when I prepare the final thesis, I will use pseudonyms and will not use any quotes that might identify you. I promise that everything will be held in confidence. I will be recording our conversation again today, as you can see, on audio-tape so that I may transcribe it literally. Once transcribed, I will give you the chance to peruse it and make any corrections and/or additions you would like. I will also assure that you receive a summary of my final findings. Do you have any questions before we begin?

Interview – Guiding Questions

1) How did you feel at the end of your second year of teaching?

2) Look at the graphic [Vide, p. 132] in front of you. Would you please explain your interpretation of what it means and comment on it as it relates to your second year in the classroom.

3) In your opinion, which domain is more important to second-year teachers – the emotional or the practical?

4) How do you define success as a teacher?

5) Do you feel that the challenges of the second year of teaching were challenges you will again face in your third year of teaching?

6) Would you take a student teacher in this your third year of teaching?

7) What does level of comfort and confidence in your second (and now third) year of teaching allow you to do that you couldn't, wouldn't or didn't do in your first year of teaching?

8) Do you have anything else you wish to comment on?

If the answer to a question seems particularly short or unclear, the following possible probes may be used:

Probes:
- Can you tell me more?
- Could you expand on that?
- Could you give me more specific examples of that?
- Do you want to talk a little more about that?
- How does that connect with what you said previously?