

## Abstract

## A Study on the Design of Teacher Longitudinal Survey

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The current study, a first step to conduct a longitudinal survey of teachers at the national level in the future, commences with multiple goals: discerning key variables reflexive of the characteristics of teachers, devising a conceptual framework that represents the relationships between the identified variables, and developing an instrument ready for use in the actual longitudinal study. We also aim to investigate relevant aspects of research design and to recommend future directions. Thus, paying attention to scholarly discussions on teachers and their experiences, survey instrument development and research design, we employed various methods ranging from literature review to questionnaires to expert panels to Delphi survey techniques. The following thematically summarizes what we examined and what we primarily found.

Chapter II probes previous research on teachers and inspects surveys targeting teachers in South Korea and overseas as a way to lay the foundations for designing a longitudinal survey. Since the body of literature on teachers has traditionally focused on their characteristics and on the teaching profession, we

first scrutinize how the concepts of teaching philosophy, epistemological beliefs, teacher-efficacy, and burnout have been defined and how they are related to teacher characteristics. We then analyze how the topic of teachers' perceptions of teacher policy has been explored in the field by looking specifically into the literature on teacher training and employment, the reward and promotion system, policy to protect teachers' rights and authority, professional development, and teacher evaluation. Further, reviewing the studies about teachers' lives and their professional growth, we consider how different developmental stages of teachers have been defined and expounded.

In the same chapter, we also research the domestic and international surveys of teachers to comprehend their purposes, theoretical frameworks, content, and survey items. In particular, we peruse OECD's worldwide comparative study—the Teaching and Learning International Survey—and a nationwide biennial sample survey of US teachers and principals in elementary and secondary schools—the National Teacher and Principal Survey. As an example of a longitudinal study of teachers, we also inquire into the Beginning Teacher Longitudinal Study, which followed a cohort of beginning public school teachers in the United States for five years starting with the 2007-2008 academic year. We also examine the Seoul Teacher Panel (a tentative name), a survey to be administered starting in 2020 to collect, manage, and analyze the systematic data about teachers affiliated with the Seoul Metropolitan Office of Education.

Chapter III deduces a conceptual framework for a longitudinal study of teachers, documents matters to investigate, and develops a survey instrument by synthesizing our findings that emerged from the literature review, the questionnaires distributed to teachers, the Delphi survey created for experts on K-12 education, and professional consultations. We conceptualize the purpose of a longitudinal study of teachers to recognize who becomes a teacher and how a teacher becomes mature and undergoes changes while employed in the field of education—all of which contribute to the understanding of the characteristics

of teachers and the formation of means and mechanisms to support them and their development. To realize these objectives of a longitudinal study, we begin our discussion by addressing which aspect of teachers it needs to pay attention to, how it captures teacher characteristics, and how it explores their developments and transformations.

As a general rule, the current study strives to generate variables that explicitly reveal the characteristics and changes of teachers that are appropriate for a self-report measure in the context of responding to the same survey items over multiple time intervals. Thus, in regard to teacher characteristics, we concentrate on the affective and behavioral dimensions in teacher expertise. More specifically, this study views that teachers' values, attitudes, and behaviors demonstrate their professional performance and therefore attempts to understand teachers with these three facets. Our conceptual framework also includes teachers' personal attributes as well as those of the schools which they work for and the social conditions where the schools are situated since these all influence their values, attitudes, and behaviors.

Teachers' values, the first facet that reveals their professional performance, refer to their value judgment and awareness of education and the teaching profession. It comprises sub-facets of educational beliefs and perspectives on the teaching profession. The second facet concerns teachers' attitudes toward their own profession and toward themselves as teachers when they are engaging in education. Sub-facets of expected trajectories of job status, teacher-efficacy, job satisfaction, burnout, and attitudes toward teacher policy are added to this facet. Finally, through teachers' behaviors, we try to understand the kinds of activities they are involved in as teachers. Two core sub-facets, educational activities in the classroom and professional development activities intended to enhance their practice, are included in the third facet.

Chapter IV looks at relevant details in effectuating a longitudinal study of teachers by considering how to implement the study (e.g., the subject of the

investigation, sampling methods, data collection procedures, data collection periods) and by speculating how to maintain the sample size and stimulate teachers' participation. We formulate schemes for research design applicable to the prospective longitudinal study of teachers. In particular, the findings of this study suggest two tentative programs according to the number of cohorts to be recruited and the duration of data collection periods. One program is to recruit three cohorts of teachers with different years of teaching experience—first year teachers, teachers with 10 years of experience, and teachers with 20 years of experience—and to follow them for 10 years. The other program, which is more interested in the development process of first year teachers, is to recruit a cohort of first year teachers in 2021 (Year 1) and follow them for 15 years; in 2026, when those in the first cohort become teachers with six years of experience, a second cohort of first year teachers can be recruited and followed for 15 years.

Building upon the results of this study, we also propose two directions for future research to more effectively conduct a longitudinal study of teachers at the national level. First, to refine the instrument so that it is fully usable in longitudinal research, it is crucial to increase the content validity and reliability of the survey items developed in the current study through statistical verification as well as pilot testing. Second, follow-up studies would need to finalize a research design and prepare for the fundamentals of the implementation of the project in 2021. As carrying out a longitudinal study entails complex data collection procedures and requires a substantial amount of expenses, sufficient financial and administrative support is necessary to smoothly execute the longitudinal study of teachers.

□ **Key words:** teacher longitudinal study, teaching performance, teacher development, survey design