

Work socialization of novice second career teachers through the lens of their Social Capital

Contribution to symposium: *“Contemporary developments in training and learning in the workplace”*

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Problem statement

- Teacher shortage and recruitment of second career teachers (Troesch & Bauer, 2017)
- Main focus on attraction and recruitment -> Gap on the issue of their retention (Ruitenburt & Tigchelaar, 2021)
- Attrition rate particularly high among SCTs (Redding & Smith, 2013)
 - Difficult induction process
 - Struggle to integrate the work group

Importance of professional network to support novice teachers induction
- Little is known about SCTs induction process (Ruitenburt & Tigchelaar, 2021)
- In this study we aim to better understand the process of SCTs induction
 - Work socialization
 - Social capital
 - Social network approach



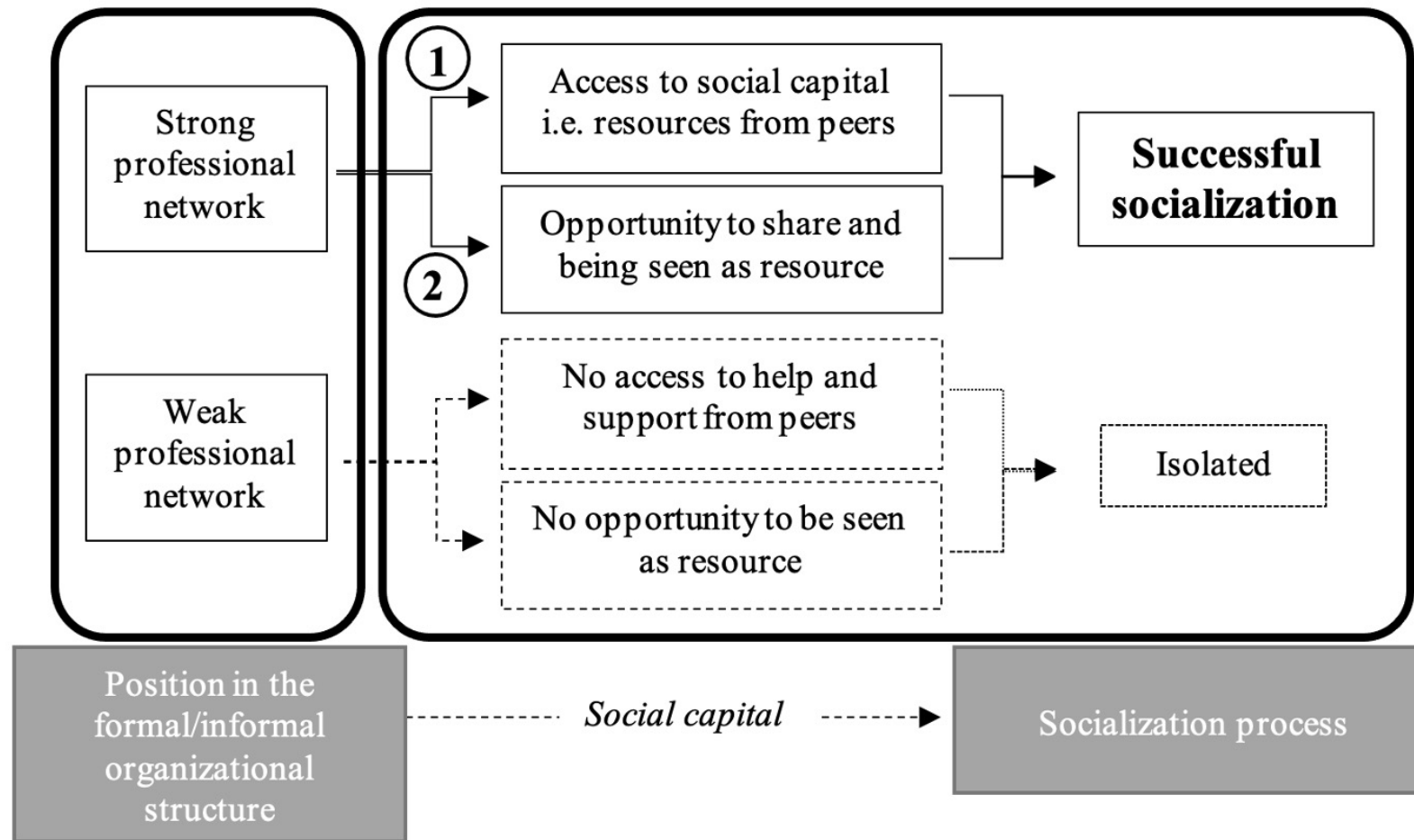
Conceptual framework (1)

- Teacher work socialization process
 - A concept combining **teacher induction** literature and **organization science** literature
- Work socialization as a bidirectional process
 - An **“ingoing” process**: learning the “ropes” of the profession (Chao, 2012)
 - Teaching tasks / colleagues / school’s culture and functioning / micropolitical climate (Coppe et al., in press)
 - An **“outgoing” process**: recognition process for specific knowledge and expertise. Specifically true for “experienced novices” such as SCTs (Feldman, 2012)
- Work socialization through socialization agents
 - Socialization agents are the **dominant factor** in a successful socialization process (Korte & Lin, 2013)
 - Teacher **prefer to learn socially** with their direct colleagues (Lecat et al., 2019; Colognesi et al., 2020)
- Social capital -> operationalize theoretically the **importance of peers**
- TVET schools : a **loosely coupled structure**



Conceptual framework (2)

Model of teachers' work socialization in TVET-schools through the lens of social capital



Research questions

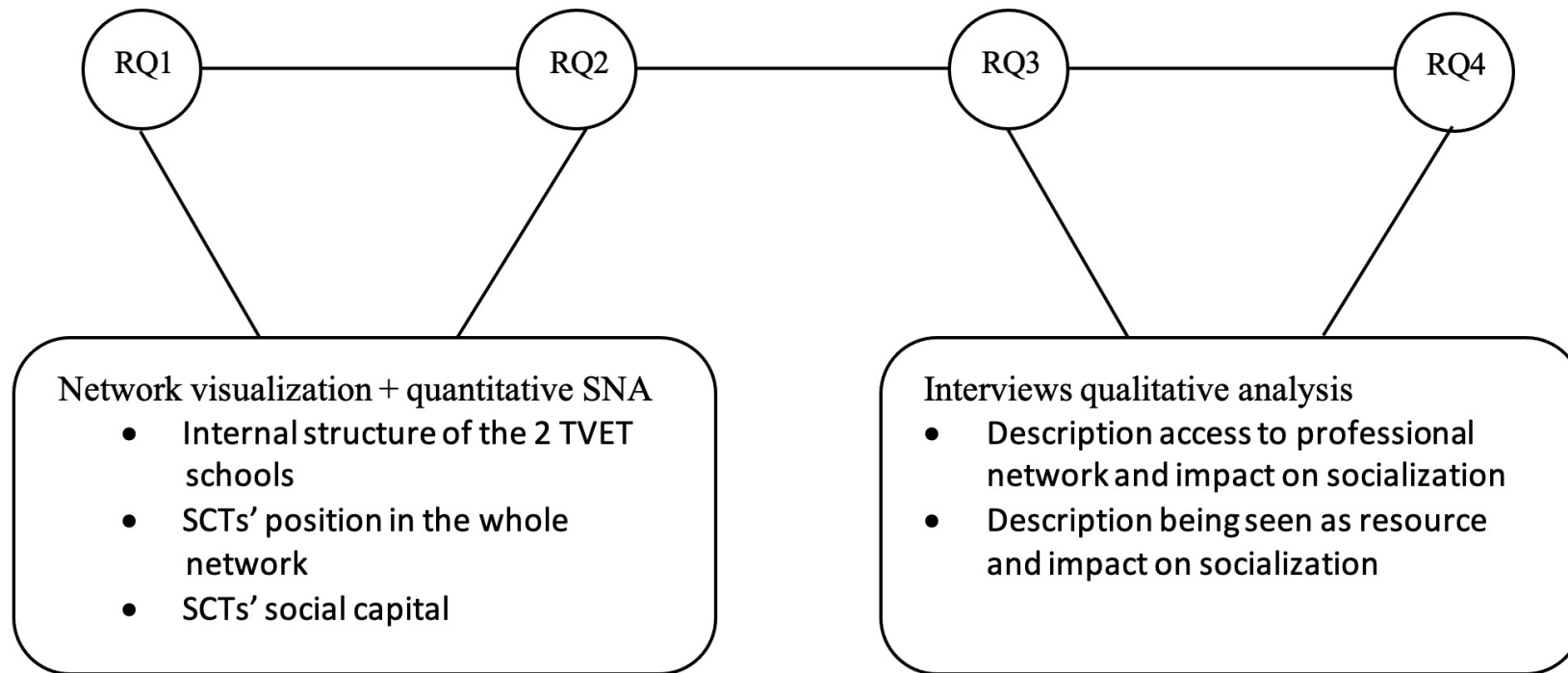
- How does the position of second career teachers in their school explain their work socialization?
 - RQ1. What is the **position of SCTs** in the network structure of the TVET schools?
 - RQ2. What does this position imply in terms of **social capital for SCTs**, both as the availability of resources and as part of the social capital themselves?
 - RQ3. How do novice SCTs describe their **access to a professional network** and how does it contribute to their work socialization?
 - RQ4. How do novice SCTs feel they are **seen as a resource** and how does it contribute to their work socialization?



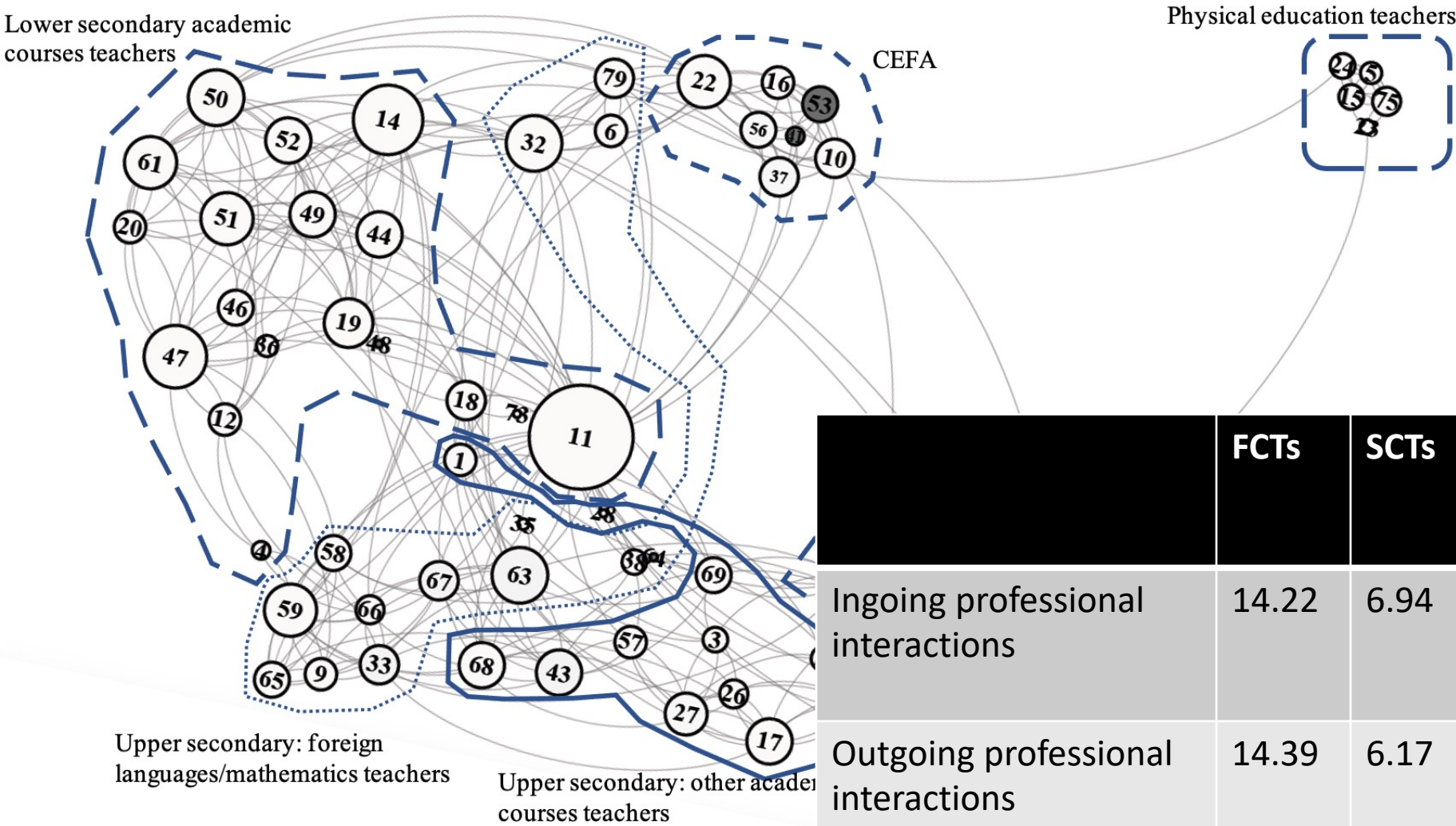
Method

- Mixed method social network analysis approach (Froehlich et al., 2020)
- 2 TVET schools / 5 interviews with novice SCTs

Links between research questions and data analysis

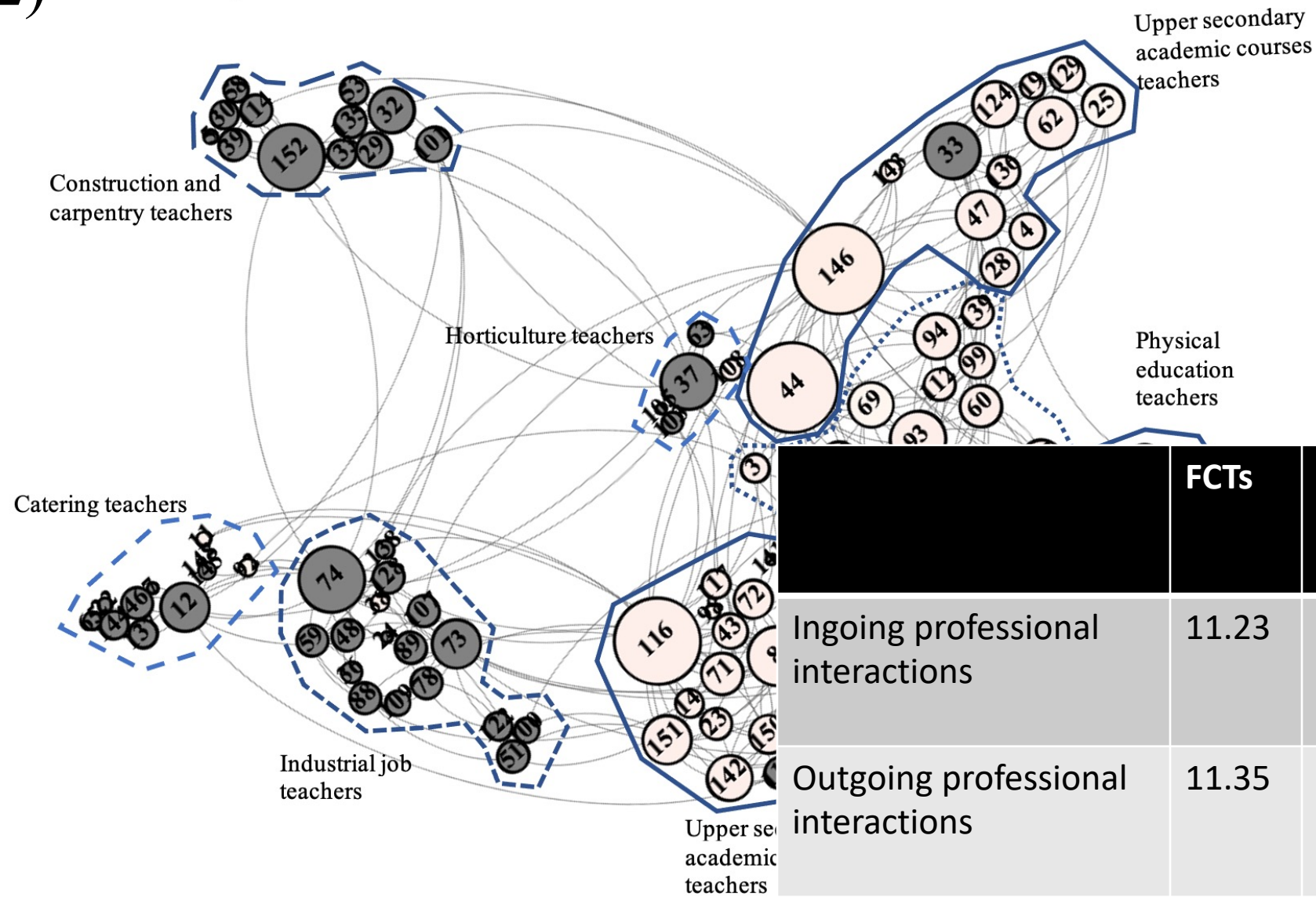


Results (1) *Whole Network of Alpha School*



	FCTs	SCTs	Delta	Sig. Eff. size
Ingoing professional interactions	14.22	6.94	7.28	p=.004 d=.99
Outgoing professional interactions	14.39	6.17	8.23	p=.001 d=1.03

Results (2) *Whole Network of Beta School*



	FCTs	SCTs	Delta	Sig. Eff. size
Ingoing professional interactions	11.23	8.04	3.20	p=.03 d=.39
Outgoing professional interactions	11.35	9.15	2.20	p=.05 d=.34

Results (3)

- Overall, novice SCTs suffer from their everyday realities and struggle with socialization process
- They need to be proactive to access information
- They had to extend their network beyond their colleagues
 - *“I was **on my own**. The only person who helped me was the pedagogical counselor. If it wasn’t for him, I think **I would have definitely cracked that first year**. I think I would have quit”*
- They are not valorized for their previous work experience and specific skills.
 - *“**It’s very complicated in the teaching profession when you’re in your second career**. It’s like if you never existed before. It’s like there was nothing before. I mean... It’s sometimes a little **frustrating** that colleagues don’t consider the prior professional experience.*
- They are stigmatized because they are teaching vocational and technical courses
 - *The academic courses teachers consider themselves **the elite** and then according to the TVET section where you are, horticulture, catering, bricklaying and all of that...the school is structured according to the hierarchies of the jobs in society **and the relations between teachers are structured like that too.***



Discussion and conclusion

- SCTs relegated to the periphery of the school professional network
- SCTs struggle with the two directionalities of their work socialization process
- SCTs do not feel being part of the school or being “real” teachers
- Teacher agency? (Pantić et al., 2021)
- SCTs need opportunities to become part of the social fabric of the school



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