






Teacher identity in teacher education: validation of interview script

Identidad docente en formación de docentes: validación de guion de entrevista

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Abstract

This article presents evidence regarding the creation and validation process of a semi-structured interview script, aimed at identifying the personal, socio-cultural, and formative components in the meanings of teacher identity that emerge from professional practical experiences of future secondary school teachers. The instrument was submitted to expert judgment during the validation process, considering the criteria of clarity, coherence, and relevance to evaluate all questions and the criterion of sufficiency for each category. Seven experts participated in this process. The review of each validation included the quantitative analysis of the experts' ratings, using content validity analysis, and a qualitative analysis of the experts' comments, using content analysis. An instrument comprising 15 questions was obtained, divided into two categories and six subcategories. The resulting interview can be used in similar contexts, that is, with practicing teachers, or future teachers of basic, preschool or special education, who wish to explore the construction of teacher identity. The validation process by expert judgment gives greater credibility to the data obtained, according to the nature of the study object and adjusted to context. At the same time, it fosters processes of critical reflection in researchers.

Keywords: interview, teacher, training, teacher identity, expert judgment, validation.

Resumen

Este artículo presenta evidencia sobre el proceso elaboración y validación de un guion de entrevista semiestructurada, que tiene como propósito identificar los componentes personales, socio-culturales y formativos en los significados de identidad docente del futuro profesorado de enseñanza media que emergen de las experiencias de práctica profesional. Para el proceso de validación se sometió el instrumento a evaluación por juicio de expertos, considerando los criterios de claridad, coherencia y relevancia para evaluar todas las preguntas, y el criterio de suficiencia para cada categoría, es decir, conjunto de preguntas. Esta instancia contó con la participación de siete investigadores/as. La revisión de cada una de las validaciones incluyó el análisis cuantitativo de las calificaciones de los jueces, mediante análisis de validez de contenido y un análisis cualitativo de los comentarios de los expertos, a través de un análisis de contenido. Como resultado se obtuvo un instrumento compuesto por 15 preguntas, divididas en dos categorías y seis subcategorías. Se concluye que la entrevista resultante puede ser utilizada en un contexto similar, es decir, con docentes en ejercicio, futuros profesores de enseñanza básica o educación parvularia y diferencial que deseen indagar en la construcción de la identidad docente, asimismo, que el proceso de validación por juicio de expertos otorga mayor credibilidad a los datos obtenidos acordes a la naturaleza del objeto de estudio y ajustado al contexto.

Palabras clave: entrevista, profesores, formación, identidad docente, juicio de expertos, validación.

1. Introduction

Validation by expert judges is valued as an opportunity to design instruments based on a rigorous scientific process. It is considered a relevant and useful method for verifying the reliability of an instrument through evidence that allows for content validation, considering that judges' evaluations allow for adjustments to the relevance of items, both in terms of their relationship to the study's objectives and its theoretical construct (Padilla et al., 2019).

This expert evaluation is particularly relevant when studying a topic with little literature that deals with it specifically. This is the case with the topic addressed in this study, since, especially in Latin America, there is evidence that Initial Teacher Training (ITT) needs to advance and deepen research on the construction of Teacher Identity (ID), given that studies focus on TI as a component of ITT (Cantón and Tardif, 2018; Cuadra et al., 2021; Olave, 2021; Otondo, 2021) and not necessarily on how the process of ID construction develops (Figueroa et al., 2022).

In this sense, it is considered relevant to have the validation of a qualitative instrument, as it is a process that allows not only for its development but also for the accounting of a scientific procedure by which its external validation was achieved. In other words, it is a basis that allows decisions to be made with the purpose of optimizing the design and objective of the instrument according to the context in which it will be used.

The validation process by expert judges has several advantages, including the ability to adequately relate theory and empirical evidence, supported by a specific context (Bandalos, 2018; Pedrosa et al., 2013). Likewise, this process allows for obtaining accurate information on "difficult, complex, and novel or little-studied content and topics" (Cabero and Llorente, 2013, p. 14).

Likewise, there is greater evidence of validation of quantitative instruments (Gómez et al., 2018; Jara and Mayor-Ruiz, 2019; Sarceda Gorgoso, 2017; Torres, 2022), to the detriment of the development of qualitative instruments (Balderas, 2014; Falcón and Arraiz, 2020; Sayago et al., 2008). Quantitative studies show the predominant use of Likert scales and questionnaires. Meanwhile, qualitative studies mainly use life stories and biographies to investigate the development

of ID, the image that professionals have of themselves, and social relationships. In contrast, this research will approach ID from a multidimensional perspective, covering both the meaning that future teachers attribute to it and the relevance of their university and practical experiences in their training.

In line with the above, the semi-structured interview script, validated by expert judges, aims to identify the personal, socio-cultural, and educational components in the meanings of teacher identity that emerge from the professional practice experiences of future secondary school teachers. a compulsory school stage in Chile that lasts four years and is divided into Scientific-Humanistic, Technical-Professional, and Artistic Secondary Education. For the purposes of this study, future teachers in the scientific-humanistic area (Language and Literature, Mathematics, English, History or Social Sciences, Biology, Chemistry, and Physics) have been considered.

Considering that the theoretical construct of the instrument submitted for validation is ID, it is pertinent to indicate that one of its main characteristics is the polysemy of the concept, due to its dynamic nature and its roots in social and cultural changes (Ávalos, 2013; Pillen et al., 2013). This study understands teacher identity as the core of the teaching profession, providing teachers with a framework for constructing their own ideas about how to be, act, and understand teaching and their role in society. In this sense, ID is not fixed or imposed, but rather negotiated, configured, and reconfigured through the experiences and meaning that teachers give them (Sachs, 2015).

Furthermore, it is considered that "it has fundamental basic ideas such as the image of oneself as a teacher, the role of the teacher, the image of the teacher in society, and life experiences as elements that condition professional identity" (Bajardi and Álvarez, 2015, p.113). Therefore, it is a construct that is conditioned by the interaction between teachers' cultural and social environments and personal experiences (Van der Berg, 2002). In line with the above, it is important to study the construction of ID in the academic context and educational centers, given the multiple formative experiences that could influence its construction.

As mentioned, the three components that this research aims to identify are personal, socio-cultural,

and formative in the meanings of teacher identity that emerge from the experiences of future secondary school teachers. In this study, these components are understood as those significant experiences that involve a change in beliefs, attitudes, and habits related to teaching. They enable the emotional and cognitive reconstruction of pre-existing models of the teaching role (Pérez, 2019).

Similarly, training activities are considered to be those experienced at university, understood as theoretical training, or in practice centers, conceived as practical training, which influence future teachers' views on the teaching role. Guided by questions such as: who is the teacher as a person and a professional, and who does he/she want to become, considering social, cultural, and emotional dimensions (Valero, 2019).

Based on a review of the literature, it has been identified that studies related to ID have focused mainly on practicing teachers (Aristizábal, 2019; De Souza and De Medeiros, 2023; Otondo et al., 2021). An explanation for this is offered by Woitek (2020) and Donaghue (2018), who argue that the construction and reconstruction of ID during the exercise of the profession is stronger when confronted with the reality of education. It is also important to note that the studies analyzed are located in Europe, especially in Spain and the Netherlands, and, to a lesser extent, studies from the Middle East (Bellido and Hernández, 2023; Blanchard and Procópio, 2021; Cantón and Tardif, 2018).

Consequently, there is a need to delve deeper into the aspects involved in the construction

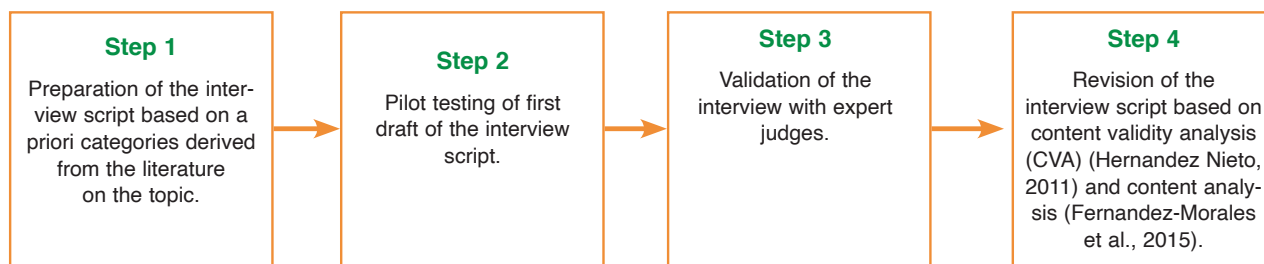
of ID through research based in the ITT and in Latin America, especially in Chile. Furthermore, it is important to understand how experiences in the context of university education, and particularly those in practice centers, influence its construction.

2. Methodology

The work carried out responds to a mixed research design. On the one hand, to obtain evidence of content validity, a content validity coefficient (CVC) analysis was performed (Hernández Nieto, 2011) and, on the other hand, a qualitative analysis of the observations of expert judges was performed using the content analysis technique (Fernández-Morales et al., 2015). In this way, both processes allow the semi-structured interview script to be optimized.

The process of developing and validating the interview was carried out in four stages (Figure 1). The first stage involved developing the instrument according to *a priori* categories based on the specialized literature on teacher identity and initial teacher training. In the second stage, the instrument was piloted with participants who met the inclusion requirements determined in the study. The third stage involved validation by expert judges, in which ten academics from Chilean and foreign universities were contacted, from whom seven responses were obtained. The fourth focused on reworking the semi-structured interview script, based on the analysis of the CVC coefficient (Hernández Nieto, 2011) and content analysis (Fernández-Morales et al., 2015).

Figure 1. Process of developing and validating the semi-structured interview script



2.1 Stage 1: Development of the semi-structured interview script

The initial version of the interview was constructed based on theoretical references related to teacher identity and initial teacher training, which

allowed for the definition of *a priori* categories and subcategories.

Table 1 describes the categories and subcategories that guided the design of the instrument, and Table 2 presents their definitions.

Table 1. *A priori categories and subcategories for the semi-structured interview script*

Categories	Subcategories
Teacher identity	Meaning of the teaching profession
	Situations that transformed the meaning of being a teacher
Significant experiences at the university (theoretical training) and at school (practical training)	University-school experience that allows the questioning of teaching identity
	University/school experience that generates a transformation in the construction of teaching identity
	Experience with the university trainer/mentor teacher and teaching identity Conditions for the construction of teaching identity

Table 2. *Theoretical definition of categories and subcategories*

Categories	Definiciones
Teaching identity	It is a dynamic process of personal and collective construction and reconstruction, which results from socialization and is strengthened through teaching practice (Bolívar et al., 2014).
Significant experiences at the university (theoretical training) and in practice centers (practical training)	Significant experiences at university (theoretical training): process of acquiring specific and standardized knowledge, carried out in specialized institutions, during an explicitly defined period of time (Cox and Gysling, 1990).
	Significant experiences in practice centers (practical training): a line of training that links the university/academic space with the school/practice center space. It also includes any activity indicated in the training curriculum that allows future teachers to relate to the reality of education (Turra and Flores, 2019).
Meaning of the teaching profession	A set of attributes that future teachers attribute to themselves as professionals, resulting from the interaction of personal characteristics with those of the profession. It is a process that involves a transformation of the way in which a person defines themselves as a professional, based on social, cultural, contextual, and personal factors (Cuadra et al., 2021).
Situations that transformed the meaning of being a teacher	Significant experiences that involve a change in beliefs, attitudes, and habits related to teaching. They enable the emotional and cognitive reconstruction of pre-existing models of the teaching role (Pérez, 2019).
University-school experience that allows for the questioning of teaching identity	Significant experiences at university (theoretical training) or in practice centers (practical training) that impact future teachers' perceptions of the teaching role. Guided by questions such as: who is the teacher as a person and a professional and, above all, who do they want to become, considering social, cultural, and emotional dimensions, among others (Vaillant, 2013).
University/school experience that generates a transformation in the construction of teaching identity	Teaching transformation involves a series of personal and professional changes, mainly related to professional vocation. It considers a paradigm shift regarding previous experiences of the teaching role and confrontation with educational reality. It focuses especially on conflictive experiences originated in the ITT, as a result of reflection on their experience and understanding of teaching (Morales et al., 2020).
Experience with the university trainer/mentor teacher and teaching identity	Significant situations experienced at the university or practice center with the university professor and mentor, respectively, which influence the future teacher's vision of the teaching role. The university professor guides the actions and decisions of the teacher in training based on the guidelines of the university institution. Meanwhile, the mentor does so from the practice center. The role of both is to accompany the teacher in training, taking into account their classroom experiences and theoretical references, which are complemented by the actions associated with their role (Vanegas and Fuentealba, 2019).
Conditions for the construction of teaching identity	There are three levels that facilitate or hinder the construction of teaching identity. The first is the future teacher's position towards the teaching process, where self-image and self-esteem allow them to explore different dimensions to successfully achieve the teaching process. The second is determined by social relationships and how they influence the identity of the future teacher, which vary according to the contexts in which they are involved. Finally, the cultural level where the university organization (theoretical and practical) is relevant, since it must meet the demands of future teachers from the influence on their work motivation to the future perspective of their teaching development (Jara and Mayor, 2019).

With this theoretical basis, the initial design of the instrument considered a total of six questions. The script developed from the categories and subcategories detailed above is presented below.

Table 3. *Semi-structured interview script submitted for expert validation*

Category	Subcategory	Question
Teacher identity	Meaning of the teaching profession	What does being a teacher mean to you?
	Situations that transformed the meaning of being a teacher	What do you consider to be the essential characteristics of a teacher?
Significant experiences at university (theoretical training) and at school (practical training)	University-school experience that allows the questioning of teaching identity	What situation at university or in the workplace can you recall in which you questioned what being a teacher means to you?
	University/school experience that generates a transformation in the construction of teaching identity	Did that experience transform the meaning of being a teacher for you? Can you elaborate on that process you went through?
	Experience with the university trainer/mentor teacher and teaching identity	What experience with a trainer and mentor teacher led you to question or transform what being a teacher means to you?
	Conditions for building teacher identity	In your university education and teaching experience, what hinders or helps you build your idea of what it means to be a teacher?

2.2 Stage 2: Pilot testing of the first version of the semi-structured interview

The interview was conducted with five teachers in training for secondary education programs, chosen according to the inclusion criteria established in the research, namely: 1) that they belong to an initial teacher training program for secondary education and a regional university, and 2) that they are enrolled in professional practice.

2.3 Stage 3: Interview validation by expert judges

The validation by judges was carried out considering the following characteristics for selecting the panel of experts: a) doctorate or master's degree, and b) university academic who teaches practical or related subjects, or who has experience in initial teacher training. A total of twelve academics from Chilean and foreign universities were contacted by email, out of which eight responded. Of these, seven were considered, as one expert did not complete the entire form and therefore could not be subjected to content validity analysis.

A document was sent to the panel of experts that included the theoretical definition of each category and subcategory to contextualize them in accordance with the study being conducted. In addition, the panel of experts was invited to provide a

rating (from 1 to 4) of the interview script according to the parameters of clarity, coherence, and relevance, as well as the adequacy of the categories and subcategories.

For the assessment, it was indicated that 1 corresponds to the question being unclear, unrelated, or needing to be eliminated; 2 corresponds to the question requiring significant modification or being related to the category in only one aspect; 3 corresponds to the question requiring a specific modification or the need for additional questions; and 4 corresponds to the question being clear, having appropriate semantics and syntax, being relevant, and measuring the category. A comments section was also added for the experts to record their suggestions for each question, category, and subcategory.

2.4 Stage 4: Rewriting the interview script based on suggestions from expert judges

Based on the suggestions of the panel of experts, the interview script was optimized, focusing on incorporating questions that would make the instrument sufficient and improving the wording of existing questions. The result of this process is detailed below.

3. Analysis of the results

The analysis of the results of this process was divided into two parts. First, a quantitative analysis of the assessment provided by the expert judges was

carried out based on the proposal by Hernández Nieto (2011). Each of the parameters is evaluated by each expert using a Likert scale (or estimation scale), in which the possible values can be represented by numbers, according to the following scale:

Table 4. *Hernández Nieto's content validity coefficient scale (2011)*

Deficiency	Equal to or less than 0.6 and less than 0.7 inefficient and deficient validity and agreement
Fair	Higher than 0.71 and less than or equal to 0.8, acceptable validity and agreement.
Good	Higher than or equal to 0.8 and higher than 0.9, excellent validity and concordance.
Excellent	Higher than 0.9, excellent validity and concordance

Note. Prepared by the author based on Hernández Nieto (2011).

The above values allow us to measure the degree of agreement among experts regarding the design of each item (clarity, consistency, and relevance) and the instrument in general (sufficiency), since once the CVCs are obtained, their value is interpreted using the scale in Table 2. This initial analysis allows us to determine whether an item or question should be retained or eliminated. For this study, it was decided to keep questions with an excellent or good rating.

In a second stage, a qualitative analysis of the expert panel's suggestions was carried out, taking into account three areas: i) appropriate use of words, ii) adequacy of the meaning of the questions so that they measure only one objective, and iii) incorporation of an item to strengthen the adequacy of a particular dimension (Fernández-Morales et al., 2015).

The results obtained from this process are shown below.

3.1 Quantitative analysis of the instrument

Table 5. *Content validity coefficient (Hernández Nieto, 2011)*

Question	Judges							Sum of scores	Sum value and number of judges	Content validity coefficient
	1	2	3	4	5	6	7			
	Scores									
1	9	12	12	12	12	12	8	77	6,4	0,92
2	9	11	6	12	12	12	8	70	5,8	0,83
3	12	12	6	12	11	11	9	73	6,1	0,87
4	12	10	9	12	12	11	11	77	6,4	0,92
5	9	12	10	12	11	11	10	75	6,3	0,89
6	9	10	7	12	11	11	9	69	5,8	0,82
	Category									
1	2	4	1	4	3	4	3	21	2,6	0,38
2	3	3	3	4	4	3	4	24	3,0	0,43

The table shows the total scores assigned by the seven experts to each of the questions and categories. According to the scale of values established for interpreting the CVC, all questions have an index higher than 0.8, which means that validity and agree-

ment are considered good to excellent. However, regarding the categories and subcategories, an index of less than 0.6 was obtained, which is interpreted as inefficient and deficient validity and concordance. This result is directly related to what the judges

expressed in their suggestions, namely, to increase the number of questions to give greater sufficiency to the categories and subcategories, which will allow for a more in-depth study of the topics related to the subject under study.

3.2 Qualitative analysis of the instrument

To perform the qualitative analysis, the proposal by Fernández-Morales et al. (2015) was considered, in which three criteria are proposed: a) appropriate use of words, b) adequacy of the meaning of the questions so that they measure only one objective, and c) incorporation of an item to strengthen the sufficiency of a given dimension.

In accordance with the first criterion, “appropriate use of words,” the panel of experts proposes that some linguistic aspect of all questions should be modified so that they can be understood by participants. For example, for question 1, it is indicated that “it leaves little room to understand whether they have been constructed from experience or refer to theoretical knowledge” (judge 2). Similarly, for question 3, the following wording is suggested to facilitate the interviewee’s understanding: “What situation you experienced at university or practice center that made you question what it means to you to be a teacher?” (judge 5).

As for question 4, the panel’s suggestions were taken into account and a question was considered that would allow participants to establish a “before” and “after” in the construction of the meaning of teaching identity and its relationship with their experiences at university and in practice centers. Similarly, the wording was optimized so that the question would contribute appropriately to the category and subcategory.

Therefore, the decision was made to review the wording of all questions and ensure that they were understandable to respondents. The experts’ suggestions for wording were also accepted.

In the second criterion, “appropriateness of the meaning of the questions so that they measure only one objective,” the panel of experts suggested that all questions be reworded so that they contributed directly to the category or subcategory to which they belonged. For example, for question 2, the following is indicated: “This question, as it is posed, does not ask for information about the situations

that transformed the meaning of being a teacher for him. There is no consistency with the subcategory. Is it suggested to change the question, the topic, or the subcategory?” (judge 7). In this case, it was considered to modify the wording of the question so that it would contribute directly to the category and subcategory, as well as to relate to question 1.

For question 6, as mentioned, the judges agreed that it was necessary to divide it so as not to confuse the interviewees about the educational setting referred to, such as school or university. For example, “I recommend revising the question, as it addresses two different levels. The first focuses on the pre-written curriculum from the university, the study plan, while the second focuses on practical experience within the school setting. Therefore, it would be advisable to separate it” (judge 5). It was therefore considered appropriate to separate the wording of the questions in such a way that it was understandable to the participants. In this way, one question focused on obstacles at university, the next on obstacles in practice centers, another question on facilitators at university, and finally, on facilitators in practice centers.

Regarding the last criterion, “incorporation of an item to strengthen the adequacy of a particular dimension,” the judges’ comments were unanimous, suggesting that in both categories it was necessary to add or divide the questions, either to distinguish the training spaces referred to or to give greater adequacy to the category and subcategory. For example, it was suggested that “I recommend differentiating the contexts in the questions, as the experiences are clearly not the same at the university as at the practice center. At university, it is assumed the role of a student, while at the practice center, it is assumed, to some extent, the role of a teacher or professional. This duality of roles can have an impact on the construction of your professional identity. I recommend revising the wording” (judge 3). Therefore, it was decided, on the one hand, to modify the wording of all the questions and, on the other, to add nine questions to strengthen the adequacy of the instrument.

As with the quantitative analysis, a review was conducted by question and category. In this case, the judges’ suggestions are oriented toward the latter criterion, i.e., to strengthen the categories, it is necessary to add questions that provide sufficiency. In their words, “the category is fundamental for obtaining information about the meaning of the tea-

ching profession. I find two topics or two questions insufficient, as the data required below are related to these definitions. I would give it greater relevance. Furthermore, I think that the data requested from the subject need to be placed in a temporal and spatial context” (judge 3).

Consequently, according to the experts’ comments, it is necessary to increase the number of questions and strengthen their wording so that they contribute adequately to the category.

Finally, it is worth mentioning the general comments of the panel of experts, which corroborate the above, for example: “Firstly, I suggest increasing the number of questions (10 to 12) and opening up space for emerging topics. Likewise, “improve the thread between the question, subcategory, and category, since this aspect is only clearly observed in questions 3 and 4 (judge 4). In addition, “I recommend reviewing the questions and their relevance to the defined categories, as in some cases they are not

relevant. On the other hand, I suggest that the definitions established for each category be taken into account when defining the question script” (judge 1).

Based on the suggestions of the panel of experts and the results of the content validity analysis, it was decided to modify the semi-structured interview script by adding nine questions that would allow for an in-depth discussion of the different topics related to ID and ITT. However, the categories and subcategories were maintained because, according to the experts, they were considered relevant to the objective of the study. Similarly, the relevance of the interpretations of the experts’ observations (content analysis) and the adequacy of the questions with the categories and subcategories were reviewed in conjunction with two academic experts in the area of initial teacher training and teacher identity.

The interview script optimized according to the suggestions of the expert panel is presented below.

Table 6. *Semi-structured interview script optimized based on suggestions from the expert panel*

Categories	Subcategories	Questions
Teacher identity Significant experiences at university (theoretical training) and at school (practical training)	Meaning of the teaching profession Situations that transformed the meaning of being a teacher	1. Based on your experiences, what does be a teacher in the Chilean school system mean to you? 2. How does this meaning project itself in your professional practice? 3. What characteristics did you consider essential to being a teacher before entering the teaching profession?
	University-school experience that allows the questioning of teaching identity University/school experience that generates a transformation in the construction of teaching identity	4. Based on your experiences during your training in the teaching degree program, what characteristics do you now consider essential for being a teacher? 5. What situations or experiences during your training transformed (or did not transform) those characteristics that you consider essential to being a teacher? 6. What situation at university do you remember that made you question what being a teacher means to you? 7. What situation at the practice center do you remember that made you question what being a teacher means to you?
Significant experiences at the university (theoretical training) and at school (practical training)	University/school experience that generates a transformation in the construction of teaching identity	8. Do you think the experiences described above bring about a change in the meaning of "being a teacher"? What are the characteristics of these changes? 9. How did you experience the process of change? 10. Throughout your training, what experience with a university trainer brought about a transformation in what "being a teacher" means to you?
	Experience with the university trainer/mentor teacher and teaching identity Conditions for the construction of teaching identity	11. Throughout your educational career, what experience with a mentor or teacher guide at the practice center brought about a transformation in what "being a teacher" means to you? 12. In your university education, what has facilitated the construction of your meaning of being a teacher? 13. In your university training, what has hindered the construction of your meaning of being a teacher? 14. In your practical experiences in educational centers, what has facilitated the construction of your meaning of being a teacher? 15. In your practical experiences in educational centers, what has hindered the construction of your meaning of being a teacher?

4. Discussion

The process of evaluation by expert judges has several advantages. On the one hand, it allows the data collection instrument to be assessed by specialists in the field and, on the other, it optimizes it in accordance with its objective and the context in which it will be used. In this sense, the process is considered rigorous, as it constitutes the specialized point of view of people who have experience in the subject and are therefore qualified to give their opinion and assessment (Escobar and Cuervo, 2008). It is therefore important to establish relevant criteria for selecting the academics who will be chosen for the process, whether on the basis of their knowledge in the area, their academic background, or their availability to validate the instrument.

Regarding the same process, Cabero and Llorente (2013) mention that the quality of the experts' responses allows for a deeper understanding of topics that are little studied or complex and that are also novel. Along the same lines, accurate and detailed information can be obtained from the judges' assessments.

According to the above, expert judgment allows us to gather the views of specialists in the field of study and also to recognize the degree to which these reasoned assessments agree or disagree, as it allows irrelevant elements to be disregarded, essential elements to be incorporated, and relevant modifications to be made (Robles and Rojas, 2015). In other words, it is possible to identify the strengths and weaknesses of the data collection instrument.

However, the decision was made to use the Validity Coefficient proposed by Hernández Nieto (2011), which allows for the assessment of the degree of agreement among experts. The author recommends 3 to 5 judges; however, in this process, responses were obtained from seven academics, which led to a variety of reasoned points of view on the instrument and, consequently, its optimization in line with the context and requirements. The author indicates that three events are necessary to determine whether the content validity of the instrument is true or excellent. First, the agreement between the judges on the values assigned to each item or question; second, the consistency in the values assigned by the judges; and third, evidence of agreement corresponding to at least 80% of the range used (Hernández Nieto, 2011).

Regarding the above, all the tasks required by the method proposed by the author were carried out, resulting in excellent validity, consistency, and agreement (above 0.8) for the questions. However, about the categories, an index of less than 0.6 was obtained, which is interpreted as inefficient and deficient validity and agreement. This result is consistent with the opinions of the judges, who indicated, for example, "First, I suggest increasing the number of questions (10 to 12) and opening up space for emerging topics. On the other hand, improve the thread between the question, subcategory, and category, since this aspect is only clearly observed in questions 3 and 4" (Judge 1). They also suggested that "in the fundamental category of obtaining information about the meaning of the teaching profession, two topics or two questions seem insufficient to me" (Judge 7) and "I suggest considering at least two questions per subcategory" (Judge 2). In consideration of the suggestions made, decisions were made to reformulate the instrument, increasing the number of questions to make the categories and subcategories more sufficient.

5. Conclusions

This study aimed to describe the process of developing and validating a semi-structured interview script that is part of doctoral research. The purpose of this research is to identify the personal, socio-cultural, and educational components in the meanings of teaching identity among future secondary school teachers that emerge from their professional practice experiences. This process showed that validation by expert judgment made it possible to refine the instrument in accordance with the objectives set for the study.

In this regard, reasoned opinions were obtained from the expert judges and numerical assessments of the instrument were made, both of which allowed for reliable interpretation to respond to all suggestions. Therefore, it was decided to add nine questions to supplement the *a priori* categories and subcategories, as well as to improve the wording of the questions so that their language would be understandable to the study participants and would give rise to reflection on the experience of constructing ID at the university and in educational centers.

Expert validation lends greater scientific rigor to the process of developing a qualitative instrument

and its subsequent revision, given that the optimization parameters are based on a thorough review by specialists in the field, allowing researchers to make relevant decisions. Likewise, as this is qualitative research, it highlights the importance of constructing an instrument that is appropriate to the reality or context in which it will be used, and therefore useful as a source of reference for researchers in the field. In this vein, this instrument is considered valid for application in different contexts of initial training, whether for teachers in primary, secondary, special education, and early childhood education, as well as for practicing teachers, given the significance and cross-cutting nature of the subject matter.

Finally, it is important to mention that, given the limited evidence that exists on the validation of qualitative instruments, it is necessary to make progress in this area, with the aim of giving greater credibility to the data obtained in accordance with the nature of the subject matter and adjusted to the context. In this way, processes of critical reflection are generated among researchers, not as an idea of approaching absolute truth (which is far from the qualitative approach), but as a scientific exercise that leads to the consensus of a community of experts to “refer to what is real, what is useful, and what is meaningful” (Santaella, 2006, p. 36).

5.1 Recommendations

Although the instrument has been revised and optimized, it is important to bear in mind that it is a semi-structured interview, and therefore, when using it, it is possible to incorporate new questions according to the needs of the context and the participants' responses. In no case does this exercise respond to an intention to standardize the instrument; on the contrary, it is intended to reflect a rigorous process by which the semi-structured interview script was improved to meet the objectives of the study.

5.2 Limitations

One possible limitation of this study is that the final script was not resubmitted for validation by the same group of experts and a pilot test. However, this step is not considered a requirement for its application, but rather an opportunity to optimize the instrument.

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Authors' contributions

PhD. María José Manosalba Torres: responsible for managing and coordinating the planning and execution of the research activity. Management activities to record (produce metadata), clean data, and maintain research data (including software code, when necessary to interpret the data itself) for initial use and subsequent reuse. Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data. Acquisition of financial support for the project leading to this publication. Development or design of methodology; creation of models. Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computer resources, or other analysis tools. Preparation, creation, and/or presentation of the published work, specifically data visualization/presentation. Preparation, creation, and/or presentation of the published work, specifically writing the initial draft (including substantive translation). Preparation, creation, and/or presentation of the published work by the original research group, specifically critical review, commentary, or revision—including pre- and post-publication stages.

PhD. María José Seckel: responsible for managing and coordinating the planning and execution of the research activity. Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computer resources, or other analysis tools. Responsible for supervising and the leadership in the planning and execution of the research activity, including mentoring and external the core team. Verification, either as part of the activity or separately, of the replication/reproducibility of the results/experiments and other research products. Preparation, creation, and/or presentation of published work, specifically writing the initial draft (including substantive translation). Preparation, creation, and/or presentation of published work by the original research group, specifically critical review, commentary, or revision—including pre- and post-publication stages.

PhD. Maite Otondo Briceño: responsible for managing and coordinating the planning and execution of the research activity. Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computer resources, or other analysis tools. Responsible for supervising and the leadership in the planning and execution of the research activity, including mentoring outside the core team. Verification, either as part of the activity or separately, of the overall replication/reproducibility of results/experiments and other research outputs. Preparation, creation, and/or presentation of published work, specifically writing the initial draft (including substantive translation). Preparation, creation, and/or presentation of published work by the original research group, specifically critical review, commentary, or revision—including pre- and post-publication stages.

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