Cover Page

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Author: Moses, I.
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CHAPTER 4

Typology of Student-teachers[3]

Abstract

Understanding student-teachers' decisions to enter and stay in the teaching profession after graduation could help teacher educators to find appropriate procedures to enhance commitment to teaching. This study classified student-teachers based on their levels of commitment to teaching, and described these types based on student-teachers' motivation to enter the teaching profession and their perceptions of the teaching profession and environmental aspects e.g. school condition and Significant others. We interviewed 37 undergraduate student-teachers from the Dar es salaam University College of Education in Tanzania. We identified four student-teacher types from our results: 1) committed passionate, 2) committed compromisers, 3) undecided, and 4) uncommitted. Implications from our findings include the importance of designing teacher education curriculum in a way that caters for the needs of student-teachers in each type in order to enhance their commitment to teaching.

4.1 Introduction

Teacher shortage is a challenge facing both developed and developing countries. The Organisation for Economic Co-operation and Development (OECD 2005; 2014) reports a serious teacher shortage in many countries, due to a failure to both recruit and retain a sufficient number of teachers. Studies report high teacher attrition (DeAngelis & Presley, 2011; Ingersoll & Smith, 2003; OECD, 2014) and teacher shortage (Cooper & Alvarado, 2006; Mulkeen, Chapman, Dejueghere & Leu, 2007; Mulkeen & Crowe-Taft, 2010) in both developed and developing countries. In the latter, attempts to increase access to schooling and a growth in the number of school-aged children has outpaced the growth in the number of teachers in most countries, resulting in a serious shortage of teachers (Cooper & Alvarado, 2006).

Tanzania – the context of this study - also experiences a serious teacher shortage. In an attempt to solve this problem, the Tanzanian government focused on increased training and recruitment of teachers. An institution coordinating loans for students in higher education in Tanzania, the Higher Education Students' Loan Board (HESLB) gave priority to students enrolling in teacher education. Additionally, the government has offered direct employment to graduates of teacher education programmes. Consequently, teaching has become the most reliable formal sector employment for graduates in the country. These recruitment practices have led to more students entering teacher education programmes. However, research from Tanzania shows that many students enter teacher education with a strong extrinsic motivation: their reasons for entering teacher education programmes seem not to be connected with a passion for teaching or a real desire to teach; rather they plan to leave teaching as soon as they find another job (Towse, Kent, Osaki, & Kirua, 2002; Tungaraza, 2012). Studies of in-service teachers in Tanzania reveal that low levels of commitment are a serious problem for the profession (Mkumbo, 2012; Sumra, 2005; Sumra & Katabaro, 2014). Teacher educators could do something about this problem if student-teachers' levels of commitment to teaching could be made clear. Therefore, the current study aimed at classifying student-teachers based on their levels of commitment to teaching. The findings of this study can help policy makers to improve student-teacher selection processes

and inform teacher educators about appropriate procedures to enhance commitment to teaching.

4.2 Theoretical Background

4.2.1 Commitment to Teaching

Commitment refers to a high level of attachment to something in a social endeavour (Tyree, 1996). Commitment entails a referent, that is, commitment to something outside the individual, for example, an organization, a person, or a particular activity. Commitment to teaching is commonly associated with commitment objects such as the teaching profession, the school organization, students, and teaching subjects (Dannetta, 2002; Tyree, 1996). Commitment to teaching is an important factor influencing teachers' job satisfaction and retention (Billingsley, 2004; Tait, 2008; Klassen & Chiu, 2011) and student-teachers' intentions to enter the teaching profession (Rots, Aelterman, Devos, & Vlerick, 2010).

The current study focuses on student-teachers and conceptualizes commitment to teaching as student-teachers' psychological attachment to the teaching profession (cf. Dannetta, 2002; Tyree, 1996). This entails student-teachers' positive emotions towards the teaching profession and their willingness to enter the profession and to give their time and energy to the teaching and learning processes.

4.2.2 Student-teachers' Motives for Teaching

Researchers recognize a strong positive relationship of initial motivation for teaching with commitment to teaching (Fokkens-Bruinsma & Canrinus, 2012; Bruinsma & Jansen, 2010; Day, Sammons & Stobart, 2007), and with graduates entrance into the teaching profession (Rots, Aelterman & Devos, 2014; Rots et al., 2010). Student-teachers have different motives for enrolling in teacher education (Bruinsma & Jansen, 2010; Fokkens-Bruinsma & Canrinus, 2012; Richardson & Watt, 2006; Watt & Richardson, 2007) and different motives for choosing teaching as a career (Kyriacou & Coulthard, 2000; Pop & Turner, 2009; Watt & Richardson, 2008). According to these researchers, motives for choosing the teaching profession fall into three broad categories: 1) intrinsic motives which concern a person's liking of teaching as an activity and the profession in general, 2) altruistic motives, which concern the

person seeing teaching as a socially worthwhile and important job, such as a desire to help learners and a desire to contribute to society, and 3) extrinsic motives, which concern aspects of the job which are not inherent in the work itself, such as level of salary and employment opportunities. Bruinsma and Jansen (2010) considering whether the motives contribute to the quality of teaching and to staying in the profession categorize motives for choosing the teaching profession into: 1) intrinsic adaptive motives, which concern the desire to feel competent and to gain mastery or satisfy curiosity. These motives promote lasting and effective engagement in a task; for example the desire to work with children or adolescents; 2) extrinsic adaptive motives, which concern motives based on external praise or rewards, or a situation where one acts at the behest of others (e.g., parents and close relatives). These motives promote lasting engagement in a task; for example choosing teaching because it has good career opportunities; and 3) extrinsic maladaptive motives, which concern the desire to receive praise or rewards. These motives do not promote engagement in the profession; for example choosing teaching as a 'fall-back' career.

However, research also provide insights into contextual differences in student-teachers' motives for becoming teachers. Klassen, Al-Dhafri, Hannok, and Betts (2011) found that student-teachers from Oman expressed greater endorsement of teaching as a 'fall-back' career and higher levels of socio-cultural influence in their choice of teaching than Canadian participants. In addition, Su, Hawkins, Huang and Zhao (2001) found that most student-teachers in the USA enter teaching on their own free will and choice while many Chinese student-teachers enter teacher education program reluctantly. In Hong Kong, (Wong, Tang, & Cheng, 2014) and Australia, (Watt & Richardson, 2007) found that student-teachers were motivated by intrinsic and altruistic factors to choose teaching as a career. Understanding student-teachers' motives stirred other researchers to classify student-teachers based on their motivation and level of commitment.

4.2.3 Student-teachers Typology
Researchers classify student-teacher motives according to the main focus of the study. For example, Thomson, Turner, and Nietfeld (2012) classified student-teachers based on their motivation to choose teaching in relation to their perceptions of the teaching profession. They identified three types:

1) enthusiastic, comprising student-teachers with intrinsic and altruistic motives for teaching; 2) conventional, comprising those who also had altruistic and intrinsic motives, but rated professional opportunities (i.e., advancing in their teaching career, developing professionally) the lowest among the three types; and 3) pragmatic, comprising student-teachers who were least influenced by intrinsic and altruistic motives in their choice to become teachers.

Watt and Richardson (2008) and Watt, Richardson, and Wilkins (2014) focused on motivation for choosing teaching as a career in relation to professional engagement and career development aspirations. Watt et al. (2014) identified three types: 1) the classroom-engaged careerist – enthusiastic about teaching and wished to spend their future careers in teaching; 2) the highly engaged persisters – enthusiastic about teaching but had thoughts of leaving classroom teaching after some time and pursuing other roles mostly associated with education; and 3) the lower engaged desisters – who saw teaching as a worthwhile career but indicated future plans to move into other jobs.

Using a different focus, Pop and Turner (2009) classified student-teachers based on their commitment-to-teaching levels. In a survey, student-teachers were asked to indicate the extent to which they currently felt committed to a teaching career. Three types were developed from their results: 1) fully committed to teaching, 2) undecided, and 3) not currently interested in teaching. In the second phase of the study, student-teachers identified as representative of each type were interviewed. The interviews explored these student-teachers' beliefs, perceptions, and goals for becoming teachers, and their motivation for teaching.

Research to date has laid a good foundation for understanding student-teachers' types based on their motivation for teaching, career development plans, and levels of commitment to teaching. However, all of these studies are Western based. These types might be quite different for non-western developing countries, such as Tanzania, which is the context of the current study. Research shows that socio-cultural context is an important factor for shaping people's motivation, perceptions, and commitment to work. For example, Klassen et al. (2011) investigating pre-service teacher motivation across cultures, found differences in socio-cultural influence on motivation for teaching between Canadian and Omani participants. Most Canadian participants referenced their motivation to 'I' and 'me' – individually oriented motivation, while

Omani participants referenced their motivation to 'others' – socially oriented motivation. In a study comparing Chinese and USA student-teachers' types and perspectives, Su, Hawkins, Huang and Zhao (2001) found that Chinese student-teachers tend to come from less privileged socio-economic backgrounds than their American counterparts, and entered teacher education programmes reluctantly often as a result of lower test scores on the college entrance examination or because of support from scholarships or other financial aids. Also, these authors found that more Chinese student-teachers perceived teaching as a job of low status offering poor compensation and had no intention to commit to teaching as a lifelong career, compared with the US student-teachers.

In addition, the literature reveals strong evidence regarding the importance of personal characteristics such as personality traits for shaping motivations, perceptions, and commitment to work (cf. Lindley & Borgen, 2000; Judge, Timothy & Ilies, 2002). However, in our study personal characteristics were not included because we sought to develop types based on information we think can be influenced in a teacher education programme.

Until now no studies have been carried out on classifying student-teachers based on their levels of commitment to teaching in Tanzanian context, in a broader East-African context. Therefore, our study using a qualitative and explorative approach, explored Tanzanian student-teachers' levels of commitment to teaching. We also explored student-teachers' motives for becoming a teacher and their perceptions of the teaching profession and environmental aspects. We used Pop and Turner's (2009) model as a guiding framework for the development of our study. We chose this model because, like us, these authors explored student-teachers' levels of commitment based on their beliefs and perceptions about the teaching profession. The current study was aimed at identifying student-teachers' types based on their levels of commitment and describing the types based on student-teachers' motivation to enter the teaching profession, and their perceptions of the teaching profession and environmental aspects. The study was guided by the following questions:

1) How can student-teachers be classified on the basis of their levels of commitment to teaching?

2) How can these types from RQ1 be elaborated with information on student-teachers' motivation for teaching and their perceptions of the teaching profession and environmental aspects?

4.3 Methodology

4.3.1 Research Context and Participants

The study was conducted in Tanzania, in one of the highly renowned teacher education universities located in Dar es Salaam city - the Dar es Salaam University College of Education (DUCE). This site was purposively selected as one of the two university colleges in Tanzania exclusively offering a teacher education degree. Undergraduate teacher education in Tanzania is conducted as a three-year bachelor programme in which student-teachers undertake course work followed by teaching practice in schools for two months at the end of the first and second years. Undergraduate teacher education has two main pathways: 1) an education major, including Bachelor of Education (B.Ed. - Science or Arts); and 2) non-education major, including Bachelor of Arts with Education (B.A.Ed.) and Bachelor of Science with Education (B.Sc. Ed.). Both education majors and non-education majors are secondary teaching pathways. Education majors (usually the minority of students) also qualify for teaching in teacher education colleges at certificate and diploma level. Secondary education in Tanzania is not compulsory and the qualification to teach in secondary schools is either a degree (3 years) or a diploma (2 years) programme. Qualification to teach in primary schools is a two year diploma programme. The starting salary is higher for degree holders than diploma holders.

The study reported in this paper included a total of 40 student-teachers: ten from each year level (beginning of years 1, 2, and 3, and end of year 3). Participants were randomly selected from all registered students in the identified strata, such as gender and teacher education degree pathways, and invited to participate in the study. Participant information is shown in Table 4.1.

Ethical clearance was obtained from the University of Dar es Salaam and the Dar es Salaam University College of Education. The main researcher (first author) telephoned potential participants, explained the study objectives, and invited them to participate in the study. Upon agreement, arrangements were made to meet for the interview. Before

the interview, participants gave their written consent to participate in the interview.

Table 4.1. Background information of the participants (n = 37[*])

	Number of participants	Total
Gender		37
-male	22	
-female	15	
Year of study		37
-year 1	8	
-year2	9	
-year3	10	
-end of year 3	10	
Teacher education program		37
-B.Ed		
-B.A.Ed	12	
-B.Sc.Ed	15	
	10	
Age		37
20 -24	22	
25 – 29	10	
30 -34	4	
35+	1	

*Three out of 40 intended interviews excluded because they were incomplete

4.3.2 Data Collection

An interview guide approach (Patton, 1990) was used in order to keep the interviews fairly conversational and situational. This was considered important because five interviewers (four research assistants and the main researcher – first author) conducted the interviews. Forty student-teachers were interviewed individually. Research assistants were recruited based on their experience in teacher education and qualitative research. All research assistants received one day of training to gain an understanding of the kind of information that the study required. All interviews were audio-recorded and lasted between 30 and 50 minutes. Interviews were conducted in Kiswahili, the first language of both the interviewees and interviewers. The interview focused on three main topics: 1) commitment to teaching, 2) motivation to enter the teaching profession, and 3) perceptions of environmental aspects (further elaborated below). Based

on Pop and Turner's (2009) commitment-to-teaching levels framework, the Kiswahili speaker (first author) wrote interpretive summaries of all of the interviews, in English, in order to make a meaningful story from them. An English-Kiswahili translator independently verified the meanings in the interview quotations used, by translating back into Kiswahili language. Three interview protocols were incomplete and were deleted from further analyses.

Commitment to teaching
The first main topic of the interview focused on student-teachers' psychological attachment to, and identification with, the teaching profession, emotions towards the teaching profession, and willingness to enter the profession. Student-teachers were asked whether they liked teaching, were happy with their decision to become teachers, if teaching was their first choice, and if they intended to enter the profession after graduation and stay in the profession for a reasonable period of time.

Motivation to enter the teaching profession
The second main topic of the interview investigated student-teachers' motivation to enter the teaching profession. Student-teachers were asked to explain their reasons for choosing teaching, highlighting factors that influenced them to enter teacher education and that motivated them to enter the teaching profession after graduation.

Perceptions of the teaching profession and environmental aspects
The third main interview topic was student-teachers' perceptions of teaching as a career and environmental aspects. Perceptions seem to be important factors for student-teachers' passion and commitment to the profession (Su, Hawkins, Huang, & Zhao, 2001). Moreover, perceptions of work environment and conditions shape attitudinal assumptions, which in turn affect workers' performance and commitment (Chesnut & Cullen, 2014; Parvez & Shakir, 2013). Interview questions focused on the status of the teaching profession and perceptions of salary, working conditions, and support from family and close relatives regarding their decisions to become teachers.

4.3.3 Data Analysis

The first and second authors independently read through the summarized interviews, then did initial sorting and classification of the student-teachers based on their levels of commitment to teaching using Pop and Turner's (2009) commitment levels framework. We classified student teachers based on their levels of commitment, then we described the types more fully based on the other characteristics i.e. student-teachers' motives for teaching and their perceptions of the teaching profession and environmental aspects. The main classification criterion was to place individuals within the types by connecting to the three labels identified by Pop and Turner (2009). The first and second authors shared results to check agreement about the placement of the participants within the types and to resolve differences in understanding specific characteristics for each type. Based on the commitment characteristics of our sample we identified after detailed scrutiny of the interview data we further elaborated on Pop and Turner's model by creating two types within the committed type, and made slight modifications to the type names based on characteristics of the student-teachers in our analysis.

4.4 Results

From our analysis of the interview data, the following four types were developed:

1) Committed passionate: student-teachers who are happy with their decision to become teachers.

2) Committed compromisers: student-teachers for whom teaching was not their first choice but who have decided to enter the teaching profession.

3) Undecided: student-teachers who express uncertainty about having chosen teaching as their career.

4) Uncommitted: student-teachers who are not interested in teaching. Their goal is to find another job.

Figure 4.1 shows the descriptions of the types. Below, we describe each commitment type based on student-teachers' motivation to enter the teaching profession and perceptions about the teaching profession.
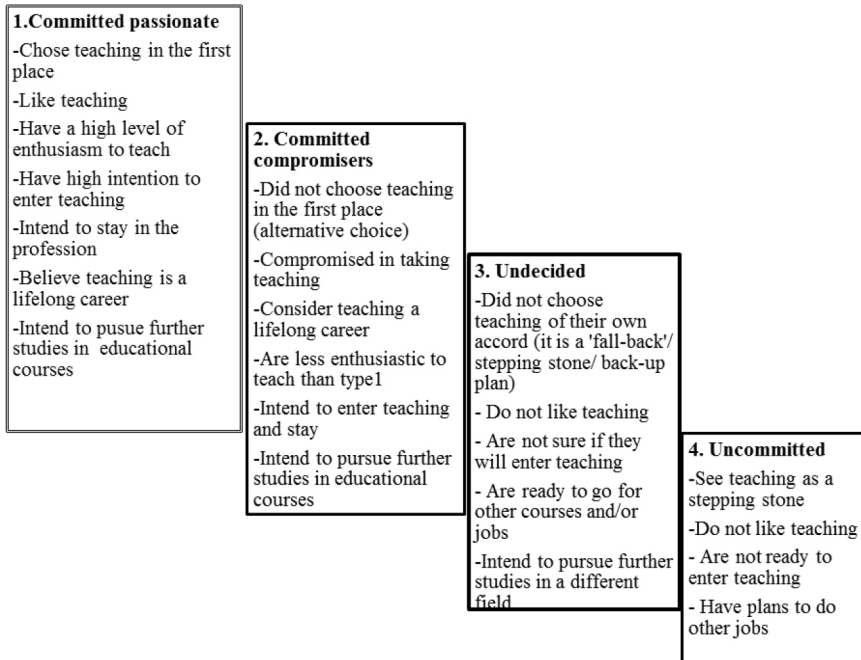
1.Committed passionate

-Chose teaching in the first place

-Like teaching

-Have a high level of enthusiasm to teach

-Have high intention to enter teaching

-Intend to stay in the profession

-Believe teaching is a lifelong career

-Intend to pusue further studies in educational courses

2. Committed compromisers

-Did not choose teaching in the first place (alternative choice)

-Compromised in taking teaching

-Consider teaching a lifelong career

-Are less enthusiastic to teach than type1

-Intend to enter teaching and stay

-Intend to pursue further studies in educational courses

3. Undecided

-Did not choose teaching of their own accord (it is a 'fall-back'/ stepping stone/ back-up plan)

- Do not like teaching

- Are not sure if they will enter teaching

- Are ready to go for other courses and/or jobs

-Intend to pursue further studies in a different field

4. Uncommitted

-See teaching as a stepping stone

-Do not like teaching

- Are not ready to enter teaching

- Have plans to do other jobs

Figure 4.1. Identified commitment-to-teaching types by level (1= high, 4 = no commitment).

4.4.1 Committed Passionate

Fifteen (seven males and eight females) of the 37 student-teachers interviewed belong to this type. Student-teachers in this type are characterized by their high levels of commitment to teaching. They chose teaching because they want to be teachers. They show a high level of enthusiasm and strong intentions to enter teaching and stay in the profession. Most expressed the belief that teaching is a lifelong career, and are committed to the learning and development of students.

Motivation to enter the profession

Student-teachers in this type gave intrinsic and altruistic reasons for becoming teachers. Statements such as, 'I like teaching', 'It is my calling', 'It is my dream job', 'I like students', 'I want to help learners achieve their goals', and 'I want to make a social contribution to society'

71

were prominent in their responses. Extrinsic rewards like salary and employment opportunities were not important factors influencing their choice of teaching.

Perceptions of the teaching profession and environmental aspects
These student-teachers also have positive perceptions of the teaching profession. They view teaching as a high-status occupation although they seem aware that some people perceive teaching as a profession with low salary and low status. Most of these participants were able to give counterarguments to prejudices against teaching. One participant argued against the prejudice that students who choose teaching are 'failures' - (meaning that they are students who performed poorly in the final national examinations), saying, '*People think that those who enter the teaching profession are failures, students who performed poorly in the final national examination… it is not true, I passed with a second class, but I am here, a teacher to be*!' [Interviewee 6].

The 'committed passionate' student-teachers expressed some concerns about aspects of teaching such as poor working conditions, student misbehaviour, ineffective school leadership, and poor government policies, describing these as challenges; however, this did not seem to limit their commitment to teaching. Rather, they expressed a readiness to teach anywhere in the country, and with any kind of students. Finally, the 'committed passionate' student-teachers had positive perceptions of support from their Significant others. They indicated that their choice for teaching was supported and even influenced by parents and close relatives. Additionally, some student-teachers in this type expressed that they had role model teachers who encouraged them to become teachers.

4.4.2 Committed Compromisers
This is the second largest type, comprising twelve (eight males and four females) of the 37 participant student-teachers. Those belonging to the 'committed compromisers' type are mainly characterized by their decision to accept teaching as their future profession although they wished to be something else. These individuals explained that they chose teaching as a result of particular external circumstances such as financial difficulties or not being selected for their first preference courses. Student-teachers in this type did not express a dislike of the teaching profession; it was simply not their first choice. Because they did not get into their preferred

course, they compromised; yet they seemed satisfied with teaching and generally expressed their readiness to enter the teaching profession after graduation. Additionally, it seemed that most 'committed compromisers' were aware that the time investment in the teacher education programme would make it difficult to change to other courses if they wished to change in the future.

Motivation to enter the profession
The 'committed compromisers' showed less intrinsic motivation than student-teachers in the 'committed passionate' type; rather, they aspired to extrinsic rewards. For example, most expected that it would be easy to find a job and that they would have flexible working hours, job security, and a steady career path. However, they also expressed some altruistic motives for their decisions to become teachers: such as, helping students and making a contribution to society.

Perceptions of the teaching profession and environmental aspects
The 'committed compromisers' also showed some negative perceptions of the teaching profession, which at some point led them not to consider teaching as their first choice. When giving reasons why teaching wasn't their first choice, most mentioned low salary, poor working conditions, and low social status. To some extent, it seems the poor school conditions caused some individuals in this type to be quite worried and unsure about whether they could manage as teachers. The 'committed compromisers' reported strong support and influence from their Significant others. For example, they reported that their decision to choose teaching was significantly influenced by family members.

4.4.3 Undecided
The 'undecided' group is relatively small, comprising nine (seven males and two females) of the 37 participants. Student-teachers in this group seemed not to be motivated to enter the teaching profession after graduation. They expressed a dislike for teaching, calling it a 'fall-back' career. The 'undecided' are characterized by a dilemma about their decision to become teachers. It seems that they face big internal conflicts because they are not sure about becoming teachers. They indicated that they wanted to do something other than teaching. However, they seemed aware that it would be difficult for them to get other jobs, which resulted

in them considering teaching as a choice for the future or as temporary 'stop-gap'. Most individuals belonging to the 'undecided' type expressed future plans to pursue further studies in fields other than teaching, after earning enough money to finance their studies. If they were to remain in teaching they expressed plans to do further training in order to qualify to teach at university level. The 'undecided' expressed their readiness to leave teaching at any time should other opportunities arise. Like the compromisers, student-teachers in this type disclosed that they entered teacher education reluctantly. They were forced by the availability of a study loan and/or lack of admission into their desired courses. For most, choosing to enter teacher education was a painful decision.

Motivation to enter the profession
The 'undecided' enrolled in teacher education for reasons other than passion to teach. Common reasons included, 'I was not admitted to my desired field', 'I just want a degree', 'It is easy to secure a study loan', 'I wanted to have something to do while deciding what to do next' and, 'It is easy to secure employment after graduation'. Although they did not seem committed to teaching, the undecided showed an understanding of what a teacher means to students and indicated that if they decided to enter the teaching profession, they would feel obliged to help students get the best out of their learning.

Perceptions of the teaching profession and environmental aspects
Student-teachers in the 'undecided' type expressed openly negative perceptions of teachers and the teaching profession. They perceived teaching as a low-status and poorly paid occupation. They commented that teachers have a poor image in society because they do not earn enough to have a good life when compared with other professionals with a similar level of education.

Because of the perceived poor salary, the majority of the 'undecided' expressed plans to turn their full-time teaching job into a part-time job by doing private activities that would earn extra income. Working conditions such as poor infrastructures, particularly in rural areas, were mentioned as one of the factors discouraging them from entering the teaching profession. However, the 'undecided' also identified some positive aspects of teaching: they considered it a noble profession and said that teachers have the chance to work with the community.

Most student-teachers belonging to this type revealed that their decision to enrol in teacher education was disappointing. It was not supported by their families or close friends. Some of the 'undecided' student-teachers even declared that they would not tell others that they had enrolled in a teacher education programme.

4.4.4 Uncommitted
One (female) of the 37 student-teachers belongs to the 'uncommitted' type. This type comprises student-teachers who never wished to become teachers and who never intend to enter the teaching profession. Unlike the undecided, the student-teacher belonging to the 'uncommitted' type was explicit about her decision not to enter the teaching profession after graduation. It seems she viewed teaching as a stepping-stone towards her goals to engage in private activities and/or to seek employment in a field other than teaching for which she needs a degree qualification. This student-teacher enrolled in teacher education only to obtain a degree and keep herself busy while waiting for other options to emerge. The availability of the student loan was the main motivating factor for her to enrol in teacher education.

4.5 Discussion and Conclusion
The aim of this study was to describe student-teachers' types based on their levels of commitment to teaching. We also described student-teachers' commitment types based on their motivation to enter the teaching profession and their perceptions of the teaching profession and environmental aspects. We identified four distinct types. Compared to Pop and Turner's (2009) findings, that identified three types, our findings include an additional unique type within the committed type – 'committed compromiser'. Because the 'committed compromisers' expressed a liking of, and readiness to teach, they could be labelled as 'fully committed' (cf. Pop & Turner, 2009) thus concealing the unique characteristics regarding their compromising commitment. The identification of 'committed compromiser' in our study may be a context-based that can be explained by socio-cultural and economic factors that influence education and the job market in Tanzania. In contexts of low economic development, people may be forced to accept a trade-off between their interests and the job market.

Similar to previous studies (Pop & Turner, 2009; Watt &

Richardson, 2008; Watt et al., 2014), we found that student-teachers in different types vary in their motivations and perceptions of the teaching profession. However, unlike the findings in those studies in which the choice for teaching is mostly related to intrinsic and altruistic motives, in our study, similar to other studies in Tanzania (cf. Mkumbo, 2012; Towse et al., 2002; Tungaraza, 2012), we found that most student-teachers choose teaching based on extrinsic motives. This can probably be explained by the differing study context in terms of culture and level of socio-economic development. In developed countries, teaching is chosen from among the many other employment options available. In contrast, in Tanzania, a developing country, teaching is chosen from among few available options (Sumra & Katabaro, 2014).

4.5.1 Limitations
Findings from this study are intended as exploratory rather than generalizable. We used interviews with a relatively a small number of participants to explore a typology in Tanzanian context of teacher education, but this limit our generalizability. Findings may also be limited in the sense that it involved undergraduate student-teachers educated for teaching in secondary schools. The results could be different for non-graduate students and those educated for teaching in primary schools. Also, the findings reveal contextual based perceptions of the teaching profession and environmental aspects. The perceptions could be different in different context.

4.5.2 Implications for Teacher Education
Our findings provide valuable insights for teacher educators and policy makers as far as teacher training, recruitment, and retention is concerned. Both developed and developing countries need to attract, recruit, and retain qualified teachers. Although the types may be contextual, motives and characteristics of student-teachers cut across contexts even though some characteristics may have different weightings depending on the context. For example, the 'committed compromisers' were more noticeable in the Tanzanian sample of this study, which might be connected to the local economic situation. Different types were more noticeable in other studies (cf. Pop & Turner 2009; Thomson et al., 2012; Watt & Richardson 2008; Watt et al., 2014). However, countries that are more or less similar to the Tanzanian context in terms of socio-cultural system and economic

situation (in East and Central Africa) may find these findings more applicable. Additionally, countries in which studies show that motivation for teaching is highly inclined to extrinsic reasons like China (Su et al., 2001) may also find these findings applicable. An understanding of student-teachers' types based on their levels of commitment to teaching could help in predicting which student-teachers are more likely to remain and those who are 'at risk' to leave teaching. Thus, we may have a better understanding of what kind of intervention might be needed to better support each type of student-teachers.

For example, for the 'committed passionate', teacher education programmes could be made more compelling through providing guidance, counselling, and opportunity for discussion to find solutions to possible conflicting thoughts arising from experiences during teacher education. For the 'committed compromisers', who have the potential to become committed and passionate: teacher educators could nurture their interest and positive attitude towards teaching by helping them to imagine themselves staying satisfied in the profession and relieving them from the stress caused by conflicting thoughts over their choice. Teacher educators could help these student-teachers work through their decision by presenting positive role models, so they can see and think about the teaching profession positively. Similar to the 'committed compromisers', the 'undecided' may also experience some internal conflicts that need to be resolved if they are to consider the possibility of continuing in teaching. 'Undecided' student-teachers may find value and interest in teaching and possibly become committed if helped to resolve their dilemmas. Teacher educators could present teaching as a positive choice along with counselling to help the undecided make proper choices about whether teaching is a suitable choice for them.

4.5.3 Concluding Remarks

This study identifies four student-teachers types based on their commitment-to-teaching levels and describes the types based on student teachers' motivation to enter the teaching profession and their perceptions of the teaching profession and environmental aspects. We assert that the identification of these different types has important implications for the selection of future teachers and for shaping teacher education programmes, particularly in countries with a more or less similar context to Tanzania. Although student-teachers may have their ups and downs,

helping them to become aware of their views and how these influence on their teaching, making teacher education programmes responsive to different kinds of student needs, and presenting teaching as a positive choice will go a long way towards strengthening the profession and student-teachers' commitment to it.