



Universiteit  
Leiden  
The Netherlands

## Student-teachers' commitment to teaching

Moses, I.; Moses I.

### Citation

Moses, I. (2017, September 7). *Student-teachers' commitment to teaching*. Retrieved from <https://hdl.handle.net/1887/54952>

Version: Not Applicable (or Unknown)

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/54952>

**Note:** To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/54952> holds various files of this Leiden University dissertation

**Author:** Moses, I.

**Title:** Student-teachers' commitment to teaching

**Issue Date:** 2017-09-07

Appendix A: Summary of studies included in the review study

Authors and title	Country of study	Focus of the study (objective/ research question)	Type of participants and training	Design and data collection	Findings	Contributing factors
(1). Caires, S., & Almeida, L. S. (2005).	Portugal	-To explore how student-teachers experience their first contact with the teaching profession	Undergraduate student-teachers for secondary school education – Included 224 participants	A survey that took place at the beginning and at the end of Practicum	-Increased satisfaction with regard to the teaching profession -professional development	Practicum teaching
(2). Canrinus, E. T., & Fokkens-Bruinsma, M. (2014).	Netherlands	-Examined the relationship between quality of learning environment and motives for becoming a teacher, teaching self-efficacy, and professional commitment	bachelor of education teacher training for upper secondary education – Included 83 participants	survey – part of longitudinal project (data collected at the beginning and at the end of the programme)	-No significant change of commitment -Increased self-efficacy -No significant relationship between dependent variable (motivation) and independent variables (good teaching, generic skills, and appropriate assessment)	
(3). Chambers, G. N., Hobson, A. J., & Tracey, L. (2010).	England	-Investigated causes of student-teachers' withdrawal from a teacher education programme	- (ex) teacher training primary or secondary pathway -Post Graduate Certificate in Education (PGCE), Graduate Teacher Programme (GTP) and School Centred Initial Teacher Training (SCITT) routes -Included 3 participants	-continuation of mixed method longitudinal study	low commitment led to their withdrawal from the ITP programme	Difficult school experiences (Practicum), Unsupportive university tutor on student-teachers' problems during the practicum, teacher education programme not meeting student-teachers' expectations, little subject knowledge, too intensive/difficult programme, lack of support from other

<p>(4). Cheng, M. M., Tang, S. Y., &amp; Cheng, A. Y. (2015).</p>	<p>Hong Kong</p>	<p>- Investigated reasons the student-teachers provided, and whether ambivalence changes when their perceptions at the beginning, at the end, and/or possibly in the future are compared. - Identified factors affecting student-teachers' ambivalence regarding their motivation for teaching.</p>	<p>- undergraduate student-teachers training for primary, secondary, and language education - Included 31 students</p>	<p>-4yrs longitudinal study. -Semi structured interviews used</p>	<p>Changes in ambivalence regarding motivation for teaching. Both increase and decrease of motivation expressed</p>	<p>students, at home, and from tutors Practicum experience, courses in learning and teaching methods at the university, self-evaluation (lack of confidence) and influence from social context</p>
<p>(5). Christophersen, K. A., Eilstad, E., Solhaug, T., &amp; Turmo, A. (2016).</p>	<p>Norway</p>	<p>-Exploring the factors explaining the affective commitment of student-teachers to their future teaching careers and estimated the strength of the contributions from the campus-based and teaching-practice elements of teacher education</p>	<p>-student-teachers training for primary and secondary education - included 491 participants in a bachelor's programme</p>	<p>survey</p>	<p>-perceived relevance of pedagogy, relationship between mentor and student-teachers, and communicative/deliberative feedback correlated with affective commitment and turnover intentions -mentor feedback and relationship between mentor and student-teachers are stronger predictors of turnover intention - Campus-based teaching is much less important to student-teachers' affective commitment and turnover intentions</p>	<p>emotional support, guidance, dialogue, mentor theoretical skills, and integration of knowledge</p>

(6). Conway, B. J., Browning, L. J., & Purdum-Cassidy, B. (2007).	USA	-To investigate changes in teacher candidates' perceptions of teaching in urban schools as they completed a 4-year teacher education programme.	Bachelor of Education student-teachers -started with 218 participants	Qualitative longitudinal study. Open-ended questions were administered two times at the first teaching internship and one time during the final yearlong internship 4 years later	-student-teachers' concerns about students declined -decline in stereotypical attitudes - concerns about personal competences remained virtually unchanged -student-teachers' commitment to make positive contribution by working with urban students increased	repeated practical teaching in urban environment
(7). Hobson, A. J., Malderez, A., Tracey, L., Giannakaki, M., Pell, G., & Tomlinson, P. D. (2008).	England	-investigated the extent to which trainees' reported experiences of initial teacher preparation appeared to be influenced or shaped by (among other things) their prior conceptions	-Student-teachers from each main ITP routes in England (i.e., BEd, BA/Bsc QTS, PGCE, PGDE, School centred Initial Teacher Training programmes, Graduate Teacher Programmes, and Registered Teacher Programmes. -included 3162 participants	longitudinal using survey and in-depth and face-to-face interviews	-Positive emotions including feelings of satisfaction and enjoyment were expressed -A range of negative emotions were also expressed -development of their sense of 'being a teacher' -undeveloped sense of 'being a teacher' - concern with relevance of ITP course provision -important relationship with significant others	practicum teaching, mentor and tutor support, mentor feedback, paperwork, workload, relationships with mentors, host teachers, teacher colleagues, and students
(8). Hsu, S. (2004).	Taiwan	-To determine the effectiveness of case discussion on the web as a method of increasing student-teachers' problem-solving skills.	Student teachers for secondary education - Included 20 students	Qualitative using transcript of the online discussion	Increased student-teachers' problem-solving skills and confidence, which in turn improved their attitudes and commitment to the teaching profession	mentorship and guidance from both teacher educators and peers, peer-to-peer support,

<p>(9), Johnston, D. H. (2010).</p>	<p>Scotland</p>	<p>Problem solving defined as understanding the problem, gaining professional knowledge and skills, and developing positive attitudes towards the teaching profession</p> <p>Investigated the complex and problematic nature of the school as a site for early professional learning by questioning assumptions about its innate usefulness</p>	<p>-PGDE student-teachers preparing for secondary English education -Included 16 participants</p>	<p>students' written reports, learning logs, and semi-structured interviews</p>	<p>-good and difficult relationships that impacted on their commitment for the placement and development of a sense of self as teacher both positively and negatively -in some cases placement schools undermined the learning opportunities they were supposed to enrich. -lost enthusiasm for teaching -feelings of becoming lost</p>	<p>formal and informal relationships at placement schools (mentors and other teachers), busy and too demanding work, negative feedback</p>
<p>(10). Lee, Icy, and Rui Yuan.</p>	<p>Hong Kong</p>	<p>-To investigate whether and how first-year pre-service teachers' motivation for teaching might change after a 14-week introduction to English Language Teaching (ELT)</p>	<p>BA Bed Pre-service teachers enrolled in the ELT course Included 6 participants</p>	<p>Qualitative using pre-course and post-course interviews</p>	<p>-Increased teacher motivation enhanced by increased self-efficacy and reflective ability. -Teacher motivation unchanged</p>	<p>collaborative activities, sharing problems with peers and teacher educators in the dialogue journal, theoretical and reflection component of the course, micro teaching, and teacher educators as role models and serving as significant others</p>

(11). Rigelman, N. M., & Ruben, B. (2012).	USA	-To understand how teachers (school and university), teacher candidates, and students interact to produce learning across the partnership in professional collaboration -To examine any trends in the students' motivation for becoming teachers during a one-year PGCE course.	teacher candidates at graduate level teacher licensure programme training for elementary and middle schools -Included 23 student-teachers	qualitative using written reflections, focus group interviews, individual semi-structured interviews, and observations using questionnaire	-collaboration was central to their learning - developed skills and strong commitment to teach each student for understanding  -generally, motivation to become teachers is stable, but those who have decided to be teachers have consolidated their motivation during PGCE course, ambivalent students show a decrease in motivational score	mentors, teachers, and peers  -practicum increased motivation and confidence -coursework decreased motivation and increased stress
(12). Roness, D., & Smith, K. (2010).	Norway		PGCE student-teachers -Included 227 student-teachers			
(13). Romfeldt, M & Reiningger, M. (2012).	USA	Investigation of whether lengthening student teaching improves teachers' perception of instructional preparedness, efficacy, and career plans	being prepared for preK-3, K-9, 6-12, 9-12, K-12 in MA and BA degree programmes	surveys to 1057 student-teachers	-practicum experience has significant impact on prospective teachers -quantity of practicum is unrelated to teachers' career plans, and only weakly and positively related to perceptions of preparedness	quality of practicum
(14). Rots, I., & Aelterman, A. (2009).	Belgium	- Advance insights into the relationship between teacher education and graduates' intended and actual entrance into the teaching profession.	Undergraduate teacher education graduates training for pre-school, primary, and secondary education -Included 301 participants	used questionnaire	- significant contribution of teacher education to graduates' intentions to enter teaching	faculty support, mentor support (during practicum), and preparedness for teaching

(15), Rots, I., Aelterman, A. & Devos, G. (2014).	Belgium	<p>- To test direct predictive relationships between teacher education variables and graduates' actual job entry. N:B other variables were included</p> <p>-To examine whether the two groups of graduates (choice for the teaching profession or not) differ with regard to personal characteristics, initial motivation for teaching, teacher education variables, and graduates' actual job entry.</p>	nearly graduated undergraduate student-teachers training for lower secondary education -Included 436 participants at T1 and 217 at T2	quantitative using a survey	-teacher education variables such as preparedness for teaching, mentor support (self-reflection and self-regulated learning help during practicum) found to be important factors for teacher education graduates' choice for job entry upon graduation	gender, initial motivation for teaching, mentor support, teacher education preparation, teacher efficacy, learner-oriented beliefs, performance in teacher education, employment opportunities
(16), Rots, I., Aelterman, A., Devos, G., & Vlierick, P. (2010).	Belgium	To examine the relationship between (nearly graduated) student teachers' perceptions of their experiences during teacher education and their choice whether or not to enter the teaching profession after graduation	nearly graduated undergraduate teachers training for lower secondary education -Included 436 at T1 and 251 at T2	questionnaire administered at T1 (at the end of teacher education programme) and T2 after graduation	- Faculty support, mentor education preparation showed a positive indirect association with intentions to enter teaching - The relationship is mediated by integration into teaching (self-efficacy) and teaching commitment	Faculty support, mentor support, and teacher education preparation
(17), Rots, I., Aelterman, A., Vlierick, P., & Vermeulen, K. (2007).	Belgium	-Investigated the relationship between initial teacher education and graduating teachers (not) starting in the teaching profession	Undergraduate teacher education graduates from five types of ITP -Included 549 participants	using questionnaire	- Teacher education variables such as teacher education preparation, faculty support, mentoring support and type of teacher training showed direct and	mentor teacher, education preparations, faculty support, type of teacher training



<p>(18). Rots, I., Kelchermans, G., &amp; Aelterman, A. (2012).</p>	<p>Belgium</p>	<p>- to reconstruct the different shifts in job motivation that result in a change of the initial intentions for job entrance and b) to identify the factors determining the process</p>	<p>12 student-teachers in a bachelor's programme</p>	<p>qualitative using interviews</p>	<p>indirect relationships with teaching commitment  - The extent to which mentors have taken the role of evaluator related to entrance into the teaching profession  - Faculty support is related directly to graduates' teaching commitment and indirectly to entrance into the teaching profession</p>	<p>Shift in motivation from low to high, from high to none, from job-specific motivation to high job-specific motivation, and from high to low motivation</p> <p>experience of efficacy, recognition by significant others, teacher educators' evaluation, grading and feedback, mentors' recognition of student-teachers as fully-fledged teachers, social relationship with educators, mentors, and peers, and encouragement from peers and parents</p>
<p>(19). Sinclair, C. (2008).</p>	<p>Australia</p>	<p>-Investigated the entry and changing motivations and commitment of first-year primary student-teachers and the effects of teacher education coursework and practicum on</p>	<p>Bachelor of education student-teachers for primary education  -Included 211 participants</p>	<p>closed- and open-ended questionnaire</p>	<p>-Both increase and decrease of commitment motivation for teaching observed  -Practicum impacted on commitment and motivation more positively while coursework impacted on</p>	<p>- support from cooperating teachers, difficult realities from the practicum  -Coursework affected their motivation both positively and negatively. University:</p>

	<p>(20). Tang, S. Y., Cheng, M. M., &amp; Cheng, A. Y. (2014).</p>	<p>Hong Kong  <b>NB: Same Sample as in (4) above</b></p>	<p>student-teachers' motivation and commitment from the beginning to the end of semester</p> <p>-Examined the nature of shifts in student teachers' teaching motivation and how those shifts may be constituted by professional learning in ITE</p>	<p>Bachelor of education student-teachers training for primary and secondary education          -Included 31 students</p>	<p>Bachelor of Education student-teachers in a program focused on preparing teachers for work in urban schools          -included a total of 231 participants</p>		<p>semi-structured interview used</p>	<p>-Commitment increased during the time when student-teachers were directly and actively engaged in urban teaching          - Commitment decreased during the time when student-teachers were heavily engaged in university coursework</p>	<p>commitment and motivation more negatively</p>	<p>Experiences in both higher education and fieldwork context led to positive and negative shifts in student-teachers' motivation</p>	<p>poor administration, lack of support from university staff, and difficulty with class timetables.</p>
	<p>(21). Taylor, A., &amp; Frankenberg, E. (2009).</p>	<p>USA</p>		<p>Explored how individual candidates' commitment changed, how these changes varied across candidates' demographic and personal characteristics, and what factors predicted candidates' urban commitment upon</p>	<p>survey included 4 cohort, administered at 3 different points of an academic year</p>		<p>-teaching practicum, coursework workload</p>	<p>poor administration, lack of support from university staff, and difficulty with class timetables.</p>			

<p>(22). van Rensburg, H., Noble, K., &amp; Mellveen, P. (2015).</p>	<p>Australia</p>	<p>graduation from the program.          -To explore attitudes towards teaching in rural and remote contexts, comparing junior student-teachers (1<sup>st</sup> and 2<sup>nd</sup> year) with senior student-teachers (3<sup>rd</sup> and 4<sup>th</sup> year). That is, a juxtaposition between preconceptions of beginning pre-service teachers and changes in expectations and perceptions of senior pre-service teachers' undertaking focused courses on practice in rural and remote contexts.</p>	<p>-student-teachers in a bachelor's teacher education program intervention to prepare student-teachers to teach in rural and remote contexts          -Included 99 participants</p>	<p>Mixed method using quantitative categorical data and open-ended written responses.</p>	<p>- lack of urban experience significantly and negatively predicted urban commitment          Significant bivariate correlations between gender and programme level, and between programme level and commitment to rural practice – junior students were equivocal for not committed and committed, greater proportion of senior students were committed to rural practice</p>	<p>practice in rural and remote contexts, different intervention aspects</p>
--	------------------	---	--	---	---	--

## Appendix B: Commitment to Teaching Questionnaire

### Introduction:

This questionnaire is for a PhD study on “Student teachers’ commitment to teaching”. The information provided in this questionnaire will be used only for research purposes. Your responses will be treated anonymously and no part of it will be used against you in any way. So when responding, please be as honest as possible as your answers will not affect your studies or any part of your life endeavor. Remember there is no correct or wrong answer. This questionnaire contains SIX (6) parts, namely A, B, C, D, E & F. Specific instructions for each part are provided.

**Part A:** In this part, are items that express personal feelings, beliefs and opinions about commitment to teaching. Please indicate the extent to which each item applies to you. Use a five point scale **Not at all, Very little, A little, Quite a lot and Very much** by putting **X** in a box appropriate to your situation for each item. Indicate only **ONE** choice for each item.

		Not at all	Very little	A little	Quit e a lot	Very muc h
1	I am happy with my choice to become a teacher					
2	I like my major teaching subject					
3	I think I am responsible to do what is best for all students in my class					
4	I can easily change my decision to become a teacher at this time					
5	I talk positively about the teaching profession					
6	I feel that it is important to continually improve my teaching skills					
7	I like to teach the subject matter of my major teaching subject					
8	I feel a responsibility to continue in the teaching profession					
9	I am willing to dedicate my extra time out of contact hours to help students					
10	I am willing to share my teaching experiences with my colleagues					
11	I believe that after I graduate, I have a responsibility to stay in the teaching profession for a reasonable period of time					
12	I am enthusiastic about teaching					
13	I believe that I will never give up teaching students who have a negative attitude towards learning					
14	I have the responsibility to make my major teaching subject interesting to my students					
15	I will feel guilty if I leave the teaching profession					

		Not at all	Very little	A little	Quit e a lot	Very muc h
16	I am certain I will take up teaching after my graduation					
17	I feel happy about becoming a teacher					
18	I am willing to use my free time to organize activities for students(e.g. subject club, exhibitions) in the field of my major teaching subject					
19	It would be costly for me to change my decision to become a teacher					
20	I believe that I can make all my students learn					
21	I am willing to take courses or seminars to develop my subject knowledge					
22	Teaching is the ideal profession for me					
23	I intend to teach for a reasonable period of time after my training					
24	I am willing to spend my free time reading and searching materials for my teaching subject					
25	I am sure I will take up teaching as soon as I graduate					
26	I believe that I am responsible for my students' performance					
27	It is fine with me if I leave the teaching profession					
28	I am determined to help students to perform their best in my major teaching subject					
29	I think students are responsible for their own performance					
30	I dislike being a teacher					
31	After I graduate, I am willing to pay for courses and seminars on my subject knowledge as a teacher					
32	It would be difficult changing my decision to become a teacher at this time					
33	I am proud to tell others that I am a teacher to be					
34	I am willing to take ups and downs that go with the teaching profession					
35	After I graduate, I will regularly upgrade my knowledge as a teacher					
36	Changing my decision to become a teacher now would require considerable personal sacrifice					
37	Teaching hold great personal meaning for me					
38	No matter what happens, it would be inappropriate for me to leave teaching now					

39	I believe that I have the responsibility to do what is best for every student in my class					
40	I will lose nothing by changing my decision to become a teacher					

**Part B:** In this part, are items about perceptions of teachers, teaching and the teaching profession. Please indicate the extent to which each item applies to you. Use a five point scale **Not at all, Very little, A little, Quite a lot and Very much** by putting **X** in a box appropriate to your situation for each item. Indicate only **ONE** choice for each item.

		Not at all	Very little	A little	Quite a lot	Very much
41	I chose to study teacher education because I need a degree					
42	I feel that my family is happy with my decision to become a teacher					
43	I think that teachers are valued by society					
44	I believe that teacher education training is important for my promotion as a teacher					
45	I think that secondary school students perceive my major teaching subject as important					
46	I am willing to teach anywhere in my country					
47	I believe teaching is a high status occupation					
48	I think that it will be difficult to get a teaching job after graduation					
49	I believe that teaching is a secure job					
50	I am confident that I can get a teaching job after my graduation					
51	I think that teaching is an occupation that offers a good salary					
52	I think that teaching is a too demanding job					
53	I think it is important that my major teaching subject is taught in secondary schools					
54	I believe that teaching is a well-respected job					
55	I believe that my teacher education degree will help me to get jobs other than teaching					
56	I think that schools have enough resources (e.g. buildings, furniture)					
57	I think that teaching offers a low salary					
58	I believe that my close friends are happy with my decision to become a teacher					

		Not at all	Very little	A little	Quite a lot	Very much
59	I believe that in society teaching is perceived as a professional occupation					
60	I believe that most students like my major teaching subject					
61	I think that with a teaching qualification I can earn extra money through tuition					
62	I think that most teachers are motivated in their work					
63	I think that my major teaching subject is valued by society					
64	I think that teaching offers a steady career path					
65	I think that it is good for a teacher to spend extra time with students outside of expected contact hours					
66	I think that the job of teaching has too much workload					
67	I believe teaching will provide a sufficient income					
68	I feel that my family is supportive of my decision to become a teacher					
69	I believe students dislike my major teaching subject					
70	I think teaching requires expertise					
71	I think a teaching job will allow me more family time than other jobs					
72	I think that schools have enough teaching facilities (e.g. books, chalks)					
73	I believe my close friends are unhappy with my decision to become a teacher					
74	I am willing to work in rural schools					

**Part C:** In this part, are items concerning the extent to which you feel able to perform the following teaching activities at **this moment**. Please indicate the extent to which each item applies or does not apply to you. Use a five point scale **Not at all**, **Very little**, **A little**, **Quite a lot** and **Very much** by putting **X** in a box appropriate to your situation for each item. Indicate only **ONE** choice for each item.

		Not at all	Very little	A little	Quite a lot	Very much
75	I think I can use a variety of assessment strategies					
76	I think I can provide alternative explanations or examples when students get confused					

77	I think I can craft good questions for my students in my classroom					
78	I think I can implement alternative strategies in my classroom					
79	I think I can control disruptive behavior in the classroom					
80	I think I can get students to follow classroom rules					
81	I think I can calm a student who is disruptive					
82	I think I can establish a classroom management system with each class					
83	I think I can help my students value learning					
84	I think I can get my students to believe they can do well in their schoolwork					
85	I think I can motivate students who show low interest in schoolwork					
86	I think I can assist families in helping their children do well in school					

**Part D:** In this part, items are about satisfaction with the teacher education program you are following. Please indicate the extent to which each item applies to you. Use a five point scale **Not at all, Very little, A little, Quite a lot and Very much** by putting **X** in a box appropriate to your situation for each item. Indicate only **ONE** choice for each item.

		Not at all	Very little	A little	Quite a lot	Very much
87	I am satisfied with my teacher education training program					
88	I believe my lecturers are good models of teachers					
89	The training I receive is unsatisfactory for my preparation as a teacher					
90	I am happy with the learning support provided with my lecturers					
91	The courses I take are relevant for my preparation as a teacher					
92	I am comfortable to approach my lecturers for advice					
93	I am happy with the way I am prepared to become a teacher					
94	I feel a distance between me and my lecturers					
95	I have learned enough teaching competences from the teacher education training program					
96	Teaching practice has been helpful for my preparation as a teacher					



**Part E:** This part is about your personal information, please put **X** in a box for one alternative which is appropriate to you.

97. Are you male or female?
- a. Male
  - b. Female
98. Are you married?
- a. Yes
  - b. No
99. What is your Age?
- a. Under 20 years
  - b. 20 to 24 years
  - c. 25 to 29 years
  - d. 30 to 34 years
  - e. 35 to 39 years
  - f. 40+ years
100. What is your degree Specialization?
- a. Bachelor of Arts with Education
  - b. Bachelor of Science with Education
  - c. Bachelor of Education with Arts
  - d. Bachelor of Education with Science
101. What is your year of study?
- a. First year
  - b. Second year
  - c. Beginning of third year
  - d. End of third year
102. What is your experience in teaching other than university teaching practice?
- e. None
  - f. Less than one year
  - g. One to five year
  - h. More than five years
103. Where are you from?
- a. Rural area (villages)
  - b. Urban (cities, region and district towns)

104. What are your teaching subjects and what are form **SIX** national examination pass score for each of your teaching subject? (For B.Ed. students choose only for one teaching subject)

<b>(a). MAJOR TEACHING SUBJECT</b>	
Geography	
History	
English	
Kiswahili	
French	
Mathematics	
Economics	
Biology	
Chemistry	
Physics	
General studies/civics	

<b>FORM VI SCORE- MAJOR TEACHING SUBJECT</b>					
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>S</b>

<b>(b). MINOR TEACHING SUBJECT</b>	
Geography	
History	
English	
Kiswahili	
French	
Mathematics	
Economics	
Biology	
Chemistry	
Physics	
General studies/civics	

<b>FORM VI SCORE- MINOR TEACHING SUBJECT</b>						
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>S</b>	<b>F</b>

105. What financial responsibilities you have for your family
- a. I am the only financial provider for my family
  - b. I am the provider but also have other(s) to share financial responsibilities with
  - c. I do not have financial responsibilities for others so far

106. Do you receive a government loan to finance your university education?

- a. Yes
- b. No

If **Yes** go to question **107 & 108**, if **No** go to question **109**

107. How much percent of the loan you receive?

100%	90%	80%	70%	60%	50%	40%	30%	20%	10%
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

108. If less than 100% who cover the rest percentage of the required costs?

- a. My family
- b. Me
- c. My family and me
- d. Someone out of my family sponsor(s)

109. Who finance your university education?

- a. My family
- b. Me
- c. My family and me
- d. Someone out of my family sponsor(s)

**Part F:** In this part you are asked to rate your personal general behavior on a 7 point scale ranging from 1 (never or almost never true) to 7 ( always or almost always true) by putting **X** in a box appropriate to your situation for each item. Indicate only **ONE** choice for each item.

		1 Never or almost never true	2 Usually not true	3 Sometimes but infrequently	4 Occasionally true	5 Often true	6 Usually true	7 Always or almost always true
110	Adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111	Conceited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112	Conscientious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113	Conventional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114	Jealous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115	Moody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

116	Reliable							
117	Secretive							
118	Tactful							
119	Truthful							
120	Affectionate							
121	Compassionate							
122	Eager to soothe hurt feelings							
123	Gentle							
124	Loves children							
125	Sensitive to the needs of others							
126	Sympathetic							
127	Tender							
128	Understanding							
129	Warm							
130	Aggressive							
131	Assertive							
132	Defends own beliefs							
133	Dominant							
134	Forceful							
135	Has leadership abilities							
136	Independent							
137	Strong personality							
138	Willing to take a stand							
139	Willing to take risks							

140. Is there anything you want to mention about your commitment to teaching or about the questionnaire? Please write it in the space below

---



---



---



---



---

## **Appendix C: Interview Guiding Topics**

Commitment to teaching:

With this topic 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

1. Their levels of commitment to teaching,
2. Whether they liked teaching,
3. Were happy with their decision to become teachers,
4. If teaching was their first choice and if they are happy to follow the teacher education programme, and
5. 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:

With this topic interviewers asked student-teachers to explain their reasons for choosing teaching

1. Factors that influenced student-teachers to enter teacher education and
2. Factors that influenced student-teachers to enter the teaching profession after graduation.

Perception of teaching and the teaching profession:

Interview questions focused on

1. Student-teachers' perceived status of the teaching profession and remuneration,

2. Student-teachers' likes and dislikes about the teaching profession, Perceived society's attitude and perceptions about teachers and the teaching profession,
3. Perceived teaching job working conditions, and
4. Perceived support from family and close relatives regarding their decisions to become teachers

**Publications, Curriculum Vitae,  
Afterword, List of ICLON PhD  
Dissertations**

## Publications and Presentations

### Scientific publications

Moses, I., Admiraal, W., & Berry, A. K. (2016). Gender and gender role differences in student-teachers' commitment to teaching. *Social Psychology of Education*, 19(3), 475-492. doi 10.1007/s11218-016-9340-3

Moses, I., Berry, A., Saab, N., & Admiraal, W. (online first). ) Who wants to become a teacher? Typology of student teachers' commitment to teaching. *Journal of Education for Teaching: International research and pedagogy*, <http://www.tandfonline.com/doi/full/10.1080/02607476.2017.1296562>

Moses, I., Saab, N., Berry, A., & Admiraal, W. (submitted). Student-teachers' commitment to teaching and intentions to enter the teaching profession in Tanzania

Moses, I., Admiraal, W., Barry, A., & Saab, N. (submitted). Teacher education and student-teachers' commitment to teaching: A systematic literature review.

Onditi, H. Z., Moses, I., & Masath, F. B. (2014). Psychosocial stressors and help seeking behaviour among undergraduate student teachers in Tanzania. *International Journal of Learning and Development*, 4(1), 98-114. doi: 10.5296/ijld.v4i1.5087

Kafyulilo, A. C., Rugambuka, I. B., & Moses, I. (2012). The implementation of competency teaching approaches in Tanzania: The case of pre-service teachers at Morogoro Teachers Training College. *Universal Journal of Education and General Studies*, 1(11), 339-349.

### Paper Presentations

Moses, I., Admiraal, W., & Berry, A. K. (2015, July). *Gender and gender role differences in student-teachers' commitment to teaching*. Paper presentation during the The 17th Biennial International Study Association



of Teachers and Teaching Conference (ISATT), 13 -17 July, Auckland, New Zealand.

Moses, I., Admiraal, W., & Berry, A. K. (2015, July). *Gender and gender role differences in student-teachers' commitment to teaching*. Paper presentation during EARLI conference, 25-29 August, Limassol, Cyprus

Moses, I., Berry, A., Saab, N., & Admiraal, W. (2016, November). *Profiles of student-teachers' commitment to teaching*. Paper presentation during ICO International Fall School, 31/10 – 4/11, Bad Schussenried, Germany.

Moses, I., Admiraal, W., Berry, A., & Saab, N. (2015, November). *Student-teachers' commitment to teaching*. Paper presentation during ICO National Fall School, 5 -6 November, Utrecht, the Netherlands.

## **Curriculum Vitae**

Ikupa Moses was born on January 3rd 1974 in Rungwe district Mbeya region Tanzania, and grew up in the same area. She undertook her primary and secondary education in different regions in Tanzania. Following her secondary education (1988 – 1994) she completed a Diploma in Education course (1995 – 1997) at Klerruu Teachers' College in Iringa region, Tanzania. In 1998, she began studying at the Dar es salaam University in Tanzania, first obtaining her Bachelor degree of Education in 2002, then a Master degree of Arts in Applied Social Psychology in 2006.

Ikupa worked as a secondary school teacher at two different public secondary schools in Dar es salaam, Kambangwa (1999 – 2002) and Tambaza (2003 – 2006). In January – March 2007, Ikupa worked at the National Examinations Council of Tanzania, currently she is an employee of the Dar es salaam University College of Education (DUCE) as an Assistant Lecturer since April 2007. In June 2013 she began her PhD studies at ICLON – Leiden University Graduate School of Teaching, the Netherlands. In her doctoral research she investigated factors related to student-teachers' commitment to teaching in a Tanzanian context, the research was conducted at DUCE. During her PhD programme she attended courses and master classes in her research topic provided by ICO, the Dutch Interuniversity Centre for Educational Research.

## Afterword

I owe thanks to many people who made my study possible. To Prof. dr. Wilfried Admiraal and Prof. dr. Amanda Berry - my superb promoters, and Dr. Nadira Saab - my great supervisor – thank you for everything you did to make my PhD trajectory experience wonderful, you have been my greatest support. Most of all is your endless effort and support to make this PhD project come to a successful end.

Many thanks to my colleagues at ICLON – Graduate School of Teaching for their academic, social and emotional support throughout my studies. It was so pleasing to see people talking to me to know how I am doing with my PhD project, my social life, wanting to know about my country Tanzania and so forth. Specifically, thanks to the researchers group – the group helped me to shape my project and the general understanding of a research process. To PhD and Post doctorate students, you are amazing colleagues, I appreciate all your support. The day to day help to make things go with my project, interactions, social life, and your help to get to know the Dutch culture and go around the Netherlands was really helpful. Without you around me life would be tough and so the completion of this dissertation. Thank you Jossi Gijzen for coordinating my research related activities.

Huge thanks to my family for encouragement and emotional support they provided to me during all the time of my study. Without their support and encouragement this PhD process would be very difficult and probably impossible. Specifically, to my husband Harold Andrew Mwandambo – you are great! Not only that you did a good job taking care of our children all the time of my absence but also you were my great encouragement and comforter when I was desperate. Thank you for believing in me. My children Martha, Ibrahimu and Heri - although you had to go through a hard time of staying without a mother, you kept wishing me good all the time, your patience and good wishes to a great extent pushed me towards this achievement. Though he is no more, my late father Rev. Moses Mbilah Mwakyendelwa, I thank him for firmly believing in me, the belief that made me see my potential and keep going in education since when I was a kid. To my mother, sisters, brothers, and my in-law family - your endless prayers, encouragement and support to my family

made my studying and stay abroad to a certain extent stress-free. Thanks very much.

Last but not least, I am very grateful to my sponsor the Netherlands Organization for International Cooperation in Higher Education (Nuffic) for sponsoring my PhD study through its fellowship programme; my country and my employer – the Dar es salaam University College of Education (DUCE) for extensive study leave that allowed me an opportunity for academic development.

And of course, I thank everyone who in one way or another is part of my success. I cannot mention all here but your contribution is highly valued and appreciated

## List of ICLON PhD Dissertations

# ICLON

### Leiden University Graduate School of Teaching

Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*

Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*

Meijer, P. C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*

Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*

Uhlenbeck, A. M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*

Oolbekkink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*

Henze-Rietveld, F. A. (2006). *Science teachers' knowledge development in the context of educational innovation.*

Mansvelder-Longayroux, D. D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*

Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*

Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*

Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*

Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*

Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*

Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*

Platteel, T.L. (2010). *Knowledge development of secondary school LI teachers on concept-context rich education in an action-research setting.*

Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*

Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*

Dobber, M. (2011). *Collaboration in groups during teacher education.*

Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*

Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*

De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*

Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*

Van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*

Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*

Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*

Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*

De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities.*

Louws, M.L. (2016). *Professional learning: what teachers want to learn.*

Moses, I. (2017). *Student-teachers' commitment to teaching.*

Veldman, I. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction.*







