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Title: Student-teachers' commitment to teaching

Issue Date: 2017-09-07

Propositions

associated with the dissertation

Student-teachers' commitment to teaching

Ikupa Moses 7th September 2017

1. Young student-teachers tend not to be seriously committed to staying in the teaching profession, and they approach teaching tentatively, talking of exploring teaching as a career option (this dissertation).
2. Student-teachers' sense of teaching self-efficacy is an important personal factor that enhances their commitment to teaching and intentions to enter the teaching profession (this dissertation).
3. Student-teachers' learning experiences such as attitudes towards the teaching profession, attitudes towards their teaching subjects and satisfaction with their teacher education program are the most influential factors on student-teachers' commitment to teaching and intentions to enter the teaching profession (this dissertation).
4. Teacher education is an important factor that could be used to build a strong foundation of student-teachers' commitment to teaching, and which could be a shield against commitment problems in their future teaching career (this dissertation).
5. In order to change the low status of the teaching profession, teachers should model teaching as a high status profession in their work by showing high levels of professionalism and commitment to teaching that leads to an appreciation of the job as one of high quality (this dissertation).
6. Although the trends in teacher employment shows that a female workforce dominates teaching, particularly at early childhood and primary levels, gender role rather than gender explains student teachers' commitment to teaching (this dissertation).
7. Student-teachers' commitment to teaching is an important predictor for their intention to enter and their actual entrance into the teaching profession.
8. In improving teachers' teaching self-efficacy, it is important to focus on improving teachers' mastery experiences, as mastery experiences appear to make the strongest contribution to self-efficacy judgments among teachers.
9. In preparing teachers for a changing world, what is taught in teacher education and how it is connected is important, including the extent to which student-teachers are helped to acquire a cognitive map of teaching that allows them to see relationships among the domains of teaching knowledge and connect useful theory to practices that support learning.
10. Selection criteria to select student teachers into teacher education should include a balance of academic and personal qualities (including non-academic capabilities associated with successful teaching, e.g. motivation to teach and strong interpersonal and communication skills).