

INFLUENCES OF PERSONALITY TRAITS ON EDUCATIONAL DECISIONS AND PATHWAYS OF TEACHER TRAINING STUDENTS

Key Information

General interests and the thereby interrelated motivation to choose their specific field of study are aspects of individual characteristics and prerequisites of teacher training students. They are important factors in explaining a variety of educational choices.

Even though these aspects are acknowledged in the field of teacher-related research (Rothland, 2014) the NEPS-add on study "Panel of Teacher Education Students" ("Lehramtsstudierenden-Panel, LAP") offer options in closing some still existing research gaps.

Theoretical Background

- General interests: person-environment-fit theory explaining vocational choices (e.g. choosing an occupation; Tarnai/Hartmann, 2015).
- Motivation of choosing to be a teacher: expectancy-value model of achievement (Eccles/Wigfield, 2002).
- Use of learning opportunities and gaining competencies as (future) teachers: opportunity-use model (Helmke, 2012).
- Possible corresponding constructs: personality, beliefs, values, self-concept(s) and self-esteem.

Research Questions

- Testing the theory (person-environment-fit theory): is there empirical evidence on the connection between (general) interests, abilities/skills, values and personality? What role does identity play?
- Comparing groups: How do groups such as teacher training and non-teacher training students or teacher training students of different degree levels differ from each other?
- How do different profiles of interests influence the course of study?
- Can those different profiles be linked to returns such as (higher) competencies, successful teacher careers (healthy, satisfied with their profession, staying in their profession,...) ?
- Which parts of those profiles are stable, which can change over time?
- Are there other aspects that explain successful academic careers of teacher training students? (such as getting work experiences in the field of teaching before or during their studies)?

Survey: Methods and Design

- Survey: The LAP is intertwined with the NEPS Starting Cohort 5. In this panel study of first-year students of the winter semester 2010/2011, students pursuing teacher education were oversampled. This sample covers the whole range of teacher training programs in all the German Federal States.
- Sample size: In the first CATI, approx. 5,600 teacher training students participated. 2,700 teacher training students completed the last online questionnaire (2014). In the latest wave (2016, 6th CATI) still more than 3,100 teacher training students and graduates could be interviewed.

References

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