

**Effectiveness of teacher education in developing teaching commitment among student  
teachers in Tanzania**

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This study examined the effectiveness of teacher education in developing teaching commitment among student teachers in Tanzania. With new roles and responsibilities of teachers emanating from the introduction of the learner-centred teaching approach, a knowledgeable teacher without positive attitudes and commitment towards teaching may not sustain quality education. Therefore, developing positive attitudes and preparing teachers who are committed is an invaluable element of the teaching and learning process in teacher education. Guided by the Reasoned Action and Social Learning Theories, the objectives of the study were to (i) analyse classroom practices used by tutors in delivering pre-service teacher education (ii) examine development of teaching commitment among pre-service student teachers, (iii) describe reasons for the level of teaching commitment among pre-service student teachers and (iv) explore other factors associated with the development of teaching commitment among pre-service student teachers in teacher colleges. The study employed mixed methods research approach whereby it used embedded multiple cases and cross-sectional designs. Data collection was through classroom observation checklist, face-to-face interviews, self-completion questionnaires, focus group discussions and documentary review. The sample size for this study was 502, comprising 10 tutors and 492 student teachers from four teacher colleges in Dar es Salaam and Morogoro regions. The findings indicated that there were still poor practices of role modelling in teacher training colleges despite the government's efforts to facilitate role modelling in order to develop positive mind sets and attitudes towards the teaching profession. This situation was a result of inadequate qualifications of tutors and teaching and learning facilities. The study also established that teacher education was not developing teaching commitment among student teachers. There was no significant difference between first year and second year student teachers to allow the conclusion that teacher education developed teaching commitment among student teachers. The findings further indicated that it was important to merge role modelling with other factors such as collaboration between teacher colleges and other communities, insisting on professional

courses, improvement of tutors' autonomy to screen student teachers who are suitable for teaching, and provision of teaching guidelines to student teachers in order to make role modelling more effective. The study further recommends that the endeavour to address lack of commitment among student teachers should be multi-dimensional by involving humanistic nurturing learning and favourable working and living conditions for teachers. The study contributes to the understanding of the importance of teacher education in developing teaching commitment through affective learning specifically role modelling of tutors.