

Influence of Learning Satisfaction and Teaching Willingness on Professional Commitment of Normal University Students

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Abstract: The researcher selected 395 normal students in five universities as the research object. All the five universities selected are old-fashioned normal universities. This study focused on development and changes of normal students' willingness to teach in the process of professional learning in five universities, and discusses the factors that affect normal students' willingness to teach, so as to make them better understand the relationship between professional learning and their professional development from the perspective of normal students, improve their recognition and love for their majors, urge them to study more seriously, enhance normal students' willingness to teach. Based on the results of the study, student instructors were assessed to have an average degree of professional commitment, this may imply many possibilities. Initially, it is possible that their teachers are not providing optimal instruction to their students. The moderate level of professional dedication among student instructors may potentially hinder their prospects of securing employment. Teachers must possess unwavering dedication and profound passion for their profession due to its arduous nature and demanding workload. If student teachers are only moderately satisfied with their learning, it may potentially impact their motivation and involvement. The degree of willingness in instruction among student-teachers is a critical factor in determining the caliber of education and the achievement of students. The levels of satisfaction and willingness of student teachers positively influence the level of commitment of student teachers. Student-teachers who show a commitment to engage in ongoing professional development are more likely to look for chances for growth and progress. Attending workshops, furthering one's education, or interacting with colleagues can all help teachers improve their teaching practices.

Keywords: Learning Satisfaction; Teaching Willingness; Professional Commitment.

1. Introduction

With the rapid development of society and the deepening of education reform, the state attaches more and more importance to education. High-quality teachers are the basic project to build a strong educational country and promote education modernization, the key to improve education quality and the important guarantee to promote the development of education. Therefore, the cultivation of normal students in colleges and universities is of great practical significance to high-quality teachers. In order to develop education, it is an indispensable factor to stabilize the excellent teaching staff, while in order to build a good teaching staff, we need to focus on the cultivation of teachers' reserve talents. By exploring the relationship between the learning satisfaction, willingness to teach and professional commitment of normal students in five universities, this paper finds out the influence path and relationship between these variables, and puts forward to improve the level of normal students' learning satisfaction and professional commitment, further stimulate the willingness of normal students to teach, and provide improved ideas and data support for the cultivation of normal students in universities. According to Ling Yajun (2021) willingness to teach is the inherent attitude of normal students whether they are willing to engage in the teaching profession.

Qiao Xiaohua (2018) believes that the willingness to teach is the attitude and behavioral tendency of individuals to engage in or prepare for education.

Willingness to teach refers to an individual's willingness

and inclination to engage in educational work. It involves many aspects such as individual's cognition, emotional attitude and behavioral tendency to the education profession.

The formation of willingness to teach is influenced by many factors, including personal interests, values, career planning, understanding and cognition of education, etc. At the same time, social environment, education policy, teachers' treatment and other factors will also have an impact on the willingness to teach.

Most of the studies on the willingness to teach are aimed at normal students, but the results are different. Some studies show that normal students have a higher willingness to teach, for example, Li Jiali, Liang Huiqing and Zhao Kai (2024) show that normal students have a higher overall willingness to teach, and students with internship experience have a significantly higher willingness to teach than those without internship. Zhang Yi (2020) also found in his research that normal students have a stronger will to teach directly and for a long time. Shang Weiwei, Jiang Beijia, Zhang Guwen and Yu Tianzuo (2021) think that the normal students in local colleges have a strong desire to teach. For example, Jiang Rong et al. (2019) found through research that most public-funded normal students have a high willingness to teach, and they are also willing to choose to abide by the conventions and requirements of directional training after graduation and choose to be teachers in specific schools. However, after the expiration of the contract, the willingness of these normal students to continue to adhere to the post of teacher will gradually decrease with time. Song Wei, Wang Heng and Zhangqian (2018) research shows that most normal students

are willing to teach. Liu Jia and Fang Xing (2021) also found that the willingness of normal students to teach is low. Liu Jia and Fang Xing found in their research on the willingness of post-00 normal students to teach that compared with post-80 s and post-90 s normal students, the overall willingness of post-00 normal students to teach is low, but there is much room for improvement. Zhang He Sen et al. (2016) found in their research that the willingness to teach of art and sports students at public expense is significantly weaker than that of other professional students, and they strongly reject the employment regulations of free normal students. Qiao Xiaohua (2018) believes that most normal students are more likely to choose to teach when they graduate, but during the four-year training of normal students, there are still many students who are not willing to teach.

2. Statement of the Problem

The researcher seeks to answer the following:

(1)What is the assessment of the respondents on the student teachers level of Professional Commitment in teaching in terms of

- 1)Personal
- 2)Attentional
- 3)Ideal

(2)What is the assessment of the respondents on the student teachers level of Learning Satisfaction in teaching in terms of

- 1)Subject Matter
- 2)Pedagogical Method
- 3)Classroom Practices
- 4)Management Aspects

(3)What is the assessment of the student teachers level of willingness in Teaching in terms of

- 1)Aspiration Level
- 2) Lifelong Learning Level

(4) Does the variables of the teachers level of satisfaction and level of willingness of student teachers influence the level of commitment of student teachers

(5) Based from the results of the study what equation model for student teachers learning commitment can be constructed

3. Hypothesis

Teachers level of satisfaction and level of willingness of student teachers does not significantly influence the level of commitment of student teachers

4. Scope and Delimitation of the Study

This study explores the development and changes of normal students' willingness to teach in the process of professional learning in five universities, and discusses the factors that affect normal students' willingness to teach, so as to make them better understand the relationship between professional learning and their professional development from the perspective of normal students, improve their recognition and love for their majors, urge them to study more seriously, enhance normal students' willingness to teach, and then help normal students achieve better professional development.

This study takes 395 normal students in five universities as the research object. All the five universities selected are old-fashioned normal universities. Except for Hunan Normal University and Hengyang Normal University, which still focus on cultivating normal students, the other three

universities have been upgraded to comprehensive universities, and normal students still occupy a considerable number.

5. Research Instrument

This study mainly adopts the methods of literature research, questionnaire survey, and statistical analysis to carry out research and analysis.

Questionnaire survey is a very practical data collection method, and literature analysis is helpful to the construction of theoretical model of this study, but the actual relationship and influence path of each variable need to be verified by actual data. Through the questionnaire survey, the researcher collected basic information such as the profile variables of the respondents, and understand the current situation and influencing factors of the students' learning satisfaction, professional commitment and willingness to teach.

6. Results, Analysis, and Interpretation

(1)Assessment Of The Respondents On The Student Teachers' Level Of Professional Commitment In Teaching In Terms Of:

- 1) Personal

The evaluation of student teachers' level of professional dedication to teaching in terms of personal attributes is shown in Table 1. The mean score is 3.37, and the standard deviation is 0.52. They rated this aspect as average, demonstrating their dedication to mastering their major ($M = 3.4$), enthusiasm for their major ($M = 3.40$), and willingness to participate in any related practice ($M = 3.36$). In the interim, they are so dedicated that they are exceedingly eager to disclose their major to others ($M = 3.57$).

Teaching is an honorable occupation that necessitates a significant degree of dedication and commitment (Sariwulan et al., 2019). Research indicates that the level of professional commitment in teaching can vary significantly among educators; however, the personal attributes of student teachers may also contribute to their level of dedication to the profession. The passion for education of a student instructor is a critical factor that can influence their level of professional commitment. According to Burić and Moè (2020), people who are genuinely enthusiastic about teaching are more inclined to be committed to their profession and pursue excellence in their work. Individuals are motivated by their passion to exceed expectations in their capacities as educators, consistently exploring novel methods to enhance and interact with their students.

Furthermore, a student teacher's level of professional commitment can be influenced by a strong work ethic, which is another significant personal attribute. Individuals who are prepared to invest the time and effort required to achieve success in the field of education are more inclined to be dedicated to their occupation (Wyner, 2019). This encompasses attending professional development opportunities to enhance their skills, remaining late to plan lessons, and grading papers. Additionally, based on Fernandes et al. study, resilience is a critical quality that can influence the degree of dedication a student teacher has to their profession. Educators encounter numerous obstacles in the classroom, including difficult students and demanding parents. Those who are able to persevere and come back from setbacks are more likely to remain dedicated to their profession in the long term.

Conversely, a student teacher's professional commitment may be impaired by personal characteristics such as a lack of resilience, a poor work ethic, or a lack of passion for education. A higher turnover rate among teachers may result from individuals who are not fully invested in their role as educators, which may contribute to burnout or disillusionment with the profession (Räsänen et al., 2020).

In summary, the degree of professional dedication in the

field of education is significantly influenced by personal characteristics. Student teachers who exhibit qualities such as resilience, work ethic, and passion are more likely to be dedicated to their profession and perform exceptionally in their educational duties. In order to achieve success in the field of education and have a positive influence on the lives of their students, it is imperative that aspiring instructors develop these qualities.

Table 1. Assessment of Student Teachers' Level of Professional Commitment in Teaching in terms of Personal

Indicators	Mean	SD	V.I	Rank
I am passionate about my major.	3.40	0.58	Committed	3
I am willing to make efforts to learn my major well.	3.48	0.53	Committed	2
I am willing to take part in any practice related to my major.	3.36	0.61	Committed	4.5
I am very willing to tell others what my major is.	3.57	0.51	Very Committed	1
I can keep my best when I take a professional class.	3.28	0.65	Committed	7
After class, I often discuss professional-related issues with classmates related to my major.	3.21	0.70	Committed	8
I observe students' enthusiasm during classroom interactions, lesson planning and teaching practice	3.31	0.63	Committed	6
I reflect on my teaching practices, seek feedback, and adapt based on learning experiences.	3.36	0.61	Committed	4.5
COMPOSITE MEAN	3.37	0.52	Committed	

Legend: 1.00-1.50: Not Committed (Very Low); 1.51-2.50: Less Committed (Low); 2.51-3.50; Committed (Average); 3.51-4.00: Very Committed (High).

2) Attentional

Table 2. Assessment of Student Teachers' Level of Professional Commitment in Teaching in terms of Attentional

Indicators	Mean	SD	V.I	Rank
I Assess the depth, creativity, and effort put into my assignments, lesson plans, and teaching project	3.32	0.61	Committed	2
I enroll in workshops, certifications, or additional courses related to education to stay updated	3.28	0.65	Committed	4
I engage in collaborative learning, share ideas, and seek guidance from professors.	3.34	0.61	Committed	1
I am actively involved in education-related clubs, workshops, seminars, or beyond coursework.	3.29	0.67	Committed	3
I don't change my major, mainly because the of the high employ ability of teachers	3.22	0.71	Committed	4
COMPOSITE MEAN	3.29	0.58	Committed	

Legend: 1.00-1.50: Not Committed (Very Low); 1.51-2.50: Less Committed (Low); 2.51-3.50; Committed (Average); 3.51-4.00: Very Committed (High).

A sample of student instructors' professional commitment to teaching is evaluated in terms of their attentional attribute in Table 2. The data analysis revealed a composite mean score of 3.29 with a standard deviation of 0.58, leading to an average rating. This implies that they were convinced that they were dedicated to participating in collaborative learning, exchanging ideas, and seeking guidance from their professors

(M = 3.34), evaluating the depth, creativity, and effort invested in their assignments, lesson plans, and teaching projects (M = 3.32), and actively participating in education-related clubs, workshops, seminars, or activities beyond their coursework (M = 3.29). According to the responses, item number 3 received the greatest mean score of M = 3.34, while item number 5 (I do not alter my major due to the high employability of teachers) received the lowest mean score of

M = 3.22.

According to Reimers and Chung (2019), devoting oneself to teaching professionally is a crucial element in guaranteeing success in educating upcoming generations. The endeavor requires unwavering commitment, intense enthusiasm, and unwavering will to deliver education of exceptional caliber to students. An essential element of professional dedication in teaching is the focus-related qualities of student instructors. Attentional qualities pertain to the capacity of student instructors to direct their focus, maintain concentration, and actively participate in their teaching practices (Rodríguez-García et al., 2022). This encompasses the act of being physically and mentally engaged during classes, actively engaging in classroom activities, and displaying a sincere curiosity in the educational goals of their students.

The present study has demonstrated that student instructors possess an average level of attentional qualities. Student instructors demonstrate a certain degree of focus and concentration in their teaching skills, but there is still space for enhancement in their overall attentiveness and participation. These consequences can affect the efficacy of their instruction and the influence it exerts on student acquisition of knowledge. Based on the study of Wang et al. (2020), the challenging nature of teaching may be one possible explanation for the average level of attentional qualities among student instructors. Teaching necessitates a considerable degree of cognitive and emotional involvement,

along with the capacity to manage numerous activities and obligations concurrently. According to the findings of Nuss (2020), novice educators may encounter difficulties in sustaining their concentration and attentiveness for prolonged durations, particularly when confronted with conflicting obligations and diversions.

The level of support and mentorship that student teachers receive can be another element that influences their level of attentional characteristics (Squires, 2019). Student teachers who are provided with experienced mentors and supportive learning environments are more inclined to cultivate and sustain high levels of attentional qualities. Conversely, student instructors who do not have access to guidance and assistance may find it difficult to maintain their concentration and involvement in their teaching methods (Reitman & Karge, 2019).

Overall, the level of professional dedication in teaching, specifically in terms of the attentional qualities of student instructors, is moderate. Although student instructors may demonstrate a certain degree of focus and concentration in their teaching methods, there is still potential for enhancing their general attentiveness and engagement. By offering student teachers the essential guidance and mentorship, we may assist them in cultivating and sustaining elevated levels of attentional qualities, ultimately resulting in enhanced effectiveness in instructing future generations.

3) Ideal

Table 3. Assessment of Student Teachers' Level of Professional Commitment in Teaching in terms of Ideal

Indicators	Mean	SD	V.I	Rank
My major allows me to fully utilize my expertise	3.40	0.59	Committed	2
My field of study supports the achievement of my aspirations	3.33	0.64	Committed	6
There are many opportunities for further study and promotion in the work related to my major.	3.37	0.61	Committed	4.5
My major provides me with enough space for self-development and can realize my self-worth.	3.39	0.57	Committed	3
I actively participate in class discussions, group activities, and practical teaching sessions.	3.37	0.59	Committed	4.5
Observe professionalism during field experiences, practicums, or internships.	3.41	0.58	Committed	1
COMPOSITE MEAN	3.38	0.53	Committed	

Legend: 1.00-1.50: Not Committed (Very Low); 1.51-2.50: Less Committed (Low); 2.51-3.50; Committed (Average); 3.51-4.00: Very Committed (High).

Table 3 presents the assessment of the degree of professional dedication in teaching based on the ideal of a group of student teachers. The analysis yielded a composite mean score of 3.38, with a standard deviation of 0.53, indicating an average rating. This means that they are committed to maintaining professionalism during field experiences, practicums, or internships (M = 3.41), that their major allows them to fully utilize their expertise (M = 3.40), and that it provides them with enough space for self-development and self-realization (M = 3.39). Furthermore, a review of their responses revealed that item number 6 had the greatest mean score, while question number 2 (My field of study helps me attain my goals) had the lowest mean score of M = 3.33. ADU-202020239guoyn8

As stated by Thomas et al. (2019), professional dedication to teaching is an important factor that influences instructor success and, ultimately, student academic progress. An excellent student teacher exhibits a high level of professional devotion by embodying a variety of characteristics. First and foremost, they demonstrate a tremendous passion for teaching and a genuine desire to improve the lives of their students. This passion motivates them to always seek possibilities for professional development and advancement in their teaching practice.

Additionally, great student instructors demonstrate a strong work ethic, dependability, and commitment to their roles (Sudirman et al., 2019). They are always on time, well-organized, and ready for their lessons. They show a commitment to go above and beyond in order to meet their

pupils' requirements and promote their development. Furthermore, according to Osterman (2023), great student instructors demonstrate a high regard for their vocation, colleagues, and students. They maintain professionalism in their interactions and communication, and they constantly endeavor to respect the ethical standards of the teaching profession.

In relation to the present study, for student teachers to succeed in their responsibilities, they must demonstrate a high level of professional commitment to teaching. Student instructors can positively impact their students' lives and contribute to the overall success of the education system by reflecting the ideal traits of passion, work ethic, dedication, and respect.

Table 4. Assessment of Student Teachers' Level of Professional Commitment in Teaching

	N	Mean	SD	Verbal Interpretation
Personal	395	3.37	0.52	Committed
Attentional	395	3.29	0.58	Committed
Ideal	395	3.38	0.53	Committed
Overall	395	3.35	0.52	Committed

Legend: 1.00-1.50: Not Committed (Very Low); 1.51-2.50: Less Committed (Low); 2.51-3.50; Committed (Average); 3.51-4.00: Very Committed (High).

7. Conclusion

Commitment to one's profession is a crucial aspect of becoming an effective educator. The next cohort of educators will consist of student-teachers, and their level of dedication to their profession will serve as an indicator of their potential success in the area.

(1) Student instructors were assessed to have an average degree of professional commitment, this may imply many possibilities. Initially, it is possible that their teachers are not providing optimal instruction to their students. Lack of commitment may result in teachers designing ineffective lessons, employing monotonous teaching techniques, and displaying indifference towards their students' overall achievement. This may potentially impede pupils' academic achievement and adversely impact their overall well-being.

(2) The moderate level of professional dedication among student instructors may potentially hinder their prospects of securing employment. Teachers must possess unwavering dedication and profound passion for their profession due to its arduous nature and demanding workload. If student teachers fail to demonstrate these attributes during their training, potential employers may be less inclined to recruit them upon graduation.

(3) The level of satisfaction among student-teachers regarding their learning is a crucial determinant that significantly impacts their overall effectiveness as educators. When the level of enjoyment in learning is average, it may significantly impact the caliber of the courses, the motivation and involvement of student teachers, and ultimately, the achievement of their future students.

(4) If student teachers are only moderately satisfied with their learning, it may potentially impact their motivation and involvement. Lastly, it may eventually lead to a decline in interest and motivation, so impeding their ability to acquire new knowledge and apply what they have already acquired.

(5) The degree of willingness in instruction among student-teachers is a critical factor in determining the caliber of education and the achievement of students. When the level of willingness is moderate, it may have various consequences for both the student-teachers themselves and their future students. One important consequence of the average willingness to teach is its effect on student engagement and learning results. Student-teachers who lack fervor and ardor for teaching may encounter difficulties in crafting captivating lessons and cultivating profound connections with their pupils. Consequently, this may result in reduced student motivation and performance in the classroom. Students are more prone to flourish in settings where they experience support, stimulation, and motivation, and an average level of willingness in teaching may not consistently offer this essential degree of support.

(6) The levels of satisfaction and willingness of student teachers positively influence the level of commitment of student teachers. This may imply that individual who have higher levels are content with their roles as instructors are more likely to be motivated and interested in their profession. This may result in improved motivation and dedication to their students, as well as a greater sense of job satisfaction and pleasure. As a result, student-teachers may benefit from a good and nurturing learning atmosphere, which will ultimately improve their academic achievement and personal growth.

(7) Student-teachers who show a commitment to engage in ongoing professional development are more likely to look for chances for growth and progress. Attending workshops, furthering one's education, or interacting with colleagues can all help teachers improve their teaching practices. By actively seeking ways to improve their skills and knowledge, student-teachers can not only advance their own professional development but also contribute to the overall success of their school.

8. Recommendation

Based on the findings, the researcher recommended the following:

The school may provide ongoing professional development opportunities for student-teachers. This can help to enhance their knowledge and skills in their respective subject areas, as well as keep them updated with the latest research and best practices in teaching.

The teacher may create a positive and supportive learning environment for student-teachers. This may be done by fostering a sense of community and collaboration among student-teachers, as well as providing access to resources and support services to help them succeed. Additionally, creating opportunities for student-teachers to engage in reflective practice and self-assessment can help them to identify areas for improvement and take ownership of their own learning.

The department head may conduct a comprehensive assessment of the factors contributing to the average level of learning satisfaction among student-teachers. This may include conducting surveys, focus groups, and interviews to gather feedback on their experiences. By identifying the specific areas where student-teachers are not satisfied, it

becomes easier to develop targeted interventions to address these concerns.

The school administrator may promote a culture of continuous improvement and innovation within teacher education programs. This can involve incorporating new teaching methods, technologies, and pedagogical approaches to ensure that student-teachers are equipped with the skills and knowledge they need to succeed in the ever-evolving field of education. By encouraging student-teachers to think critically and creatively about their practice, they are more likely to feel engaged and satisfied with their learning experiences.

Mentor teachers may conduct regular observations, provide specific feedback, and offer personalized guidance to student-teachers. By understanding each student-teacher's strengths and areas for growth, mentor teachers can tailor their support and mentorship to help them overcome challenges, build on their strengths, and improve their teaching performance.

Educational institutions may encourage collaboration among student-teachers, allowing them to share ideas, experiences, and best practices. By fostering a sense of community and teamwork, student-teachers can learn from each other, support one another, and enhance their teaching skills collectively. A collaborative environment also promotes creativity, innovation, and continuous improvement in teaching practices.

Focus on research in teacher education to enhance student-teachers' career commitment. By stimulating their enthusiasm for education and helping them identify with their major, we can significantly improve their learning satisfaction and willingness to teach, ultimately contributing to the field of education.

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