The support of beginning teachers as a contribution to their professional commitment

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Abstract

A worrying number of beginning teachers leaves the profession within the first five years after graduation, resulting in a teacher shortage. One of the factors that is important for the well-being of beginning teachers and may contribute to their choice to stay in profession, is support. However, the support of beginning teachers in the Netherlands varies and seems not to be that optimal yet. Because of the teacher drop-out and undefined support, this study provides further insights into these topics from the perspective of beginning teachers. Based on both the General Model of Workplace Commitment and the Self-Determination Theory, information was gathered through semi-structured interviews about the experiences of beginning teachers when it comes to support they receive as a contribution to their professional commitment. Ten beginning teachers from both primary, secondary, and special education participated in the study. After a qualitative content analysis of the data, results show that the beginning teachers in this study have an overall high degree of professional commitment. In addition, the beginning teachers receive both organized and informal support. Furthermore, they are generally well supported in terms of competence, autonomy, and relatedness. In the end, the beginning teachers generally indicated that the support they receive is important for their professional commitment.

1. Introduction

A relatively large part of teachers quits teaching within the first five years of their career. This concerns about 18% teachers in primary education and 31% teachers in secondary education. Eventually, this drop-out will contribute to a shortage of more than four thousand fulltime teachers and school leaders in the year 2023/2024 (Helms-Lorenz, 2014; Ministerie van Onderwijs, Cultuur en Wetenschap, 2019a). The emerging teacher shortage is worrying, because it may cause overcrowded classes. As a result of this, teachers experience more work pressure. Besides that, unqualified teachers are put in front of the class, which can negatively affect student learning outcomes. In the worst case, students are sent home because there is no teacher available (Ministerie van Onderwijs, Cultuur en Wetenschap, 2019b).

Because beginning teachers seem to drop out and the problem of teacher shortage is growing, it is important to gather more information about the way beginning teachers are committed to their job and which factors are involved in this. In order to do this, the commitment of beginning teachers will first be defined using the General Model of Workplace Commitment (Meyer and Herscovitch, 2001). Subsequently, support as a factor that contributes to the well-being of beginning teachers which may lead to professional commitment, will be further explained by the use of the Self-Determination theory (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017).

1.1 The General Model of Workplace Commitment

Commitment is generally defined as a particular mindset, focusing on the willingness to continue a particular course of action. The type of mindset is related to the behavior of an individual in order to achieve certain goals (Cooper-Hakim & Viswesvaran, 2005; Meyer & Herscovitch, 2001). Commitment can be studied from different points of view. First of all, it can be examined from the notion that commitment refers to different identities of someone that arise through relationships with others (e.g., parental, friendships, loved ones). In addition, commitment can be investigated from the perspective that it tells something about peoples' attachment to politics and belief in society. Finally, commitment emerges in the study field of work and in particular vocation (Benn, 2014). This study will further examine commitment from the perspective of the workplace.

Meyer and Herscovitch (2001) studied commitment in terms of workplace, which may influence both the effectiveness of labor and the well-being of employees. First of all, they

state that commitment in the workplace has been defined and measured in different ways. In order to create an overview of those variations, Meyer & Herscovitch (2001) describe the most commonly used definitions in the literature of workplace commitment as follows: organizational commitment (i.e., willingness to stay with an organization); job commitment (i.e., sticking to a job, even if it is not satisfying); goal commitment (i.e., attachment to a goal, regardless its origin); commitment to organizational change (i.e., dedicated to a course of action, necessary for a successful change within an organization); commitment to a strategy (i.e., willingness to act strategically); and career commitment (i.e., attachment to a chosen profession). Career commitment is also referred to as professional commitment. Within those different forms of workplace commitment, this study will further focus on professional commitment in particular.

Professional commitment is related to occupational persistence that includes arranged effort, career aspiration, and being satisfied with the choice of career. Teachers' professional commitment is hereby linked to the motivation to keep teaching (Eren & Rakıcıoğlu-Söylemez, 2020). In order to study professional commitment, the General Model of Workplace commitment will be used. This model, developed by Meyer & Herscovitch (2001), distinguishes three different mind-sets that an individual may have which characterizes the professional commitment. These mind-sets are (1) affective commitment, (2) normative commitment, and (3) continuance commitment. If an individual is affectively committed, he or she is convinced by the desire, meaningfulness, and/or need of an activity that belongs to his or her profession. In the case of normative commitment, an individual feels obliged to act in a way that fits the focal behavior. Focal behavior is the way an individual is expected to behave. Continuance commitment refers to the fact that an individual is aware of the costs associated with leaving the profession. According to the model, all three types of commitment can occur simultaneously, and the degree of presence may differ. The commitment, characterized by the three mind-sets, influences the final "focal target behavior". This is the desirable behavior which ensures that an individual actually stays in profession (Meyer & Herscovitch, 2001).

Looking back on previous research about the professional commitment of beginning teachers, there is a worrying drop-out rate (Helms-Lorenz, 2014; Ministerie van Onderwijs, Cultuur en Wetenschap, 2019a). Based on the definition of professional commitment, those beginning teachers who are dropping out, might not be sufficiently committed to the profession of teaching. According to Newburgh (2018), deep support is needed for a higher likelihood of professional commitment among beginning teachers. Deep support is defined as personalized

support to help beginning teachers develop, enact and define their own beliefs and values in the classroom. School leaders should invest in the concept of deep support to reduce the possibility of teacher attrition in those vulnerable first years. Helms-Lorenz et al. (2015) similarly conclude that one of the possible factors that contribute to the professional commitment of beginning teachers and thereby reduces teacher shortage, are support programs. It is assumed that support in the work environment is related to the well-being of employees (Deci et al., 2017). To further explain this relationship and how this eventually may lead to professional commitment among beginning teachers, the Self-Determination Theory will be used (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017).

1. 2 The Self-Determination Theory

The Self-determination Theory (SDT) focuses on the behavior of human beings and their personal growth, by describing how social-contextual factors may influence development through the fulfillment of their basic psychological needs. The basic psychological needs consist of competence, autonomy, and relatedness. Competence refers to possessing the skills in order to achieve desired results, and effectively perform the required actions. Autonomy defines the self-initiative and self-regulations of someone's actions. Relatedness includes the development of secure connections with other people. When the basic psychological needs are met, it may contribute to the optimization of people's well-being (Deci et al., 1991; Deci et al., 2017; Deci & Ryan, 2000). Within the profession of teaching, well-being can be defined as a positive state of mind in which positive feelings and satisfaction are connected to teaching. The improvement of well-being may lead to a higher level of professional commitment (Hobson & Maxwell, 2016; Kunnen, 2022). One of the important values in work organizations that influences the well-being of employees and hereby professional commitment, is support. When work environments are supportive, employees are motivated and will better understand the value of their work engagement (Deci et al., 2017).

Looking back on previous research about support as a contribution to the well-being of beginning teachers, it is first of all recommended that policymakers and school leaders provide support that includes high-quality mentoring (Gordon, 2020). In terms of the Self-Determination Theory, this means that support is needed in both the areas of competence, autonomy, and commitment. To specify support in terms of competence, a valuable professional learning environment should be provided to beginning teachers. Here, they will get the opportunity to achieve challenging goals, develop a feeling of mastery and receive useful

feedback. When it comes to autonomy, support is needed in terms of teacher empowerment. This includes the freedom to choose and own initiative to promote self-motivation and self-regulation. To support the relatedness, beginning teachers need recognition for their development and hard work. It is important that the connection with others in the working field is promoted (e.g., with other colleagues and educational professionals). Within this connection, a shared vision on the complex tasks of teaching is needed. Also, beginning teachers need a school leader who cares about their well-being and is aware of their capabilities (Ford & Ware, 2016). Eventually, support as a contribution to well-being may lead to the retention of beginning teachers (Gordon, 2020). This correspondents to the previously described claim that deep support is needed for a greater chance of professional commitment among beginning teachers (Newburgh, 2018). However, in practice, high-quality mentoring and deep support does not seem to be optimal yet in the Netherlands. There is a great variation in support programs, because of the school system that is mostly decentralized. Therefore, school directors and overarching leading organizations can decide for themselves how they want to support beginning teachers. The support can consist of only an orientation meeting at the beginning of the schoolyear, to a highly structured and organized guiding program with several meetings and activities that last for a number of years (Aarts et al., 2019; Smith & Ingersoll, 2004). The differentiation in support makes it hard to explore what kind of support works best for beginning teachers at policy level (Helms-Lorenz et al., 2015). Therefore, the present study will gain more insight into the experiences of beginning teachers, as a contribution to the optimization of support which may lead to professional commitment.

1.3 Present study

Looking back on previous research, a worrying percentage of beginning teachers are dropping out with all its negative consequences (Ministerie van Onderwijs, Cultuur en Wetenschap, 2019a; Ministerie van Onderwijs, Cultuur en Wetenschap, 2019b). One of the factors that optimize the well-being of beginning teachers and thereby contributes to their professional commitment, is support (Gordon, 2020; Helms-Lorenz et al., 2015; Hobson & Maxwell, 2016; Kunnen, 2022; Newburgh, 2018). However, the way in which teachers are supported differs a lot in the Netherlands. This makes it complicated to discover what kind of support works best for beginning teachers (Aarts et al., 2019; Helms-Lorenz et al., 2015; Smith & Ingersoll, 2004).

Previous studies concern the attrition rates of beginning teachers in relation to the support they receive, but it is not clear yet how beginning teachers personally experience that support. To gain some more insight into a suitable support for beginning teachers as a contribution to their professional commitment, it is important to examine the perspective of beginning teachers regarding this topic. That is why this study will focus on the personal experiences of beginning teachers when it comes to the support they receive at work as a contribution to their well-being, which may lead to professional commitment. Hereby, this study also contributes to research about teacher shortage. According to den Brok et al. (2017), research about teacher shortage is still scarce. Further research with the focus on beginning teachers could be beneficial to understand the processes behind teacher shortage.

For both the further investigation to an appropriate support for beginning teachers and the contribution on research about teacher shortage, the following research question with its sub-questions will be answered: "What are the experiences of beginning teachers with the support they receive as a contribution to their professional commitment?"

1. In what way are beginning teachers professionally committed to their job?
2. What kind of support do beginning teachers get within their work environment, as a contribution to their well-being?
3. To what extent does the support that is provided, play a role in their professional commitment according to beginning teachers?

2. Method

2.1 Design

This study is part of an overarching research about the well-being of beginning teachers. This study in particular focuses on teachers' experiences with regard to the support they receive and how this may contribute to their professional commitment. To collect the data, respondents are interviewed once, which comes down to a cross-sectional study. This kind of study is characterized by a Snapshot Design (Alberay & Munafò, 2008).

2.2 Participants

The target population consists of beginning teachers in both primary, secondary, and special education in the Netherlands. Because the Ministerie van Onderwijs, Cultuur en Wetenschap (2019a) state that a generally large part of the teachers quit their job within the first five years of their career, this study refers to a beginning teacher as someone who has been teaching as a last year teacher student or a qualified teacher for five years or less.

Because the resources and possibilities to recruit respondents were limited, all beginning teachers who were available and met the criteria could register for the overarching research about the well-being of beginning teachers, including the interview of this study. In the end, a highly sufficient number of beginning teachers wanted to participate in the interview. Therefore, participants were selected by means of a purposive sample. In order to ensure variation in type of education, ten beginning teachers from both primary, secondary, and special education were chosen to participate in the study. They all came from the northern region of the Netherlands. This concerns the provinces of Friesland, Groningen, Drenthe, and North-Holland. Three of the teachers identify themselves with male, and seven with female. The distribution concerning the type of education is as follows: four teachers in primary education, four teachers in secondary education, and two teachers in special education.

2.3 Procedure

In order to collect participants, the researcher of this study worked together with other researchers who examined the same field. They all have an accessible network with a wide range of beginning teachers. Both the network of acquaintances and online platforms, which consists of Facebook and LinkedIn, is used to gather the respondents. Before the data collection

could start, permission from the Ethical Committee of the Department of Behavioral and Social Sciences of the University of Groningen was required. An agreement has been made on February 14, 2022. After this, the collection of participants and data started. The participants who signed up, received an e-mail containing an intake questionnaire and informed consent. Here, participants could decide whether they wanted to participate in the interview. In addition, permission was asked concerning personal data collection. Furthermore, the informed consent stated that anonymity is guaranteed. Names have been replaced by non-identifiable codes and other personal information in the interviews is not traceable.

The interviews with the beginning teachers are held online, with the use of video calling platforms (i.e., Google Meet and Zoom). The interviews were audio-recorded with the permission of the respondents. An interview lasted around thirty to forty-five minutes and took place between March 22 and April 15. Arrangements about the date and time for an interview were made by e-mail.

2.4 Instrument

To gather the data, a semi-structured interview (appendix 3) is used which contains statements and questions about the professional commitment of beginning teachers, and the support they receive as a contribution to their well-being. Those questions match the theoretical framework. For the professional commitment, this means that statements and questions were asked about professional commitment in general and the three different mindsets that characterize professional commitment: affective commitment, normative commitment, and continuance commitment (Meyer & Herscovitch, 2001). Those questions were developed using both the specific definitions of the three different mindsets, and the item scale of Meyer et al. (1993) about occupational commitment. To gather information about support as a contribution to the well-being of beginning teachers, questions were asked about support in general and support when it comes to competence, autonomy, and relatedness (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017). Those questions were developed using the specific definitions of the three basic psychological needs and the Work Climate Questionnaire (Baard et al., 2004). This is an item scale about the extent of supportiveness of managers in the workplace. Finally, additional questions were asked to the participants. These questions concern any points for improvement when it comes to the support they receive, and to what extent the support they receive is important for them in order to keep teaching. In the end, the interview set-up consisted of five general questions; two statements and twelve questions about professional commitment;

nine questions about support as a contribution to well-being; and two additional questions. Table 1 shows all the themes discussed in the interview, including a sample question or statement.

Table 1

Themes discussed in the interview, including a sample question or statement.

Theme's	Sample question or statement
Professional Commitment in general	"I feel at home within the organization"
Affective commitment	Which aspects of teaching do you like?
Normative commitment	Have you felt any pressure from your environment to become a teacher?
Continuance commitment	Suppose you choose to stop teaching, what would be the costs for you?
General support	Can you explain in what way you are supported as a beginning teacher within the organization?
Support of competences	To what extent do you feel that your colleagues support you in becoming a better teacher?
Support of autonomy	In what way are you supported in your development to become an independent teacher within the organization?
Support of relatedness	Do you feel that your school leader is interested in you as a person?
Additional questions	To what extent does the support you receive, play a role in your choice to keep teaching?

2.4 Data Analyses

To analyze the data, a qualitative describing method is used. First, the recorded interviews are transcribed precisely. Second, a qualitative content analysis is used to code the transcripts systematically. In this way, themes and patterns in the interviews can be found (Cho & Lee, 2014). Furthermore, the Constant Comparative Method is used during the coding. This

means that the interviews are constantly compared with each other in order to discover both new and related codes (Boeije, 2002). The program Atlas.ti 8.4.5 is used to code the data. First, quotes in the interviews that relate to professional commitment and/or support are open coded on a detailed level from the perspectives of the beginning teachers. The subcodes that have emerged in this process (Appendix 2), are divided into categories and further subdivided over subthemes and existing themes. The existing themes are based on the three different mindsets of professional commitment (Meyer & Herscovitch, 2001) and the support of the three different basic psychological needs (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017). The analysis of the data has resulted in a total of 302 subcodes, divided into 173 categories which are further subdivided over 43 subthemes and 8 themes. In order to provide an overview of the data, a codebook (Appendix 1) is developed that consists of both the categories, subthemes, and themes, including how many times a code group was mentioned by the respondents and how many respondents mentioned a certain code group.

Based on the answers to the questions of the interview, the results of the analyzed data consist of the following information: The professional commitment of beginning teachers; support as a contribution to the well-being of beginning teachers; and the way in which certain support contributes to the professional commitment of beginning teachers. With the aim to emphasize the relevance of the outcomes, the counts for respondents are described within the group of beginning teachers.

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3. Results

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3.1 Background features

      Ten beginning teachers, aged between 20 and 39 (M= 25,7, S= 5,25), participated in this study. At the time of data collection, the teachers had between one or two years of teaching experience in primary, secondary and/or special education (M=1,15, SD= 0,34). Three teachers identified themselves as male and seven teachers identified themselves as female. Table 1 shows the background characteristics of the students.

Table 1

Background features of the respondents

	% (n)	Mean	SD
Age		25,7	5,25
Male	30 (3)		
Female	70 (7)		
Primary Education	40 (4)		
Secondary Education	40 (4)		
Special Education	20 (2)		
Years of teaching experience		1,15	0,34

3.3 In what way are beginning teachers professionally committed to their job?

      In order to answer the first sub-question, it is described how beginning teachers experience professional commitment from a general point of view. In addition, the results of each mindset (i.e., affective, normative, and continuance commitment) is reported in order to

describe the professional commitment on a more detailed level. Table 2 shows an overview of the themes and subthemes, related to professional commitment, that emerged from the interviews.

Table 2

Overview of themes and subthemes related to professional commitment, derived from the interviews

Professional Commitment in General	Affective Commitment	Normative Commitment	Continuance Commitment
Identifies His/herself as a teacher: grades	Why he/she finds the profession meaningful	Any kind of pressure from the environment to become a teacher	Reasons why teaching takes effort
Reasons why he/she does identifies His/herself as a teacher	Fun aspects of teaching	Reasons why he/she can be his/herself as a teacher	Reasons why teaching does not take effort
Reasons why he/she does not (completely) identifies His/herself as a teacher	Less/no fun aspects of teaching	Reasons why he/she cannot (completely) be him/ herself as a teacher	Whether effort influences the choice to continue teaching
Feels at home within the organization: grades	The desire to become a teacher	Suppose to stop teaching: reactions from the environment	Quit teaching: costs
Reasons why he/she feels at home within the organization	Reasons to become a teacher	Whether the environment influences the choice to continue teaching	Quit teaching: benefits
Reasons why he/she does not (completely) feel at home within the organization	The need to keep teaching		
Reasons to keep teaching			

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3.3.1 Professional Commitment in general

The professional commitment of beginning teachers in this study can first be found in the fact that seven out of ten teachers specifically pointed out that they want to keep teaching because they enjoy the profession. For example, two of those teachers mentioned the following: *"Well, now I would not want anything else. I think it is a great profession. (R1, m, age 39)"* and *"I am just really happy with my job currently (R2, m, age 24)."* Furthermore, all of the teachers rated themselves between seven and ten for both the identification of being a teacher and the feeling of being home within the organization. For example, one of the teachers identifies herself completely as a teacher with a rating of ten, because her friends tell her so: *"Even my friends call me mom or teacher (R3, f, age 27)."* Another teacher does identify herself as a teacher, but mentioned that she still needs to grow. That is why she chooses for an eight: *"Well of course I am still a beginning teacher, so I am still at the beginning of everything. That is why I do not feel like it is higher yet. Because you know… There's still a lot to learn and uhm… room for development. But I do feel like I can do my own thing when I am teaching (R8, f, age 22)."* One of the reasons why teachers chose to rate their feeling of being at home with a ten, is because they like the work environment and the team is accessible: *"Well the team I am working with, is very accessible (R4, m, age 23)."* and *"The environment and the team, that just fit very well (R6, f, age 25)."* One of teachers pointed out that she does not feel completely at home, because she struggles with changes within the organization and the cooperation with colleagues. That is why she chose for a seven point five: *"That has something to do with cooperation with colleagues. Uhm… And… With some changes within the school which I struggle with as a beginning teacher (R3, f, age 27)."*

3.3.2 Affective commitment

Coming back to affective commitment, it is first of all considered in what way beginning teachers find the profession meaningful. The most common reason is because they can do something meaningful for students (eight out of ten). For example, a teacher mentioned that she can provide stability in the life of a child: *"I as a teacher can provide an important foundation in the life of a child. The moment you give a child stability and the basis to develop…. He… Or she… will have the chance to make something of his life (R7, f, age 22)."* Doing something meaningful for students is also the most mentioned desire to become a teacher (six out of ten teachers). Besides that, four out of ten teachers mentioned that they had the desire to become a teacher because they like the interaction with students. For example, a

teacher indicated the following: *"My desire to be a teacher comes from… I just really like the interaction with children and I really want to teach them something about the world we are living in (R1, m, age 39)."* Eight out of ten teachers also mentioned the interaction with students as an aspect of teaching they enjoy. For example, one of the teachers said that she likes the conversations with students: *"I actually really like the small talk with students. I love their jokes and the honesty… You are not allowed to laugh about this sometimes, because it is not always appropriate… But so funny (R3, f, age 27)."* Another enjoyable aspect, mentioned by nine out of ten teachers, is the opportunity to educate students. The teachers also indicated aspects of their profession they did not enjoy. The main aspects were conflicts and/or problems with students (five out of ten teachers) and the working tasks beside teaching (six out of ten teachers). For example, one of those teachers pointed out that she does not like all the duties beside teaching: *"The extra tasks bother me… Like organizing Christmas and uhm… Children's book week… I just want to teach (R3, f, age 27)."* In the end, nine out of ten teachers mentioned that their desire to be a teacher has not changed and that they still want to keep teaching. In addition to this, five out of ten teachers indicated that they actually feel the need to be a teacher because they want to do something meaningful within the field of education or just really like the job. The other half of the teachers (five out of ten) mentioned that they did not particularly feel the need to teach.

3.3.3 Normative commitment

Looking at the normative commitment, all of the beginning teachers pointed out that they did not feel any expectations from the environment to become a teacher. In addition, seven out of ten teachers mentioned that their environment would understand their choice to quit teaching if they want to. Despite this understanding, five out of ten teachers indicated that those around them would be surprised if they would choose to quit teaching. This is because the profession suits them well. In the end, eight out of ten teachers stated that the reactions from the environment does not influence their choice to keep teaching. For example, one of the teachers indicated that she just does what she wants: "*Oh my environment does not influence my choice I guess… That is also a bit of my personality. I make my own choices, because I just want to do that myself (R5, f, age 25)."*

All of the teachers named reasons why they feel free to behave like his or herself when it comes to teaching. One of the main reasons, mentioned by six out of ten teachers, is because they feel independent and skilled as a teacher. For example, one of the teachers

pointed out that she is able to do her own thing when she is teaching: *"I can just do my own thing. Sometimes a colleague walks into my classroom, but I do not feel judged. I have the feeling I can just do things my own way… I can make my own jokes. I really like that. I really feel like I can just be myself (R3, f, age 27)."* Another teacher pointed out that she will not change her teaching behavior, even though colleagues say she should: *"Well, setting boundaries does not suit me... So I will not do that, even though colleagues sometimes tell me to. It just does not suit me, so it does not get any better if I do so. I do not like to act. So yes, I can be myself as a teacher (R10, f, age 23)."* The most frequently mentioned situation in which teachers can be themselves, is during interaction with students (five out of ten teachers). For example, one of the teachers indicated that he dares to be vulnerable towards his students: *"I did learn to be vulnerable when I am teaching. Uhm…. Sometimes my child is sick at night. I do not sleep well then and uhm… The students notice when I am tired. If that is the case, I am honest with my students and tell them that I did not sleep very well (R1, f, age 29)."* Two out of ten teachers mentioned that they cannot always be themselves as a teacher. This is because they are expected to behave according to the rules of the school system (two out of ten). Besides that, one of the teachers mentioned that he cannot be himself during the interaction with parents.

3.3.4 Continuance Commitment

To consider the continuance commitment of beginning teachers, several reasons why the profession requires effort and how this influences the choice of leaving the profession were discussed first. More than half of the teachers pointed out the high amounts of working activities (seven out of ten). For example, one of the teachers indicated that he needs to organize different things beside teaching: *"Uhm… writing group plans… And organizing school trips…. Where am I going? How much does that cost? Uhm what do I have to arrange? All that sort of things (R2, m, age 24)."* Another reason that is frequently mentioned as an effort, are (special) events during the school year (six out of ten). One of the teachers mentioned a few busy times: *"You know, some moments in the year are busier than others. Like the exams and sometimes before the holidays. Some tasks really need to be done by then. Or when we have meetings with parents. Sometimes you may have twenty or thirty conversations in a week. Those things take time (R7, f, age 22)."* Furthermore, five out of ten teachers also mentioned the problems and conflicts with students as an import reason why the profession takes effort. Nevertheless, eight out of ten teachers indicated that the efforts do not

influence their choice to keep teaching. Moreover, four out of ten teachers named a reason why the profession does not take effort. For example, one teacher pointed out that it does not take much effort, because she can go home right after she is finished with teaching: *"When I am done with teaching at 3 p.m.… Or even at 2 p.m.…. I can just go home. I am finished then (R10, f, age 23)."*

Second of all, the costs of leaving the profession were mentioned explicitly. One of the main costs, indicated by the teachers, is losing the job they like the most (seven out of ten teachers). Besides that, six out of ten teachers pointed out that they would have financial uncertainties if they would quit teaching. The third main cost is losing contact with colleagues and students (five out of ten teachers). For example, one of the teachers mentioned that she would miss the children and colleagues: *"I would really miss the contact with the children and colleagues (R1, m, age 39)."* Besides those costs, the teachers also mentioned a few benefits if they would leave the profession. The main reason, indicated by six out of ten teachers, is more free time. Another reason pointed out by four out of ten teachers, is the opportunity to gain new working experiences.

3.4 What kind of support do beginning teachers get within their work environment, as a contribution to their well-being?

In order to find out in what way beginning teachers are supported as a contribution to their well-being, it is first discussed how beginning teachers experience support in general. Second, support is described more specifically on the basis of the three different basic psychological needs (i.e., competences, autonomy, and relatedness) . Table 3 shows an overview of the themes and subthemes related to support, that emerged in the interviews.

Table 3

Overview of themes and subthemes related to support, derived from the interviews

General support	Support of competences	Support of autonomy	Support of relatedness
Organized support	School leader supports the development of becoming a better teacher	Supporting factors that contribute to the development of becoming an autonomous teacher	Good relationship with the school leader

Informal support	School leader does not (completely) supports the development of becoming a better teacher	Reasons why he/she feels to make his/her own choices	Good relationship with colleagues
Whether he/she is satisfied with the support	Colleagues support the development of becoming a better teacher	Reasons why he/she feels not that free to make his/her own choices	Relationship with colleagues differs
	Colleagues do not (completely) support the development of becoming a better teacher	Taking initiative: positive reactions	Contact with other educational professionals
	Feels supported in moments of uncertainty	Taking initiative: negative reactions	

3.4.1 General support

Coming back to the support of beginning teachers that arises in this study, all of the teachers mentioned that they receive some kind of organized support that is specifically intended for beginning teachers. Most of the teachers (nine out of ten) are supported through coaching and/or guidance by an experienced professional. For example, one of the teachers indicated that the organization ensured that she was guided by a coach: *"Uhm… within the organization I got a coach right when I started teaching. I see him about four times a year. He supports me and observes me while I am teaching (R6, f, age 25)."* Other common mentioned ways of organized support are class visits (eight out of ten) and working groups or meetings for beginning teachers (six out of ten). For example, a teacher indicated that her coaches observe her when she is teaching: *"They visit me during the lesson. In the end, we discuss what went well and what I can do better the next time (R9, f, age 20)."* Another teacher indicated that she goes to a working group or meeting with other beginning teachers: *"I have a meeting once every…. Every 2 weeks. We just talk about everything… Our struggles and uhm… Experiences (R8, f, age 28)."*

In addition to this, all of the teachers (ten out of ten) feel supported in a way that is not specifically organized (i.e., informal support). First of all, nine out of ten teachers pointed out that they feel supported by the team. For example, one of the teachers mentioned that she

works in a great organization where she can always ask for help: *"I work with a great team and everyone has knowledge about different things. If I need help, I can ask everyone actually (R6, f, age 25)."* Another teacher indicated that she can go to colleagues to share her thoughts: *"Sometimes I just walk by colleagues to think out loud. With only a nod they let me know I am making the right decision. I like that (R3, f, age 27)."* Another factor that half of the teachers (five out of ten) experience as a feeling of support, is a pleasant working environment. One of the teachers pointed out this pleasant working environment that includes the enjoyable interaction with colleagues: *"It is always fun and we always joke around before and after school. If I have had a hard day, this really calms me down. So yeah… That is just really nice (R7, f, age 22)."*

In the end, nine out of ten teachers indicated that he or she is satisfied with the support they receive as a beginning teacher. One out of ten teachers mentioned that she was not satisfied with the support she receives as a beginning teacher, because the support did not go as planned.

3.4.2   Support of competences

Looking at the support of competences among beginning teachers in this study, eight out of ten teachers first of all pointed out that the school leader provides the opportunity to become a better teacher. Five of those teachers mentioned that the school leader offers teacher trainings. For example, a teacher indicated the following: *"I can also follow those training sessions that is provided by the school leader. About contact with parents for example… Uhm… How do you handle those conversations…? But also about body language. About the way you stand in front of the class (R7, f, age 22)."* Other mentioned ways in which the school leader supports the development of becoming a better teacher are: sharing knowledge, feedback and or tips (two out of ten), class visits (two out of ten) and providing freedom in teaching (one out of ten). Besides that, two out of ten teachers pointed out that he or she does not completely feel supported by the school leader in their development of becoming a better teacher. This is because the school leader does not have time (one out of ten) or is not involved in his or her development as a teacher (one out of ten).

Likewise, eight out of ten teachers pointed out that colleagues provide the opportunity to become a better teacher and hereby support the development of competences. Six out of ten teachers mentioned that colleagues do this by sharing knowledge, feedback and/or tips. For example, a teacher indicated that she can ask colleagues to share their ideas and expertise: *"I*

can ask a lot of questions and they help me to find solutions. Everyone has their own perspective when it comes to teaching and I hear a lot of different ideas. One teacher has other ideas and knowledge than the other. I hear different sides and learn from this, because I can decide what works best for me as a teacher (R7, f, age 22)." Another mentioned way in which colleagues support the development of becoming a better teacher, is observation (four out of ten). This means that beginning teachers may observe colleagues when they teach in order to learn from this. Again, two out of ten teachers mentioned that he or she does not completely feel supported by colleagues in their development of becoming a better teacher. The reasons that are mentioned refers to the lack of support when there is a problem (one out of ten), colleagues work on their own (one out of ten) and/or there is no possibility to observe other colleagues when they are teaching (one out of ten).

Finally, all of the teachers feel supported in moments of uncertainty when teaching. Seven out of ten teachers indicated that they feel supported by the school leader. For example, one of the teachers mentioned that specifically the school leader cares about him when he feels insecure: *"He is the one who comes to me and asks how I am doing and what he can do to make it better for me (R2, m, age 24)."* Eight out then teachers mentioned that they feel supported by colleagues. For example, a teacher indicated that colleagues help her if things are not going well: *"If it is necessary and a child is not listening, I can just ask colleagues if they want to take that student out of my classroom (R7, f, age 22)."* Furthermore, teachers feel supported by the internal supervisor (one out of ten) and/or their mentor/coach (three out of ten) in moments of uncertainty.

3.4.3 Support of autonomy

For the support of autonomy, all of the teachers (ten out of ten) mentioned factors that contribute to their development of becoming an autonomous teacher. The factor that is mentioned most, is the freedom to try things on their own as a beginning teacher (five out of ten). For example, one of the teachers indicated that freedom for her own ideas contributes to her development of becoming an autonomous teacher: *"The space that is made for my own thoughts and to take my own initiatives or something like that… I have a lot of nice ideas… I want to do different things and I have the freedom to try them (R5, f, age 26)."* Another main factor that is mentioned by three out of ten teachers, is the conversations with colleagues and school leaders that includes feedback and/or tips. For example, one of the teachers pointed out that conversations about her performances contribute to his development of becoming

independent: "*Uhm… I have had a conversation about my performances. If I have this kind of conversations… Well.. I then think about my development and learning goals (R3, f, age 27)."*

Second, all of the teachers mentioned reasons why he or she feels free to make his or her own choices when teaching. The reason indicated by all of the teachers (ten out of ten), is that they feel autonomous and independent when performing their working activities. For example, one of the teachers pointed out that she can decide for herself how she organizes her lessons*: "Well, I can choose for myself how I want to teach my lessons. And… When I want to go somewhere with the students for a certain project, then I can go. So, there is a lot of freedom to decide and determine things how I want it to be (R10, f, age 23)."* Another main reason mentioned by six out of ten teachers, is that he or she dares to share his or her own opinion. One of those teachers pointed out that she can always speak up for what she wants when decisions are being made within the team: *"I do feel that I can speak up and share my opinion when choices are being made. I think that is the most important (R7, f, age 22)."* However, two out of ten teachers also mentioned a few reasons why they do not feel free to make their own choices. One of those reasons consider the rules that are part of the school system. For example, one of those teachers finds the school system to strict: *"Sometimes I wish those rules of the school system were a bit less strict (R4, m, age 23)."* The other reason is because a teacher only works for two days (one out of ten). This means that she has less opportunities to decide things for herself.

Looking back on taking initiative as a beginning teacher, nine out ten teaches pointed out that they receive enthusiastic reactions from the school leader when they come up with their own ideas. For example, one of the teachers mentioned that her school leader likes her ideas most of the time: *"She is positive and likes my ideas… Sometimes I just come up with things like… Oh I can do this with my students! Then she also gets excited. So yeah, just positive (R7, f, age 22)."* Likewise, nine out of ten teachers indicated that colleagues are enthusiastic when they come up with their own initiative. One of those teachers mentioned that other colleagues used her ideas: *"I came up with something all by myself and my colleagues were very happy with this. They wanted to use my idea in their own classroom. They liked the fact that I made my own choices and came up with it myself (R5, f, age 26)."* However, one out of ten teachers mentioned that colleagues react negatively when she takes initiatives. This is because a lot of organizational changes are happening within the school. Therefore, colleagues are not enthusiastic for even more new ideas and changes: *"Uhm… a lot of organizational changes are happening at school. There are new teaching methods we need to integrate, because our recent methods are not that good anymore. So, a lot of changes*

going on already. Especially the older colleagues have trouble to keep up with that. If I also come up with new ideas... I feel some kind of resistance (R3, f, age 37)."

3.4.4 Support of relatedness

For the support of relatedness, all of the teachers (ten out of ten) indicated that they have a good relationship with the school leader. The main reasons why teachers experience a positive relationship with their school leader, are because they can ask for help (nine out of ten) and the interaction is quite pleasant and informal (eight out of ten). For example, one of the teachers mentioned that he struggled with teaching last year. He asked the school leader for help: *"Uhm... last year I had a really hard time with my students. I went to the school leader several times and asked for help. We discussed several times and talked about the way I could approach the students (R2, m, age 24)."* When it comes to the pleasant and informal interaction, one of the teachers mentioned that the school leader always greets her and wishes her good luck for the day: *"She always greets me and wishes me good luck in the morning. And... Well... Those kinds of informal things. I like that. (R5, f, age 26)."* The third most common reason why the teachers have a good relationship with the school leader, is because he or she is personally interested in him or her (seven out of ten). For example, one of the teachers mentioned that the school leader asks how she is doing and listens well: *"After school she comes to me and asks how my day was. If I have had a bad day or uhm... Did not sleep well and tell her that, then she remembers this the next day. Then she comes back to me and asks if I slept better this night and if I am okay. So that's nice (R7, f, age 24)."*

Second, nine out of ten teachers pointed out that they experience a good relationship with colleagues. Again, the most common reasons are because they can ask for help (nine out of ten) and the interaction is quite informal and pleasant (nine out of ten). For example, one of the teachers has the feeling that she can always go to her colleagues if she needs help: *"Uhm... if I do not know what to do, I can always ask them for help. Even when they are teaching. I can walk into their class rooms to say that I am struggling. They just support me very well (R6, f, age 26)."* Coming back to the informal/pleasant interactions, one teacher indicated that colleagues are interested in the things she has done during the weekend: *"They ask what I have done in the weekend and just... Well, I really like that that personal contact (R10, f, age 23)."* Other reasons why the teachers experience a good relationship with colleagues, are because they feel safe to share their problems with colleagues (eight out of ten), colleagues are personally interested in him or her (eight out of ten), the cooperation is

good (seven out of ten), and they find the team pleasant to work with (seven out of ten). However, two out of ten teachers mentioned that the relationship with colleagues differs somewhat. This is because the contact is not that good with all of the colleagues (one out of ten), the opinions about the new school plans differ (one out of ten), and not all colleagues are interested in him or her as a person (one out of ten).

Finally, only two out of ten teachers indicated that they have contact with other educational professionals. They got in touch with a school psychologist (one out of ten) and/or an educational expert (two out of ten). The relationship with those educational professionals, includes support with suitable education (one out of ten) and/or teacher training about new didactics (two out of ten). The other teachers (eight out of ten) mentioned that they have no contact with other educational professionals.

3.4.5 To what extent does the support that is provided, play a role in their professional commitment according to beginning teachers?

In order to find out how support contributes to the professional commitment of beginning teachers, the importance of support in order to keep teaching is first of all discussed. Second, points of improvement when it comes to the support of beginning teachers are reported. Table 4 shows an overview of the themes and subthemes related to support as a contribution to the professional commitment, that emerged in the interviews.

Table 4

Overview of themes and subthemes related to support as a contribution to the professional commitment, derived from the interviews

Support as a contribution to professional commitment
Whether support is needed in order to keep teaching
Points of Improvements for his or her own school when it comes to the support of beginning teachers
General points of improvement when it comes to the support of beginning teachers

First of all, nine out of ten teachers pointed out that the support they receive as a beginning teacher, is needed in order to keep teaching. For example, one of the teachers

mentioned that the support is of great importance: *"I think the support is essential and cannot be missed. Especially for the younger beginning teachers. They need intensive support. Especially the first year after graduation (R1, m, age 39)."* Another teacher indicated that she would stop teaching if there was no support: *"Oh if the support is not there anymore, I would stop teaching. Without the support… Well… The interaction with the students no longer outweighs all the stress and struggles that come with teaching (R8, f, age 28)."* One out of ten teachers pointed out that support is not that important in order to keep teaching. She finds a pleasant working environment enough: *"Well… The support is actually not important for me. It is just the whole team and environment that makes teaching fun… The support… Well… Not so important actually (R10, f, age 23)."*

In addition to the importance of support in order to keep teaching, seven out of ten teachers indicated points of improvement for his or her own school when it comes to the support of beginning teachers. The two main points of improvement that are mentioned by three out of ten teachers, are guidance and monitoring by an independent coach and special working groups or meetings for beginning teachers. Other points of improvements that have emerged are: extra class visits (two out of ten); the promotion of extra teacher training (one out of ten); no responsibility for other working tasks besides teaching (one out of ten); days to observe and learn from other teachers (one out of ten); and being well prepared for all the working tasks that come with teaching (one out of ten). In addition to these points of improvement for the schools, one of the teachers also mentioned a number of general points for improvement. He indicated that mentor and coaches should be trained in order guide beginning teachers. Besides that, teacher education institutes should pay attention to the working tasks besides teaching.

4. Discussion

4.1 Main findings

With this study, information is gathered in order to answer the following research question: "What are the experiences of beginning teachers with the support they receive as a contribution to their professional commitment?." Insight into this topic is important, because of the worrying teacher attrition and undefined support of beginning teachers (Aarts et al., 2019; Ministerie van Onderwijs, Cultuur en Wetenschap, 2019a). The research question is answered through three sub-questions that are based on the General Model of Workplace Commitment (Meyer and Herscovitch, 2001) and the Self-Determination Theory (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017). The sub-questions are formulated as follows: "In what way are beginning teachers professionally committed to their job?"; "What kind of support do beginning teachers get within their work environment, as a contribution to their well-being?"; and "To what extent does the support that is provided, play a role in their professional commitment according to beginning teachers?"

Looking at the main findings, beginning teachers are first of all professionally committed to their job because they enjoy their work, identify themselves as a teacher and feel at home within their working environment. Despite the fact that the teachers are not normative committed, most of them confirm that they still want to keep teaching based on their affective and continuance commitment. Second of all, the beginning teachers receive both organized and informal support in their workplace. Moreover, they are generally well supported when it comes to competences, autonomy and relatedness. In addition to this, the majority of teachers indicate that they are satisfied with the support they receive. Finally, support is generally considered as important for the professional commitment according to the beginning teachers of this study. In the following paragraphs, the conclusions of these findings are described in more detail.

4.2 Findings about professional commitment

Coming back to the findings about professional commitment, it can be concluded that all of the beginning teachers enjoy their job. In addition, all of the teachers positively graded their identification as a teacher and their feeling of being at home within the organization. This information indicates that beginning teachers are satisfied with the choice of career and are motivated to teach, which refers to professional commitment (Eren & Rakıcıoğlu-Söylemez, 2020).

To further determine the professional commitment of beginning teachers, information is gathered concerning the three different mind-sets of the General Model of Workplace Commitment (Meyer & Herscovitch, 2001). First of all, beginning teachers do seem affectively committed to their profession. After considering their convincement regarding the desire, meaningfulness and/or need of teaching (Meyer & Herscovitch, 2001), the beginning teachers generally indicated that they still like their job and have the desire to be a teacher. Second, teachers are not normative committed to their profession, because all of them do not feel like they have to behave like a teacher based on the expectations of the environment (Meyer & Herscovitch, 2001). This can be found in the fact that all of the teachers do not feel the pressure from their environment to become a teacher. In addition, all of the teachers name reasons why they can be themselves within the role of a teacher. Only a few teachers also named reasons why they cannot always be themselves. Finally, the teachers generally do seem to be continuance committed to their job. After considering the costs and benefits of leaving the profession including the efforts, most teachers mentioned that they still want to teach. This indicates that they find it costly to leave the profession (Meyer & Herscovitch, 2001).

To consider the focal target behavior (Meyer & Herscovitch, 2001), the beginning teachers of this study seem to stay in profession. This conclusion is first of all based on the fact that the teachers generally like their job, identify themselves as a teacher and feel at home within the profession. Second of all, despite the fact that the beginning teachers are not normatively committed to teaching, they have no intentions of leaving the profession based on their affective and continuance commitment.

4.3 Findings about support of beginning teachers

Coming back to the support of the beginning teachers in this study, all of them indicated that they receive some kind of organized support. The most mentioned ways are guidance by an experienced professional, and class visits. In addition, all of the teachers feel supported in a way that is not specifically organized (i.e. informal support). Most of them feel supported by the team and half of the teachers experience the pleasant working environment as a feeling of support. In the end, it can be concluded that the beginning teachers of this study are generally satisfied with the support they receive.

To further determine the support of beginning teachers as a contribution to their well-being, information is gathered based on the Self-Determination Theory and its three basic psychological needs (Deci et al., 1991; Deci and Ryan, 2000; Deci et al., 2017). First of all, beginning teachers generally do feel supported in their competences. This can be found in the

fact that most of the teachers experience support by the school leader and/or colleagues in their development of becoming a better teacher (e.g., receiving knowledge, tips, feedback or teacher training). In addition to this, all of the teachers mentioned that they feel supported in moments of uncertainty when teaching. So, beginning teachers receive useful feedback and are supported in challenging situations in order to become a better teacher. This is in line with previous research concerning the support of competences among beginning teachers (Ford & Ware, 2016). Second, teachers generally do feel supported in their autonomy, because all of the teachers mentioned factors that contribute to their feeling of becoming an independent teacher (e.g., the freedom to try things their own way). In addition, all of the teachers named reasons why they feel free to make their own choices. Only a few teachers mentioned arguments why their freedom is limited. Furthermore, the teachers generally receive enthusiastic reactions from their school leader and/or colleagues when taking initiative. Again, this complies with previous findings which state that the freedom to choose and the possibility to take own initiatives are important for the support of autonomy (Ford & Ware, 2016). Finally, beginning teachers generally do feel supported when it comes to relatedness. In previous research it is concluded that connections with others in the working field are important for the support of relatedness. Also, a school leader who cares about the well-being of beginning teachers is needed (Ford & Ware, 2016). Most of the beginning teachers in this study experience a good relationship with the school leader and/or with colleagues. This is mainly because they can ask the school leader and colleagues for help. Only a few teachers mentioned reasons why the relationship with colleagues differs somewhat. Although beginning teachers generally feel supported in their relatedness, only a few mentioned that they have contact with other educational professionals. Wynn and Brown (2008) state that a professional learning community, in which different professionals in the field of education work together, contributes to the retention of beginning teachers.

Based on the experiences of beginning teachers, when it comes to the support they receive within their work environment as a contribution to their well-being, it can be concluded that they are satisfied with both the organized and informal support they receive. In addition, they are generally supported well when it comes to competence, autonomy and relatedness. This indicates a high-quality support, taking into account all of the three basic psychological needs (Ford & Ware, 2016; Gordon, 2020).

4.4 Findings about support as a contribution to the professional commitment of beginning teachers

Looking at the findings concerning the support of beginning teachers as a contribution to their professional commitment, it can first of all be concluded that beginning teacher do receive deep support for a higher likelihood to stay in profession. Deep support includes personalized guidance and investment of the school leader in the support of beginning teachers (Newburgh, 2018). This deep support can be found in the fact that that all of the school leaders provide some kind of organized support. In addition, they support beginning teachers in times of uncertainty. Also, they generally create the possibility to become independent as a beginning teacher. Finally, deep support can be found in the good relationship between the school leaders and beginning teachers.

Second of all, it can be concluded that support is important for the professional commitment of beginning teachers. This can be found in the fact that beginning teachers generally mentioned that the support they receive is needed in order to keep teaching. Only one of the teachers pointed out that support is not needed. A pleasant working environment is enough in order to keep teaching. However, it can be considered that a pleasant working environment is related to support as a contribution to well-being (Deci et al., 2017). These conclusions about the importance of support for the professional commitment are in line with previous findings which stated that support is needed for a higher probability of professional commitment (Gordon, 2020; Helms-Lorenz et al., 2015; Newburgh, 2018).

In addition to this conclusion, the teachers mentioned points of improvement regarding the support they receive. The main points are guidance by an independent coach, and working groups and/or meetings especially for beginning teachers. Finally, one of the teachers also indicated general points of improvement when it comes to the support of beginning teachers. First of all, teachers should be trained in order to guide beginning teachers. Second, teacher education institutes should pay attention to the working activities beside teaching. This complies with the finding of den Brok et al., (2017), in which they conclude that well organized preparation during teacher education, may lead to higher professional commitment.

4.5 Limitations

A first limitation can be found in the contradiction between the results of this study and previous research when it comes to professional commitment. The findings of this study revealed that beginning teachers are highly professionally committed. This conclusion is not in line with findings in previous research concerning the lack of professional commitment because of the worrying attrition rate among beginning teachers (Helms-Lorenz, 2014; Ministerie van Onderwijs, Cultuur en Wetenschap, 2019a). The high-level professional

commitment in this study may be explained through the sample that represents only well-supported beginning teachers. In general, the beginning teachers have indicated that they are satisfied with both the organized and informal support they receive. In addition, they are well supported when it comes to competences, autonomy and connection. Previous research has shown that good and qualitative support can lead to a higher degree of professional commitment (Helms-Lorenz et al., 2015; Newburgh, 2018).

A further limitation concerns the findings about the positive experiences of beginning teachers when it comes to the support they receive. This does not correspondent to the suggestion that the support of beginning teachers is not that optimal yet in the Netherlands (Aarts et al., 2019; Smith & Ingersoll, 2004). An explanation for this could be that beginning teachers who are not supported well, do not have time to participate in this kind of study because they experience too much stress and work pressure. Den Brok et al. (2017), confirms that beginning teachers find their job more demanding compared to other professionals. They indicate that they work beyond their contractual hours which may lead to symptoms of a burn-out. In addition to this, only beginning teachers from schools in the Northern of the Netherlands participated. As this is a relatively quiet region compared to other areas in the Netherlands, it could be that the workload within the field of education is lower and there are more possibilities to support beginning teachers. For further research, it is recommended to include a more diverse and larger population of beginning teachers in order to examine the support they receive as a contribution to their professional commitment. To achieve this, a random sampling is recommended including different regions of the Netherlands.

Another limitation concerns the lack of distinction between primary, secondary and special education. As a result, the differences in education have not been taken into account. Since these forms of education do not necessarily correspond to each other, it can be interesting for a follow-up study to use a larger sample size and look at the variations between the types of education when it comes to support as a contribution to professional commitment.

A final limitation can be found in the fact that only one researcher has analyzed the data, which may have led to an objectivity problem. To limit the negative consequences of this as much as possible, a constant comparison method was used in order to scan the data repeatedly (Boeije, 2002). In addition, a supervisor has provided feedback on the data analysis multiple times.

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Appendix 1

Codebook

Identified themes with subthemes	Categories	Reports of the category	Number of respondents who mentioned the category
PROFESSIONAL COMMITMENT IN GENERAL			
Identifies his/herself as a teacher: grades	Seven	3	3
	Eight	3	3
	Nine	1	1
	Ten	3	3
Reasons why he/she does identifies his/herself as a teacher	Teaching fits his/her personality	5	4
	Seen by others as a teacher	2	2
	The working activities suits him/ her	5	5
	Has been able to develop him/herself as a teacher	1	1
Reasons why he/she does not (completely) identifies His/herself as a teacher	He/she is still young (in age)	4	2
	Still room for development as a teacher	5	4
	Does not identify him/herself as a teacher outside of work	2	1
Feels at home within the organization: grades	Seven	1	1
	Seven point five	1	1
	Nine	4	4
	Nine point five	1	1
	Ten	4	4

Reasons why he/she feels at home within the organization	Pleasant working environment	21	8
	The opportunity to develop as a teacher	2	2
	Well supported	3	1
Reasons why he/she does not (completely) feel at home within the organization	Type of education does not suit him/her	3	1
	Collaboration with colleagues is difficult	4	1
	Finds changes within the organization difficult	1	1
Reasons to keep teaching	Enjoys his/her work	19	7
	Teaching suits him/her	1	1
	He/she finds it an instructive profession	2	2

AFFECTIVE COMMITMENT

Why he/she finds the profession meaningful	He/she can do something meaningful for students	18	8
	Making education together	2	1
	He/she can do something meaningful for parents	1	1
	Do something useful in society	3	3
Fun aspects of teaching	Interaction with students	17	8
	Educating students	19	9
	Interaction with colleagues	2	2
	The (different) working activities	8	6

	Pleasant working hours	1	1
	Can decide for him/herself how to teach	1	1
Less/ no fun aspects of teaching	Conflicts/problems with students	10	5
	Conflicts/problems with colleagues	2	2
	Work pressure	2	1
	School system	8	3
	Working tasks besides teaching	13	6
	Things do not work out as planned	1	1
The desire to become a teacher	Do something meaningful for children	6	6
	Interaction with children	5	4
	Interested in the profession	2	2
	His/her environment also works in the field education	1	1
	Positive experiences with education	4	4
	Teacher education institute was close to his/her home	1	1
	The desire to become a teacher is still the same	10	9
	The desire to become a teacher has changed	1	1
Reasons to become a teacher	Teaching suits him/ her	5	4
	He/she wanted to continue studying	2	2

	He/she wants to contribute to the working field of education	2	2
	He/she wants to gain experience when it comes to working with children	2	2
	The profession came on his/her path	5	4
	Encouraged by environment	7	4
The need to keep teaching	He/she wants to do something meaningful within the working field of education	4	2
	He/she really likes teaching	3	3
	No need to keep teaching	6	5
NORMATIVE COMMITMENT			
Any kind of pressure from the environment to become a teacher	No pressure from the environment	10	10
Reasons why he/she can be his/herself as a teacher	He/she has gained experience when it comes to teaching	5	3
	He/she feels independent and skilled	7	6
	Teaching suits his/her personality	2	2
	During the interaction with students	7	5
	During the interaction with colleagues	1	1

Reasons why he/she cannot (completely) be him/herself as a teacher	During the interaction with parents	2	1
	Because of the school system	5	2
Suppose to stop teaching: reactions from the environment	Understanding	13	7
	Disappointing	3	3
	Shocking	7	5
	Looking for reasons why	3	1
Whether the environment influences the choice to continue teaching	The environment does have influence	2	2
	The environment does not have influence	11	8
CONTINUANCE COMMITMENT			
Reasons why teaching takes effort	Problems/conflicts with students	9	5
	The amounts of working activities (high job demands)	34	7
	The beginning of a new period/year	7	4
	Certain moments of the year that increases the work pressure (e.g., Christmas)	9	6
	Being a student mentor	1	1
	Overcrowded classes	1	1
Reasons why teaching does not take effort	Is not constantly engaged in his/her profession	1	1
	Teaching gives him/her energy	1	1

	The students are independent	1	1
	Free to do whatever he/she wants when teaching	1	1
	Finished with work early	1	1
Whether effort influences the choice to continue teaching	Does influence the choice	3	2
	Does not influence the choice	12	8
Quit teaching: costs	Losing the job he/she likes the most	11	7
	Financial uncertainty	9	6
	Losing contact with colleagues/students	7	5
	No pleasant working hours anymore	1	1
	Missing development within the field of teaching	3	2
Quit teaching: benefits	More free time	8	6
	Less stress	2	2
	The opportunity to gain new working experience	4	4
GENERAL SUPPORT			
Organized support	Coaching/guidance by an (experienced) professional	32	9
	Support with the working tasks besides teaching	2	1
	Scheduled conversations	3	2

	Class visits	13	8
	Teaching assistant in the classroom	1	1
	Training/courses for beginning teachers	3	2
	Working groups/meetings for beginning teachers	6	6
Informal support	Feels supported by the team	18	9
	Pleasant working environment	7	5
	Feels supported by other beginning teachers	2	1
Whether he/she is satisfied with the support	Satisfied	15	9
	Not satisfied	6	1

SUPPORT OF COMPETENCES

School leader supports the development of becoming a better teacher	Sharing knowledge/feedback/tips	2	2
	Providing teacher training	7	5
	Class visits	2	2
	Providing freedom in teaching	1	1
School leader does not (completely) supports the development of becoming a better teacher	Does not have time for that	1	1
	Not involved in his/her teaching development	1	1

Colleagues support the development of becoming a better teacher	Sharing knowledge/feedback/tips	8	6
	Providing the opportunity to observe	5	4
Colleagues do not (completely) support the development of becoming a better teacher	Not supporting when there is a problem	1	1
	Colleagues work on their own	1	1
	Not the opportunity to observe other colleagues	1	1
Feels supported in moments of uncertainty	By the school leader	9	7
	By colleagues	17	8
	By internal supervisor	1	1
	By mentor/coach	4	3
SUPPORT OF AUTONOMY			
Supporting factors that contribute to the development of becoming an autonomous teacher	Conversations including feedback/tips	4	3
	Involvement in the team	4	2
	Pleasant working environment	1	1
	Taking responsibility	2	2
	Working groups/meetings	2	1
	Teacher training	3	3
	Guidance by a coach/mentor	1	1
	Support from other educational professionals	1	1
	Freedom to try things as a beginning teacher	8	5

Reasons why he/she feels to make his/her own choices	Autonomous/independent in working activities	30	10
	Dares to share his/her own opinion	8	6
	Freedom to discover what works best when it comes to teaching	2	2
	Stands up for him/her self	7	3
Reasons why he/she feels not that free to make his/her own choices	School system/policies	5	2
	Only works for two days	2	1
Taking initiative: positive reactions	Colleagues are enthusiastic	21	9
	School leader is enthusiastic	14	9
Taking initiative: negative reactions	Colleagues are not enthusiastic	1	1
SUPPORT OF RELATEDNESS			
Good relationship with the school leader	Is (personally) interested in him/her	13	7
	Informal/pleasant contact	10	8
	School leader is about the same age	1	1
	Already knows him/her	1	1
	Can ask for help	26	9
	Nice person	4	4
	Working relationship is fine	2	2

Good relationship with colleagues	Feels safe to share (work-related) problems with colleagues	11	8
	Can ask for help	25	9
	Informal/pleasant contact	19	9
	Good cooperation	18	7
	Pleasant team to work with	20	7
	Is (personally) interested in him/her	11	8
Relationship with colleagues differs	Contact differs	1	1
	Different opinions about the new school plans	1	1
	Personal interest differs	1	1
Contact with other educational professionals	Support with suitable education	2	1
	Teacher training about new didactics	2	2
	Contact with an educational expert	1	1
	Contact with an orthopedagogic	2	2
	No contact with other educational professionals	8	8
SUPPORT AS A CONTRIBUTION TO PROFESSIONAL COMMITMENT			
Whether support is needed in order to keep teaching	Support is needed	22	9
	Support is not needed	1	1
Points of Improvements for his/her own school	Guidance/monitoring by an independent coach	6	3

when it comes to the support of beginning teachers	Promoting extra teacher training	1	1
	Class visits	2	2
	Days to observe and learn from other teachers	1	1
	No other working tasks besides teaching	3	1
	Working groups/meetings for beginning teachers	3	3
	Be well prepared for all the tasks that come with teaching	2	1
	No points of improvement	3	3
General points of improvement when it comes to the support of beginning teachers	Training mentors/coaches for the guidance of beginning teachers	2	1
	Teacher education institutes should pay attention to working activities besides teaching	1	1

PROFESSIONELE COMMITMENT ALGEMEEN

Identificeert zichzelf als leerkracht: 7

Identificeert zichzelf als leerkracht: 8

Identificeert zichzelf als leerkracht: 9

Identificeert zichzelf als leerkracht: 10

Identificeert zichzelf als leerkracht: anderen zien hem/haar als leerkracht

Identificeert zichzelf als leerkracht: heeft zich ontwikkeld in het vakgebied

Identificeert zichzelf als leerkracht: kan zelf bepalen hoe hij/zij lesgeeft

Identificeert zichzelf als leerkracht: leerlingen kennis bij brengen

Identificeert zichzelf als leerkracht: onderdeel van zijn/haar persoonlijkheid

Identificeert zichzelf als leerkracht: verantwoordelijk voor de werktaken

Identificeert zichzelf als leerkracht: wanneer hij/zij aan het werk is

Identificeert zichzelf als leerkracht: wordt als leerkracht gezien

Identificeert zichzelf als leerkracht: ziet zichzelf als docent

Identificeert zichzelf minder als leerkracht: buiten het lesgeven om gewoon zichzelf

Identificeert zichzelf minder als leerkracht: leerlingen zien hem/haar niet echt als leerkracht

Identificeert zichzelf minder als leerkracht: nog ruimte voor ontwikkeling

Identificeert zichzelf minder als leerkracht: ouders vinden hem/haar jong

Voelt zich thuis op deze school: 7

Voelt zich thuis op deze school: 7,5

Voelt zich thuis op deze school: 9

Voelt zich thuis op deze school: 9,5

Voelt zich thuis op deze school: 10

Voelt zich thuis op deze school: eigen ontwikkeling

Voelt zich thuis op deze school: fijne werkomgeving

Voelt zich thuis op deze school: goede ondersteuning

Voelt zich thuis op deze school: toegankelijk team

Voelt zich thuis op deze school: voelt zich welkom

Voelt zich thuis op deze school: werkt in een jong team

Voelt zich thuis op deze school: zich kunnen ontwikkelen

Voelt zich minder thuis op deze school: doelgroep past niet bij hem/haar

Voelt zich minder thuis op deze school: meer thuis in het regulier onderwijs in plaats van speciaal onderwijs

Voelt zich minder thuis op deze school: moeite met de veranderingen op school

Voelt zich minder thuis op deze school: samenwerking met collega's verloopt niet goed

Reden om les te blijven geven: beroep past bij hem/haar

Reden om les te blijven geven: leerzaam beroep

Reden om les te blijven geven: heeft plezier in zijn/haar werk

Reden om les te blijven geven: vindt het een leuk beroep

Reden om les te blijven geven: ziet zichzelf geen ander beroep uitvoeren

AFFECTIEVE COMMITMENT

Beroep betekenisvol: (gelijke) kansen bieden aan leerlingen

Beroep betekenisvol: band met leerlingen/ ouders/ collega's

Beroep betekenisvol: bereid leerlingen voor op de toekomst

Beroep betekenisvol: er kunnen zijn voor de leerlingen

Beroep betekenisvol: interesse wekken bij leerlingen

Beroep betekenisvol: invloed op de ontwikkeling van leerlingen

Beroep betekenisvol: leerlingen een kans geven om iets te maken van hun leven

Beroep betekenisvol: leerlingen klaar maken voor de maatschappij

Beroep betekenisvol: nuttige toevoeging aan de maatschappij

Beroep betekenisvol: passend onderwijs kunnen bieden

Beroep betekenisvol: samen onderwijs maken

Beroep betekenisvol: sociale vaardigheden aanleren

Beroep betekenisvol: steun kunnen bieden aan ouders

Beroep betekenisvol: zorgen dat leerlingen zelfstandig worden

Leuke aspecten van lesgeven: contact met collega's

Leuke aspecten van lesgeven: contact met leerlingen

Leuke aspecten van lesgeven: de ontwikkeling van leerlingen

Leuke aspecten van lesgeven: diversiteit van het beroep

Leuke aspecten van lesgeven: eigen invulling geven aan manier van lesgeven

Leuke aspecten van lesgeven: fijne werktijden

Leuke aspecten van lesgeven: integratie van projectonderwijs

Leuke aspecten van lesgeven: interesse wekken bij leerlingen

Leuke aspecten van lesgeven: klassenmanagement

Leuke aspecten van lesgeven: leerlingen iets aanleren

Leuke aspecten van lesgeven: passend onderwijs bieden

Leuke aspecten van lesgeven: plezier met de leerlingen

Leuke aspecten van lesgeven: praktisch bezig zijn

Leuke aspecten van lesgeven: scaffolding

Leuke aspecten van lesgeven: steun kunnen zijn voor leerlingen

Leuke aspecten van lesgeven: uitdagingen van het beroep

Leuke aspecten van lesgeven: verschillende doelgroepen

Minder leuke aspecten van lesgeven: conflicten met leerlingen

Minder leuke aspecten van lesgeven: dingen lopen anders dan gepland

Minder leuke aspecten van lesgeven: hectiek door werkdruk

Minder leuke aspecten van lesgeven: klassenmanagement

Minder leuke aspecten van lesgeven: onenigheid met ouders

Minder leuke aspecten van lesgeven: onmacht wanneer het niet goed gaat met een leerling

Minder leuke aspecten van lesgeven: onrust in de klas

Minder leuke aspecten van lesgeven: schoolsysteem

Minder leuke aspecten van lesgeven: taken buiten het lesgeven om

Minder leuke aspecten van lesgeven: toetsen afnemen

Reden om leerkracht te worden: benieuwd naar het beroep

Reden om leerkracht te worden: beroep is op zijn/haar pad gekomen

Reden om leerkracht te worden: beroep was niet zijn/haar eerste keuze

Reden om leerkracht te worden: bijdragen aan de ontwikkeling van het onderwijs

Reden om leerkracht te worden: ervaringen opdoen met het werken met kinderen

Reden om leerkracht te worden: invloed hebben op de ontwikkeling van leerlingen

Reden om leerkracht te worden: ondersteund door omgeving

Reden om leerkracht te worden: opleiding volgen en nog niet aan het werk hoeven

Reden om leerkracht te worden: plezier in zijn/haar werk

Reden om leerkracht te worden: vindt studeren leuk

Reden om leerkracht te worden: wilde dit altijd al doen

Wens om leerkracht te zijn: interesse in kinderen en gedrag

Wens om leerkracht te zijn: invloed willen hebben op leerlingen

Wens om leerkracht te zijn: kinderen iets willen leren

Wens om leerkracht te zijn: leerlingen iets mee willen geven van de wereld

Wens om leerkracht te zijn: mensen willen helpen

Wens om leerkracht te zijn: nieuwsgierig naar het beroep

Wens om leerkracht te zijn: omgang met kinderen

Wens om leerkracht te zijn: omgeving zit ook in het onderwijs

Wens om leerkracht te zijn: opleiding was dichtbij huis

Wens om leerkracht te zijn: positieve ervaring met werken met kinderen

Wens om leerkracht te zijn: positieve ervaringen met eerdere stages

Wens om leerkracht te zijn: hetzelfde

Niet (meer) de wens om leerkracht te zijn

Noodzaak om leerkracht te zijn: invloed op de ontwikkeling van het kind

Noodzaak om leerkracht te zijn: kan iets bieden in het speciaal onderwijs

Noodzaak om leerkracht te zijn: kinderen iets leren

Noodzaak om leerkracht te zijn: leerlingen en ouders helpen

Noodzaak om leerkracht te zijn: leuk beroep

Voelt geen noodzaak om leerkracht te zijn

NORMATIEVE COMMITMENT

Geen druk ervaren vanuit omgeving om leerkracht te worden

Kan zichzelf zijn binnen het beroep: eigen manier van lesgeven

Kan zichzelf zijn binnen het beroep: ervaring

Kan zichzelf zijn binnen het beroep: is zichzelf bij de leerlingen

Kan zichzelf zijn binnen het beroep: leerkracht zijn is onderdeel van zijn/haar persoonlijkheid

Kan zichzelf zijn binnen het beroep: lesgeven gaat automatisch

Kan zichzelf zijn binnen het beroep: levenservaring

Kan zichzelf zijn binnen het beroep: omgang met collega's

Kan zichzelf zijn binnen het beroep: omgang met leerlingen

Kan zichzelf zijn binnen het beroep: wordt vrijgelaten in zijn/haar werkzaamheden

Kan minder zichzelf zijn binnen het beroep: gesprekken met ouders

Kan minder zichzelf zijn binnen het beroep: onderwijssysteem

Stel stoppen met lesgeven: begrip vanuit omgeving

Stel stoppen met lesgeven: collega's willen graag dat hij/zij blijft

Stel stoppen met lesgeven: geen schokkende reacties uit omgeving

Stel stoppen met lesgeven: omgeving zoekt naar redenen waarom

Stel stoppen met lesgeven: teleurstellende reacties uit omgeving

Stel stoppen met lesgeven: verbaasde reacties uit omgeving

Omgeving heeft invloed op keuze om les te blijven geven

Omgeving heeft geen invloed op keuze om les te blijven geven

VOORTDURENDE COMMITMENT

Beroep vraagt om inspanning: activiteiten eind groep 8

Beroep vraagt om inspanning: begin van het schooljaar

Beroep vraagt om inspanning: conflictsituaties tussen leerlingen

Beroep vraagt om inspanning: contact met ouders

Beroep vraagt om inspanning: desinteresse van leerlingen

Beroep vraagt om inspanning: elk moment van de dag

Beroep vraagt om inspanning: extra flexuren

beroep vraagt om inspanning: instroom nieuwe leerlingen

Beroep vraagt om inspanning: klassenmanagement

Beroep vraagt om inspanning: kost veel tijd

Beroep vraagt om inspanning: na de coronaperiode

Beroep vraagt om inspanning: nieuwe projecten opstarten

Beroep vraagt om inspanning: overal willen helpen

Beroep vraagt om inspanning: piekmomenten

Beroep vraagt om inspanning: rol als mentor van leerlingen

Beroep vraagt om inspanning: taken buiten het lesgeven om

Beroep vraagt om inspanning: toetsen nakijken

Beroep vraagt om inspanning: vergaderingen

Beroep vraagt om inspanning: vernieuwing van het onderwijs

Beroep vraagt om inspanning: volle klassen

Beroep vraagt om inspanning: werkt buiten werkuren

Beroep vraagt om weinig om inspanning: Is niet constant bezig met zijn/haar beroep

Beroep vraagt om weinig om inspanning: krijgt energie van het beroep

Beroep vraagt om weinig inspanning: leerlingen zijn zelfstandig

Beroep vraagt om weinig inspanning: vrijheid om te doen wat hij/zij wil

Beroep vraagt om weinig inspanning: vroeg klaar met werken

Inspanning beïnvloedt de keuze om les te blijven geven

Inspanning beïnvloedt de keuze om les te blijven geven niet

Kosten van stoppen met lesgeven: doet niet meer wat hij/zij leuk vindt

Kosten van stoppen met lesgeven: financiële onzekerheid

Kosten van stoppen met lesgeven: geen contact meer met de leerlingen

Kosten van stoppen met lesgeven: geen contact meer met leerlingen en collega's

Kosten van stoppen met lesgeven: geen fijne werktijden meer

Kosten van stoppen met lesgeven: geen verantwoordelijkheid meer over leerlingen

Kosten van stoppen met lesgeven: geen voldaan gevoel meer bij het uitvoeren van een ander beroep

Kosten van stoppen met lesgeven: geen werk meer

Kosten van stoppen met lesgeven: geen/minder plezier

Kosten van stoppen met lesgeven: goed humeur

Kosten van stoppen met lesgeven: minder zelfvertrouwen

Kosten van stoppen met lesgeven: missen van professionele en persoonlijke ontwikkeling

Kosten van stoppen met lesgeven: niet weten wat hij/zij dan moet doen

Kosten van stoppen met lesgeven: nieuwe baan moeten zoeken

Kosten van stoppen met lesgeven: nieuwe opleiding moeten volgen

Baten van stoppen met lesgeven: een andere leuke baan vinden

Baten van stoppen met lesgeven: eigen tijd in kunnen delen

Baten van stoppen met lesgeven: meer rust

Baten van stoppen met lesgeven: meer vrije tijd

Baten van stoppen met lesgeven: meer vrijheid

Baten van stoppen met lesgeven: minder stress

Baten van stoppen met lesgeven: nieuwe (werk)ervaringen opdoen

ONDERSTEUNING ALGEMEEN

Georganiseerde ondersteuning: begeleiding bij taken buiten het lesgeven om

Georganiseerde ondersteuning: begeleiding door buddy(s)

Georganiseerde ondersteuning: begeleiding door coach(es)/ mentor(en)

Georganiseerde ondersteuning: begeleiding door de intern begeleider

Georganiseerde ondersteuning: begeleiding door opleider in de school

Georganiseerde ondersteuning: directeur/teamleider als aanspreekpunt

Georganiseerde ondersteuning: doelstellingsgesprekken

Georganiseerde ondersteuning: functioneringsgesprek

Georganiseerde ondersteuning: lesbezoeken

Georganiseerde ondersteuning: onderwijsassistente in de klas

Georganiseerde ondersteuning: scholing/cursussen

Georganiseerde ondersteuning: werkgroepen/bijeenkomsten voor beginnende leerkrachten

Niet georganiseerde ondersteuning: directeur geeft ruimten om eigen ding te proberen

Niet georganiseerde ondersteuning: fijne werkomgeving

Niet georganiseerde ondersteuning: ondersteund door collega's in het maken van keuzes

Niet georganiseerde ondersteuning: vindt steun bij andere beginnende leerkrachten

Niet georganiseerde ondersteuning: voelt zich ondersteund door het team

Is tevreden met de manier waarop hij/zij ondersteund wordt

Is niet tevreden met de manier waarop hij/zij ondersteund wordt

ONDERSTEUNING COMPETENTIES

Directeur/teamleider helpt om betere leerkracht te worden: aanbieden van scholing

Directeur/teamleider helpt om betere leerkracht te worden: delen van expertise

Directeur/teamleider helpt om betere leerkracht te worden: feedback en/of tips

Directeur/teamleider helpt om betere leerkracht te worden: lesbezoeken

Directeur/teamleider helpt om betere leerkracht te worden: wordt vrijgelaten

Directeur/ teamleider helpt niet (altijd) om een betere leerkracht te worden: maakt er te weinig tijd voor

Directeur/ teamleider helpt niet (altijd) om een betere leerkracht te worden: niet betrokken bij zijn/haar ontwikkeling

Collega's helpen om een betere leerkracht te worden: delen van expertise

Collega's helpen om een betere leerkracht te worden: observeren van collega's

Collega's helpen niet (altijd) om een betere leerkracht te worden: denken niet mee in oplossingen

Collega's helpen niet (altijd) om een betere leerkracht te worden: iedereen werkt op zichzelf

Collega's helpen niet (altijd) om een betere leerkracht te worden: nog niet kunnen observeren bij collega's

Voelt zich ondersteund door buddy op onzekere momenten

Voelt zich ondersteund door collega's op onzekere momenten

Voelt zich ondersteund door de directeur/teamleider op onzekere momenten

Voelt zich ondersteund door intern begeleider op onzekere momenten

Voelt zich ondersteund door mentor(en)/ coach(es) op onzekere momenten

ONDERSTEUNING AUTONOMIE

Ontvangen van feedback draagt bij aan ontwikkeling tot zelfstandig leerkracht

Ruimte om dingen te proberen draagt bij aan ontwikkeling tot zelfstandig leerkracht

Scholing draagt bij aan ontwikkeling tot zelfstandig leerkracht

Startersdagen dragen bij aan ontwikkeling tot zelfstandig leerkracht

Verantwoordelijkheid draagt bij aan ontwikkeling tot zelfstandig leerkracht

Werkgroepen dragen bij aan de ontwikkeling tot zelfstandig leerkracht

Gesprekken met collega's draagt bij aan de ontwikkeling tot zelfstandig leerkracht

Fijne werkomgeving draagt bij aan de ontwikkeling tot zelfstandig leerkracht

Functioneringsgesprekken dragen bij aan ontwikkeling tot zelfstandig leerkracht

Contact met collega's draagt bij aan ontwikkeling tot zelfstandig leerkracht

Betrokkenheid draagt bij aan ontwikkeling tot zelfstandig leerkracht

Begeleiding coach(es)/ mentoren draagt bij aan ontwikkeling tot zelfstandig leerkracht

Andere professionals binnen het onderwijs dragen bij aan ontwikkeling tot zelfstandig leerkracht

Vrijheid om eigen keuzes te maken: aanbieden van lessen

Vrijheid om eigen keuzes te maken: binnen de kaders van het schoolsysteem

Vrijheid om eigen keuzes te maken: durft mening te geven binnen het team

Vrijheid om eigen keuzes te maken: durft voor zichzelf te kiezen

Vrijheid om eigen keuzes te maken: kan werktaken op eigen manier uitvoeren

Vrijheid om eigen keuzes te maken: laat zich niet beïnvloeden door de mening van collega's

Vrijheid om eigen keuzes te maken: op excursies gaan

Vrijheid om eigen keuzes te maken: ruimte om te ontdekken wat voor hem/haar werkt als het gaat om lesgeven

Vrijheid om eigen keuzes te maken: voelt zich flexibel in zijn/haar werk

Vrijheid om eigen keuzes te maken: zelf gekozen om meerdere dagen stage te lopen

Minder vrijheid om eigen keuzes te maken: jaarplanning

Minder vrijheid om eigen keuzes te maken: schoolsysteem

Minder vrijheid om eigen keuzes te maken: vaste lesvormen

Minder vrijheid om eigen keuzes te maken: werkt maar 2 dagen

Zelf initiatief nemen: negatieve reacties van collega's

Zelf initiatief nemen: positieve reacties van collega's

Zelf initiatief nemen: collega's nemen ideeën over

Zelf initiatief nemen: collega's denken met hem/haar mee

Zelf initiatief nemen: positieve reacties van de directeur/teamleider

Zelf initiatief nemen: directeur/ teamleider denkt met hem/haar mee

Zelf initiatief nemen: directeur/ teamleider staat open voor nieuwe ideeën over onderwijs

ONDERSTEUNING VERBINDING

Goede relatie met de directeur/ teamleider: informeel contact

Goede relatie met de directeur/ teamleider: Is geïnteresseerd in hoe het met hem/haar gaat

Goede relatie met de directeur/ teamleider: is wat jonger

Goede relatie met de directeur/ teamleider: kende hem/haar al

Goede relatie met de directeur/ teamleider: komt een praatje maken

Goede relatie met de directeur/ teamleider: luistert goed

Goede relatie met de directeur/ teamleider: om hulp kunnen vragen

Goede relatie met de directeur/ teamleider: onthoudt dingen die hij/zij vertelt

Goede relatie met de directeur/ teamleider: prettig persoon

Goede relatie met de directeur/ teamleider: prima werkrelatie

Goede relatie met de directeur/ teamleider: wordt op een professionele manier naar hem/haar geluisterd

Goede relatie met de directeur/ teamleider: ziet de directeur als een goede leider

Goede relatie met de directeur/teamleider: wordt als volwaardig teamlid gezien

Goede relatie met collega's: collega's kunnen hem/haar geruststellen

Goede relatie met collega's: collega's om hulp kunnen vragen

Goede relatie met collega's: contact verloopt natuurlijk

Goede relatie met collega's: gezellige werksfeer

Goede relatie met collega's: hecht team

Goede relatie met collega's: informeel contact

Goede relatie met collega's: kent collega's (al)

Goede relatie met collega's: Over werk gerelateerde moeilijkheden kunnen praten

Goede relatie met collega's: overleggen met collega's over lesgeven

Goede relatie met collega's: samenwerking verloopt goed

Goede relatie met collega's: voelt zich onderdeel van het team

Goede relatie met collega's: voelt zich veilig

Goede relatie met collega's: werkuitjes met het team

Goede relatie met collega's: zijn geïnteresseerd in hem/ haar als persoon

Goede relatie met collega's: Zijn geïnteresseerd in hoe het met hem/ haar gaat

Relatie met collega's is wisselend: kan het met sommigen beter vinden dan met anderen

Relatie met collega's is wisselend: verschillende meningen over nieuwe schoolplannen

Relatie met collega's is wisselend: zijn wisselend geïnteresseerd in hem/haar als persoon

Contact met andere professionals binnen het onderwijs: denken mee in het aanbieden van passend onderwijs

Contact met andere professionals binnen het onderwijs: delen van expertise

Contact met andere professionals binnen het onderwijs: nieuwe didactiek aangeleerd door externen

Contact met andere professionals binnen het onderwijs: onderwijskundigen

Contact met andere professionals binnen het onderwijs: orthopedagoog

Contact met andere professionals binnen het onderwijs: externen kunnen passend onderwijs bieden

Contact met andere professionals binnen het onderwijs: zorg coördinator

Geen contact met andere professionals binnen het onderwijs

ONDERSTEUNING ALS BIJDRAGE AAN PROFESSIONELE COMMITMENT

Ondersteuning is van belang om les te kunnen blijven geven

Ondersteuning is niet van belang om les te blijven geven

Verbeterpunt voor eigen school als het gaat om ondersteuning: begeleiding door een onafhankelijke coach/mentor

Verbeterpunt voor eigen school als het gaat om ondersteuning: extra monitoring

Verbeterpunt voor eigen school als het gaat om ondersteuning: extra scholing aanmoedigen

Verbeterpunt voor eigen school als het gaat om ondersteuning: goed voorbereiden op alle taken die bij het beroep komen kijken

Verbeterpunt voor eigen school als het gaat om ondersteuning: lesbezoeken

Verbeterpunt voor eigen school als het gaat om ondersteuning: meeloopdagen

Verbeterpunt voor eigen school als het gaat om ondersteuning: ontlasten extra organisatorische taken

Verbeterpunt voor eigen school als het gaat om ondersteuning: vast moment om vragen werktaken te bespreken/ geholpen te worden

Verbeterpunt voor eigen school als het gaat om ondersteuning: werkgroep/bijeenkomst voor beginnende leerkrachten

Geen verbeterpunt voor eigen school als het gaat om ondersteuning van beginnende leerkrachten

Algemeen verbeterpunt als het gaat om ondersteuning: het opleiden van mentor(en)/ coach(es) in het begeleiden van beginnende leerkrachten

Algemeen verbeterpunt als het gaat om ondersteuning: pabo moet aandacht besteden aan taken buiten het lesgeven om

Interview set-up

Interview Set-Up

Ondersteuning als bijdrage aan de professionele commitment van beginnende leerkrachten

Introductie

Fijn dat u mee wilt doen aan dit interview. Dit interview is onderdeel van een onderzoek over het welzijn en stress van beginnende leerkrachten. Het onderzoek wordt uitgevoerd aan de Rijksuniversiteit Groningen (afdelingen Pedagogiek en Onderwijswetenschappen, en de Lerarenopleiding). Het interview richt zich allereerst op uw persoonlijke ervaringen als het gaat om uw professionele commitment. Uw professionele commitment gaat over uw bereidheid om les te blijven geven binnen het onderwijs. Daarnaast zal er gevraagd worden naar de manier waarop uw ondersteund wordt binnen uw beroep als leerkracht zijnde.. Voordat we beginnen, wil ik u nog eens vragen of u akkoord gaat met een opname van het interview. Alles wat u vertelt gedurende dit interview zal geanonimiseerd worden. Alleen de onderzoekers hebben toegang tot de opnames en de transcripten. We zijn met dit interview geïnteresseerd in uw mening en ervaringen als beginnend leerkracht. Dit betekent dat er geen goede of foute antwoorden zijn. U mag delen wat u wilt delen. Het interview zal maximaal 45 minuten duren en u heeft altijd de mogelijkheid om het interview te stoppen wanneer u wilt. Ook mag u na het interview informatie aanvullen of aanpassen. Heeft u nog verdere vragen voordat we beginnen?

Algemene vragen

Eerst wil ik u wat algemene vragen stellen

1. Wat is uw leeftijd?
2. Met welk geslacht identificeert u zich?
3. Op wat voor school geeft u les? (primair of secundair onderwijs?; regulier of speciaal onderwijs?)
4. Welke groep geeft u les?
5. Hoelang geeft u al les?

Vragen Professionele commitment

Ik wil u eerst graag twee stellingen voorleggen. Deze heeft u in de korte dagboekvragenlijst ook al ingevuld. Toen ging het steeds over uw gevoel van de afgelopen dagen. Nu gaat het om uw standpunt bij deze stelling in het algemeen. Ik vraag u om deze stelling een cijfer te geven tussen de 1 en 10. 1 is helemaal oneens en 10 is helemaal mee eens.

'Ik identificeer mezelf als leerkracht' (cijfer tussen de 1 en 10)'
- Kunt u uitleggen waarom u voor dit cijfer gekozen heeft?

'Ik voel me thuis op deze school' (cijfer tussen de 1 en 10)'
- Kunt u uitleggen waarom u voor dit cijfer gekozen heeft?

Affectieve commitment
1. Welke aspecten van lesgeven vindt u leuk?
2. Welke aspecten van lesgeven vindt u niet/minder leuk?
3. Waar komt uw wens vandaan om leerkracht te zijn?
   a. Hoe kijkt u nu tegen die wens aan? (Is deze nog steeds hetzelfde of is deze veranderd?)
4. Kunt u uitleggen op welke manier u het beroep als leerkracht zijnde betekenisvol vindt?
   a. In weke mate voelt u zelf de noodzaak om leerkracht te zijn?

Normatieve commitment
1. In hoeverre heeft u het gevoel dat u zichzelf kan zijn binnen het beroep van leerkracht?
   a. Hoe komt het dat u dat op deze manier ervaart?
2. Heeft u enige vorm van druk ervaren vanuit uw omgeving om leerkracht te worden?
   a. Zo ja, op welke manier?
      i. In hoeverre hebben deze verwachtingen een uiteindelijke rol gespeeld bij uw beroepskeuze?
   b. Zo nee, wat heeft er dan aan bijgedragen dat u er uiteindelijk voor heeft gekozen om leerkracht te worden?
3. Denkt u er wel eens over na om te stoppen met het beroep als leerkracht zijnde?
   a. Zo ja, op welke momenten denkt u dit?
   b. Zo nee, wat zijn de redenen dat u les zou willen blijven geven?

4. Stel dat u zou willen stoppen met lesgeven. Wat zouden dan de reacties uit uw omgeving zijn?

   a. Wat voor invloed hebben deze reacties op uw keuze om wel of niet te stoppen met lesgeven?

Voortdurende commitment

1. Kunt u uitleggen op welke momenten uw beroep om inspanning vraagt?

   a. Op welke manier beïnvloedt deze inspanning uw keuze om les te blijven geven?

2. Stel dat u zou stoppen met lesgeven. wat zijn dan de kosten voor u in de breedste zin van het woord (dus niet alleen financieel)?

3. Stel dat u zou stoppen met lesgeven, wat zou dit opleveren voor u?

4. Wat voor invloed zou het stoppen met lesgeven nog meer hebben op uw verdere leven?

Vragen ondersteuning (binnen het kader van de drie psychologische basisbehoeften, Zelfdeterminatietheorie

Algemene vraag over ondersteuning

1. Kunt u vertellen op welke manier u ondersteund wordt op de school waar u werkt als beginnend leerkracht?

   a. Wat vindt u van de manier waarop u ondersteund wordt?

Ondersteuning competenties

1. In hoeverre heeft u het gevoel dat uw leidinggevende u kan helpen om een betere leerkracht/docent te worden?

   a. Hoe doet hij/zij dit?

2. In hoeverre heeft u het gevoel dat uw collega's u kunnen helpen om een betere leerkracht/docent te worden?

   a. Hoe doen zij dit?

3. In hoeverre heeft u het gevoel dat u ondersteund wordt op school op momenten dat u zich wat minder zeker/onzeker voelt?

   a. Hoe ervaart u de eventuele ondersteuning van de leidinggevende op zo een moment?

      b.   Hoe ervaart u de eventuele ondersteuning van collega's op zo een moment?

Ondersteuning autonomie

1. In hoeverre is er binnen de organisatie ruimte om zelf keuzes te maken als leerkracht?
   a. Hoe reageren andere collega's wanneer u met een initiatief komt?
   b. Hoe wordt er gereageerd op u door de leidinggevende als u met een initiatief komt?
2. Op welke manier wordt u binnen de school ondersteund in uw ontwikkeling tot zelfstandig leerkracht?

Ondersteuning verbinding

1. Kunt u vertellen hoe u de relatie ervaart met de leidinggevende van uw school?
   a. Heeft u het gevoel dat uw leidinggevende geïnteresseerd is in u als persoon?
      i. Waaruit blijkt dat?
   b. Op welke manier wordt u ondersteund door leidinggevende binnen uw school?
2. Kunt u vertellen hoe u de relatie ervaart met collega's van uw school?
   a. Heeft u het gevoel dat uw collega's geïnteresseerd is in u als persoon?
      i. Waar blijkt dat uit (of niet)?
   b. Op welke manier wordt u ondersteund door collega's binnen uw school?
3. Heeft u contact met andere professionals binnen het onderwijs (Bijvoorbeeld orthopedagogen, onderwijskundigen, logopedisten, etc.)
   a. Zo ja, op welke manier wordt u ondersteund door deze professionals?

Afsluitende vragen

1. U heeft net meer verteld welke ondersteuning u ervaart binnen uw school. In hoeverre speelt die ondersteuning voor u een rol in de keuze om les te blijven geven in de toekomst?
2. Ziet u vanuit uw eigen ervaring verbeterpunten voor uw school als het gaat om de ondersteuning van beginnende leerkrachten?

Afronding

- We naderen het eind van het interview. Is er nog iets wat u zou willen vragen of zeggen voordat we stoppen?

- Heel erg bedankt voor uw deelname aan het interview. Uw mening en ervaringen zijn waardevol voor ons onderzoek.