

The transition from graduation to induction phase of German teacher education students

Sebastian Franz¹ & Stefanie Gäckle²

1 LifBi | Leibniz Institute for Educational Trajectories

2 DZHW | German Centre for Higher Education Research and Science Studies

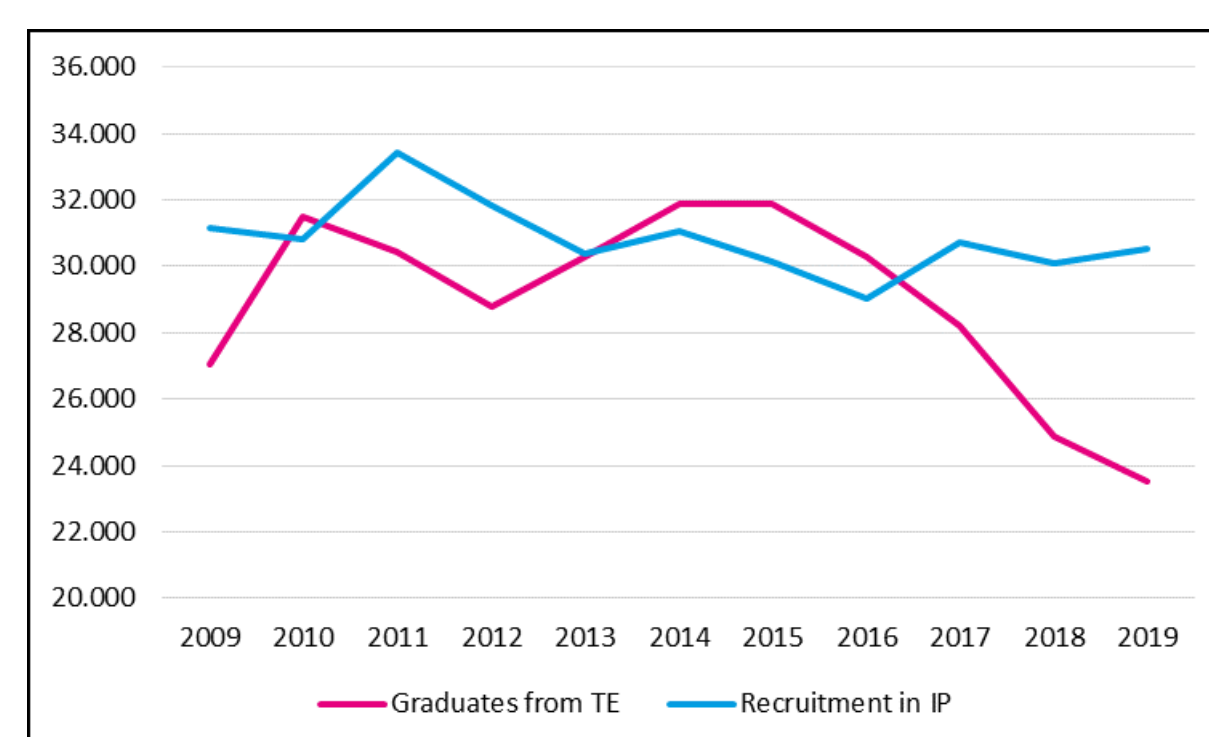
Introduction

The transition from teacher training into the teaching profession is often incoherent and may lead to a reality shock (Alles et al., 2019). But not all teacher education students take this step and some do not enter the teaching profession which is seen as one problem that leads to teacher shortage (Carlsson et al., 2019; Rots et al., 2010).

Transition to induction phase

Induction phase should provide integrated knowledge by linking theoretical knowledge with practical implementation. It has been shown that well performed induction is beneficial for job satisfaction, teacher efficacy as well as retention (Dicke et al., 2016; Ingersoll & Smith, 2004).

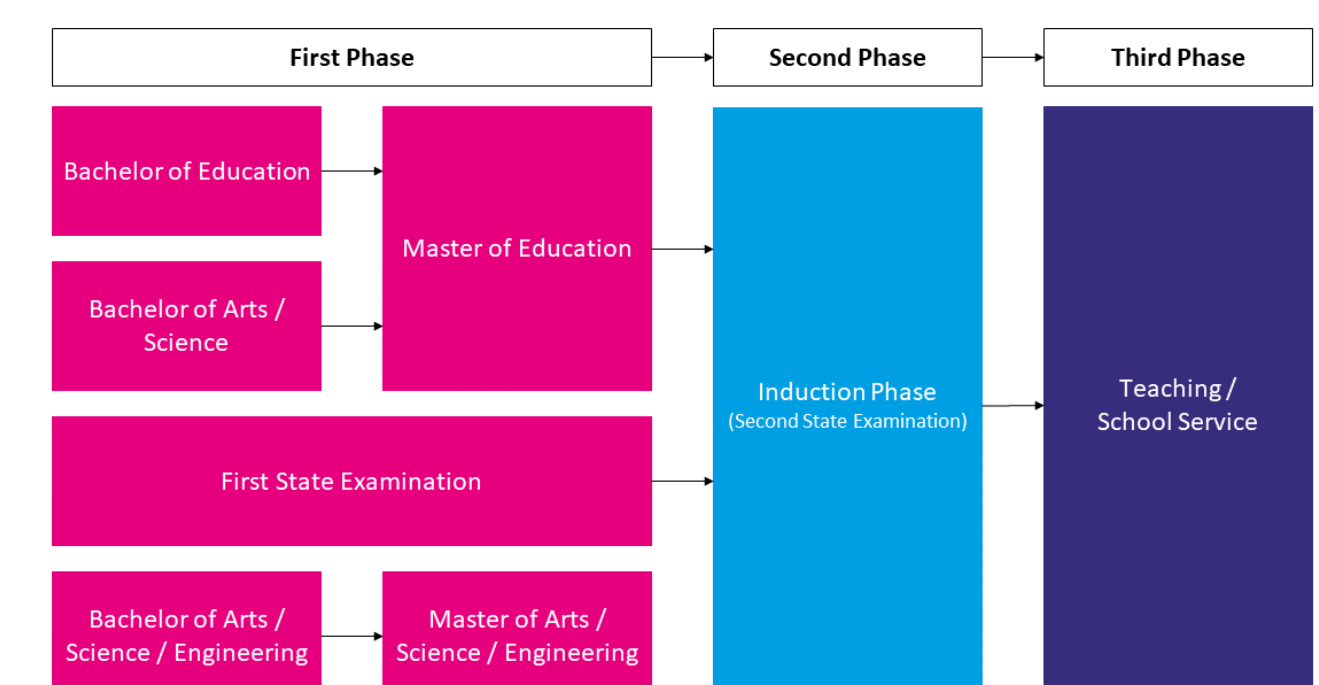
Since 2017, the number of newly recruited student teachers in induction phase exceeds the number of graduates from teacher education programs. Lateral entrants into teacher education might be the reason for that phenomenon.



Factors that influence the transition from graduation to induction phase have been rarely researched in Germany.

How to become a teacher in Germany?

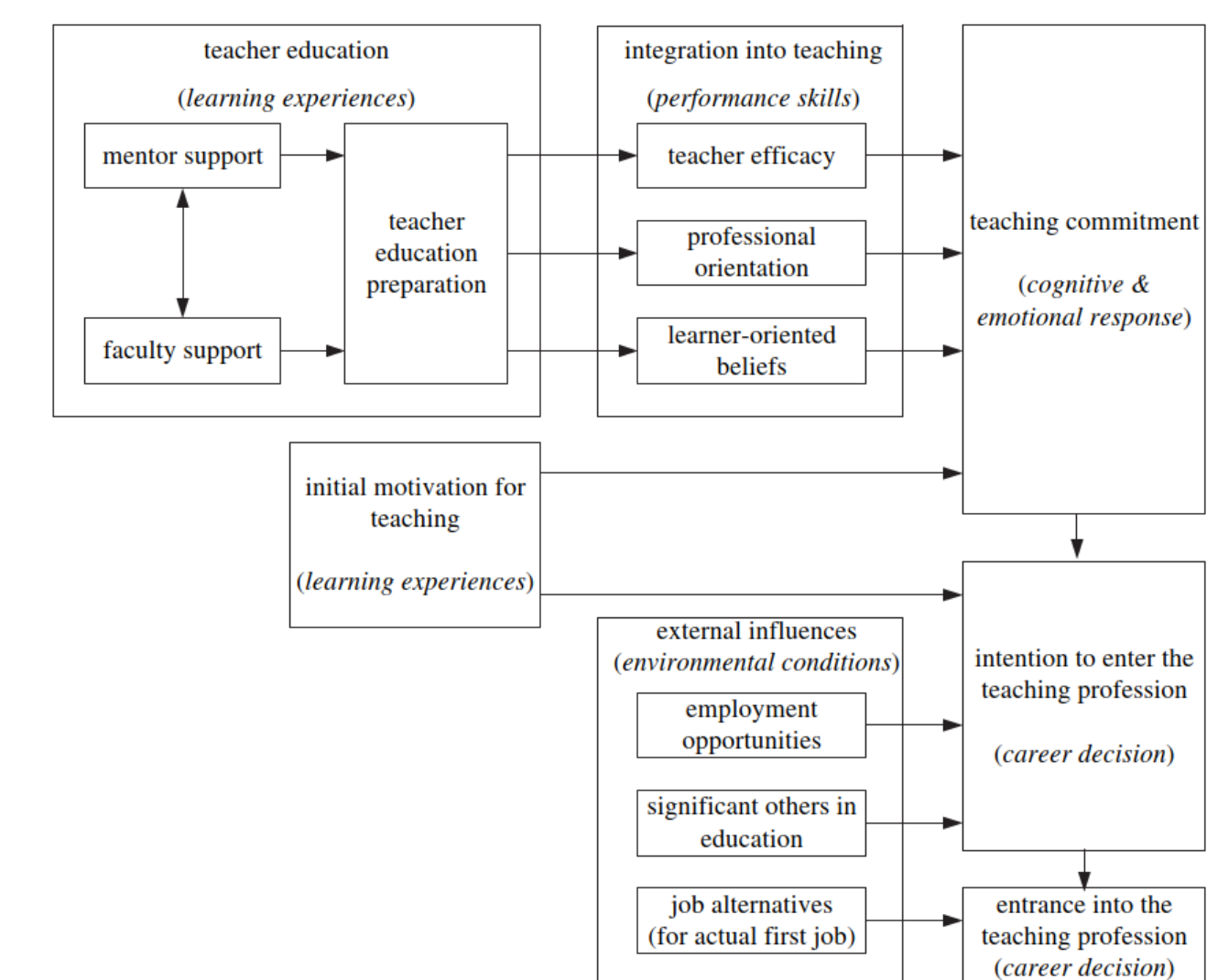
In Germany, teacher education students graduated from university need to complete an up to two year long induction phase in order to finish their teacher training (Terhart, 2007).



Theoretical Framework

Rots et al. (2010) developed and tested an explanatory model based on social and learning theory of career for the decision of graduates to enter teaching profession. Following this model, the decision is influenced by:

- experiences made in teacher education program
- integration into teaching
- teaching commitment
- initial motivation for teaching
- external influences.



Research Questions:

Is it possible to apply this model to our (German) data? Do we find comparable effects and can explain (non-) transition into induction phase in Germany?

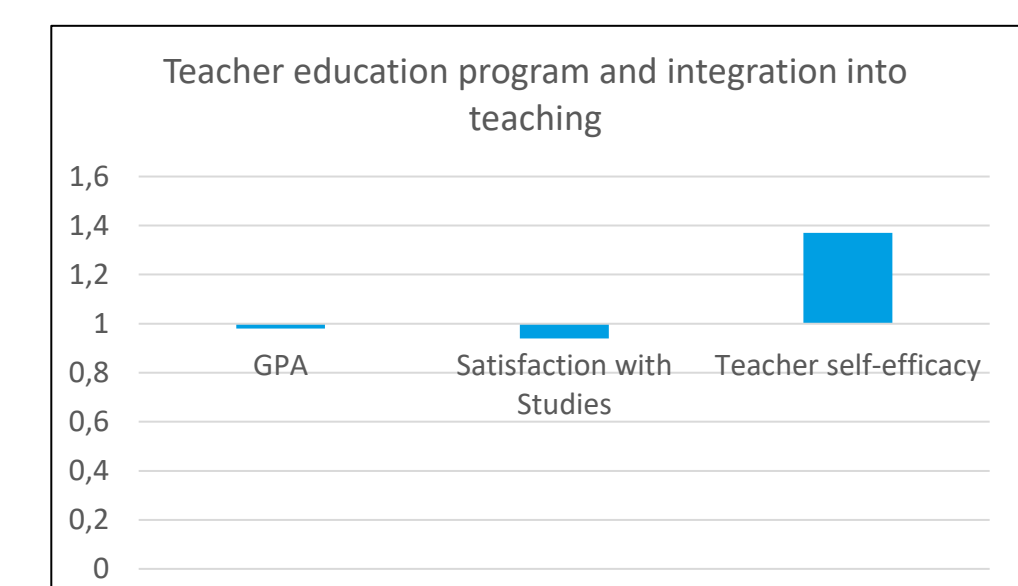
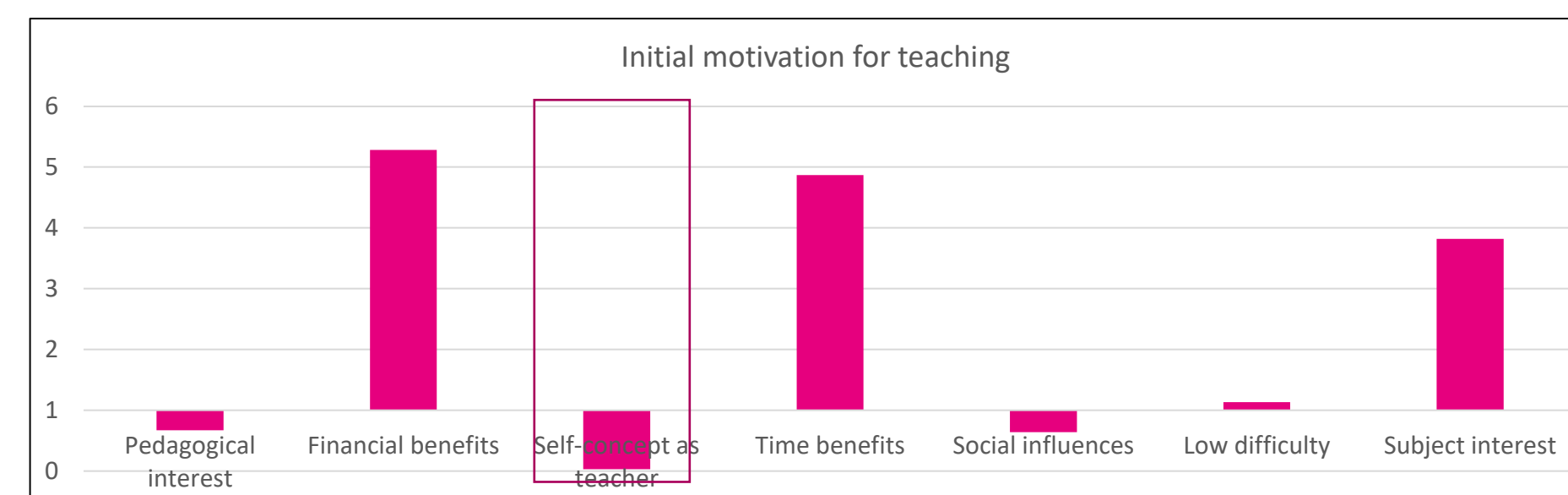
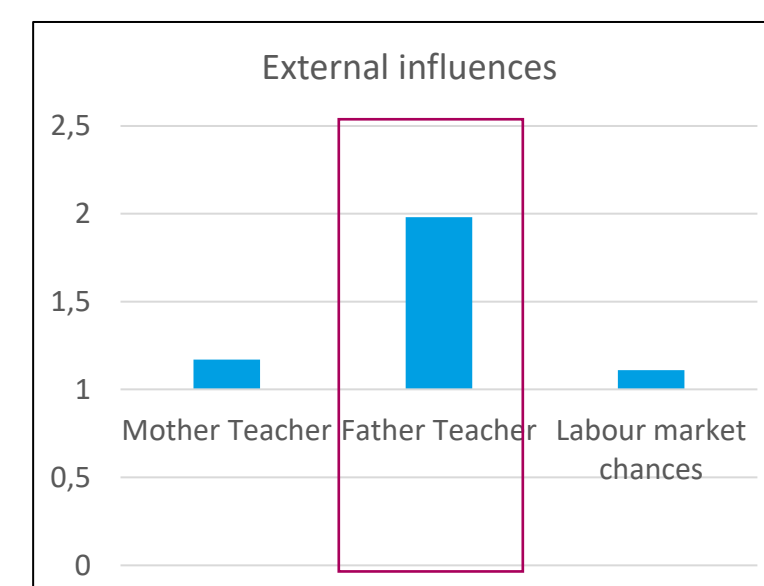
Data and Methods

We analyze data of the student cohort from the National Educational Panel Study (NEPS; Blossfeld et al., 2011). The sample contains an over-sampling of students who started a teacher education program in winter term 2010/11 in Germany. We identified 2 751 persons that graduated from Master of Education or first State Examination of a teacher education program. The majority of the graduates are female (78 %) and have German as their mother tongue (96 %). About 72 % did the transition to induction phase which are 1 969 graduates. In order to analyze predictive factors for the transition we applied logistic regression with robust standard errors and estimated odds ratios.

Results of logistic regression



Logistic regression of transition to induction phase (odds ratios); n=1139; Pseudo R² = .04
NEPS SC5.14.0.0
Framed values: p < 0.05



Discussion and Limitations

- Women are more likely to enter induction phase after graduation from teacher training - men seem to chose other job opportunities
- Individual situation of graduates might be important for the transition process.
- Low Pseudo R² indicates that the model cannot explain the transition process very well. Since the model was developed in Belgium with a different concept of teacher education and the transition to the teacher job instead of the induction phase, it might be not suitable for the German context.
- Adaption for the German system with different/additional predictors
- Missing values, time span between measurement point and transition as well as panel attrition might bias the analysis.
- Different results (with even lower R²) when looking at transition within one year after graduation.

Partner: