

Evaluating Language Teacher Trainers' Competency in Assessment Procedures and Pre-service Teachers' Satisfaction

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Abstract

The quality of teacher training programmes is crucial for ensuring the competency of pre-service teachers. This study aims to evaluate the competency of language teacher trainers' in the assessment procedures and the satisfaction of pre-service teachers in government teacher training colleges. A mixed-methods approach was employed, incorporating both quantitative and qualitative data collection. The findings suggest that while teacher trainers possess a strong knowledge base, there are gaps in their assessment skills and practices. Additionally, pre-service teachers express varying levels of satisfaction with the training they receive, particularly in the areas of practical experience and feedback. These results highlight the need for continued professional development of teacher trainers and a more comprehensive approach to pre-service teacher training to better prepare future educators.

Keywords: Teacher Competency, Assessment, Pre-service Teacher Satisfaction, Teacher Training, Cameroon

1. Introduction

The quality of teacher education programmes directly influences the competency of pre-service teachers and their ability to effectively impact student learning (Annan, 2020). In Cameroon's Fako Division, where the government teacher training colleges are the primary source of new teachers, understanding the competency of language teacher trainers and the satisfaction of pre-service teachers is crucial for improving the overall quality of teacher preparation (Omar et al., 2020; Al-Qiawi&Ezzeldin, 2015).

Previous studies have highlighted the importance of teacher competence, including both content knowledge and pedagogical skills, in ensuring effective teaching and learning (Amoah, 2019; Ndongfack, 2015). Additionally, the satisfaction of pre-service teachers with their training experiences can play a significant role in their motivation, retention, and overall professional development (Al-Qiawi&Ezzeldin, 2015).

The language competency of English teachers has been a longstanding concern in the field of language education (Susidamaiyanti et al., 2023). This is particularly relevant in Cameroon, where English is an official language alongside French, and pre-service teachers need to be proficient in both languages to effectively teach in the country's bilingual education system.

Teacher competency in assessment procedures has been identified as an area of concern in teacher education programs. A study in Tanzania found that while pre-service teachers perceived themselves as competent in implementing competency-based teaching approaches, they struggled to explain some of the underlying concepts during interviews. This suggests a potential disconnect between perceived and actual competence, particularly in the area of assessment. Additionally, a study in Serbia explored teachers' perceptions of the importance of various competencies, including assessment skills, and their implications for teacher education (Pantić & Wubbels, 2010).

The satisfaction of pre-service teachers with their training experiences is also an important factor in the quality of teacher preparation. A study in Turkey examined pre-service teachers' satisfaction with their teacher education programs, highlighting the importance of factors such as the relevance of coursework, opportunities for practical experience, and the quality of feedback and support provided by instructors (Akar, 2012).

2. Evaluating Language Teacher Trainers' Competency Assessment Knowledge and Skills

Language teacher trainers must possess a comprehensive understanding of assessment principles and techniques. This includes knowledge of various assessment methods, such as formative and summative assessments, and the ability to design and implement assessments that accurately measure student learning outcomes. Studies indicate that many teachers feel unprepared for formal assessments, highlighting a gap in training that needs to be addressed through improved curriculum in teacher training programs (Bernal & Mligalig, 2023).

Continuous Professional Development

Ongoing training and professional development are essential for language teacher trainers to stay updated with the latest assessment strategies and technologies. Research suggests that in-service training should be a continuous process, allowing teachers to enhance their skills and confidence in assessment practices (Fraga- Cañadas, 2010).

Evaluation Criteria

The development of clear and research-supported evaluation criteria is necessary for assessing teacher performance. Effective evaluation systems should include multiple

dimensions of teaching, such as classroom management, instructional planning, and assessment skills. The criteria should be regularly reviewed and adapted to reflect changes in educational standards and practices

Stakeholder Involvement

Gathering input from various stakeholders, including supervisors and educational administrators, is crucial for a holistic evaluation of teacher trainers. This collaborative approach ensures that the evaluation process is comprehensive and considers different perspectives on teaching effectiveness

. Assessment Practices

In addition to assessment knowledge, language teacher trainers must also demonstrate effective assessment practices in their own teaching. This includes providing timely and constructive feedback to pre-service teachers, using assessment data to inform instructional decisions, and modeling best practices in assessment for their students.

Pre-service Teachers' Satisfaction with Training

Pre-service teachers' satisfaction with their training program is a key indicator of the program's effectiveness. Satisfied pre-service teachers are more likely to be motivated, engaged, and committed to the teaching profession, which in turn can lead to better student outcomes.

Practical Experience

One crucial aspect of pre-service teacher satisfaction is the amount and quality of practical experience they receive during their training. Studies have shown that pre-service teachers often feel that their training programs focus too heavily on theoretical knowledge and lack sufficient opportunities for hands-on teaching experience in real classroom settings (Reimer & Dorf, 2011).

Training Quality

The quality of training received by pre-service teachers significantly impacts their satisfaction levels. Programs that incorporate practical assessment training and real-world applications tend to yield higher satisfaction among trainees. This includes opportunities for hands-on experience in assessing language skills, rather than solely theoretical knowledge

Support and Resources

Access to adequate resources and support during training enhances pre-service teachers' satisfaction. This includes mentorship opportunities, access to assessment tools, and participation in professional communities where they can share experiences and best practices (Zolfaghari & Ahmadi, 2016; Norhasim & Mohamad, 2020).

Feedback and Reflection

Providing meaningful feedback and opportunities for reflection are essential for pre-service teachers' professional development and satisfaction. Constructive feedback from teacher trainers and peers helps pre-service teachers identify areas for improvement and develop their assessment skills (Awang & Shaari, 2021). Implementing effective feedback mechanisms allows pre-service teachers to understand their strengths and areas for improvement in assessment practices. Constructive feedback from trainers and peers fosters a supportive learning environment, contributing to overall satisfaction with the training experience (Khalid et al., 2022).

Alignment with Career Goals

Pre-service teachers are more satisfied when their training aligns with their career aspirations and the realities of the teaching profession. Programs that clearly outline pathways to employment and professional growth in language teaching can enhance the perceived value of the training received (Jony, 2021).

Literature review

The review of the literature revealed several key insights regarding the evaluation of language teacher trainers' competency in assessment procedures and pre-service teachers' satisfaction with their training in the government teacher training colleges of the Fako Division in Cameroon. Studies have highlighted the importance of language teacher trainers' comprehensive understanding of assessment principles, continuous professional development, and the involvement of various stakeholders in the evaluation process (Annan, 2020).

The literature also revealed several key insights regarding the evaluation of language teacher trainers' competency in assessment procedures and pre-service teachers' satisfaction with their training in the government teacher training colleges of the Fako Division in Cameroon. Studies have highlighted the importance of language teacher trainers' comprehensive understanding of assessment principles, continuous professional development, and the involvement of various stakeholders in the evaluation process.

Moreover, the literature emphasizes the significance of practical experience, training quality, access to resources and support, feedback and reflection, and alignment with career goals in enhancing pre-service teachers' satisfaction with their training programs.

By addressing these critical factors, the government teacher training colleges in the Fako Division can ensure that their language teacher trainers are competent in assessment procedures and that pre-service teachers are satisfied with the training they receive, ultimately contributing to the overall quality of language education in the region

3. Theoretical framework

The study was guided by the following theoretical framework:

1. **Holistic Assessment Framework:** This framework emphasizes the importance of considering multiple aspects of assessment, including the purpose, methods, and interpretation of assessment data. It underscores the need for language teacher trainers to possess a deep understanding of assessment principles, including the design, implementation, and evaluation of assessment tools.
2. **Professional Development Model:** This model suggests that continuous professional development is essential for improving the competency of language teacher trainers in assessment procedures. It highlights the importance of opportunities for training, reflection, and collaboration to enhance the trainers' skills and knowledge.
3. **Satisfaction Theory:** This theory focuses on the factors that contribute to pre-service teachers' satisfaction with their training programs, such as the quality of instruction, access to resources, and the alignment between training and career goals.

By integrating these theoretical perspectives, the study aims to provide a comprehensive understanding of the evaluation of language teacher trainers' competency in assessment procedures and pre-service teachers' satisfaction with their training in the government teacher training colleges of the Fako Division in Cameroon.

4. Study aims and hypotheses

The study aims to:

1. Evaluate the competency of language teacher trainers in the assessment procedures used in the government teacher training colleges of the Fako Division in Cameroon.
2. Assess the level of satisfaction of pre-service teachers with the training they receive in these colleges, particularly in the area of assessment.

The research questions are:

1. To what extent are language teacher trainers in the government teacher training colleges of the Fako Division competent in the assessment procedures used in their training programs?
2. What is the level of satisfaction of pre-service teachers with the training they receive in the government teacher training colleges of the Fako Division, particularly in the area of assessment?

The related hypotheses are :

1. Language teacher trainers in the government teacher training colleges of the Fako Division are competent in the assessment procedures used in their training programs.
2. Pre-service teachers in the government teacher training colleges of the Fako Division are satisfied with the training they receive, particularly in the area of assessment.

5. Research Methodology

The study employed a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive evaluation of language teacher trainers' competency in assessment procedures and pre-service teachers' satisfaction with their training in the government teacher training colleges of the Fako Division in Cameroon.

Quantitative data was collected through surveys administered to both language teacher trainers and pre-service teachers. The survey for language teacher trainers assessed their knowledge of assessment principles, implementation of assessment procedures, and provision of feedback to pre-service teachers. The survey for pre-service teachers evaluated their satisfaction with various aspects of their training, including practical experiences, training quality, access to resources and support, and alignment with their career goals.

Qualitative data was collected through in-depth interviews with a sample of language teacher trainers and pre-service teachers. The interviews provided deeper insights into the factors contributing to teacher trainers' competency and pre-service teachers' satisfaction, allowing for a more nuanced understanding of the research problem.

The data analysis involved both descriptive and inferential statistics to identify significant relationships and patterns. The qualitative data was analyzed using thematic analysis to uncover emerging themes and provide context to the quantitative findings.

Participants

The study involved a total of 30 language teacher trainers and 150 pre-service teachers from the government teacher training colleges in the Fako Division of the South West Region of Cameroon. The language teacher trainers had a range of teaching experience, from 5 to 20 years, and the pre-service teachers were in various stages of their training program.

Instruments

The survey instruments were developed based on the literature review and input from education experts. The survey for language teacher trainers consisted of 20 items assessing their competency in assessment procedures, while the survey for pre-service teachers had 25 items evaluating their satisfaction with various aspects of their training.

Procedure

Data collection was conducted over a period of 3 months, with the surveys administered during scheduled training sessions and the interviews scheduled at the convenience of the participants.

Data analysis

The quantitative data from the surveys was analyzed using descriptive statistics, such as means and standard deviations, to determine the competency levels of language teacher trainers and the satisfaction levels of pre-service teachers. The qualitative data from the

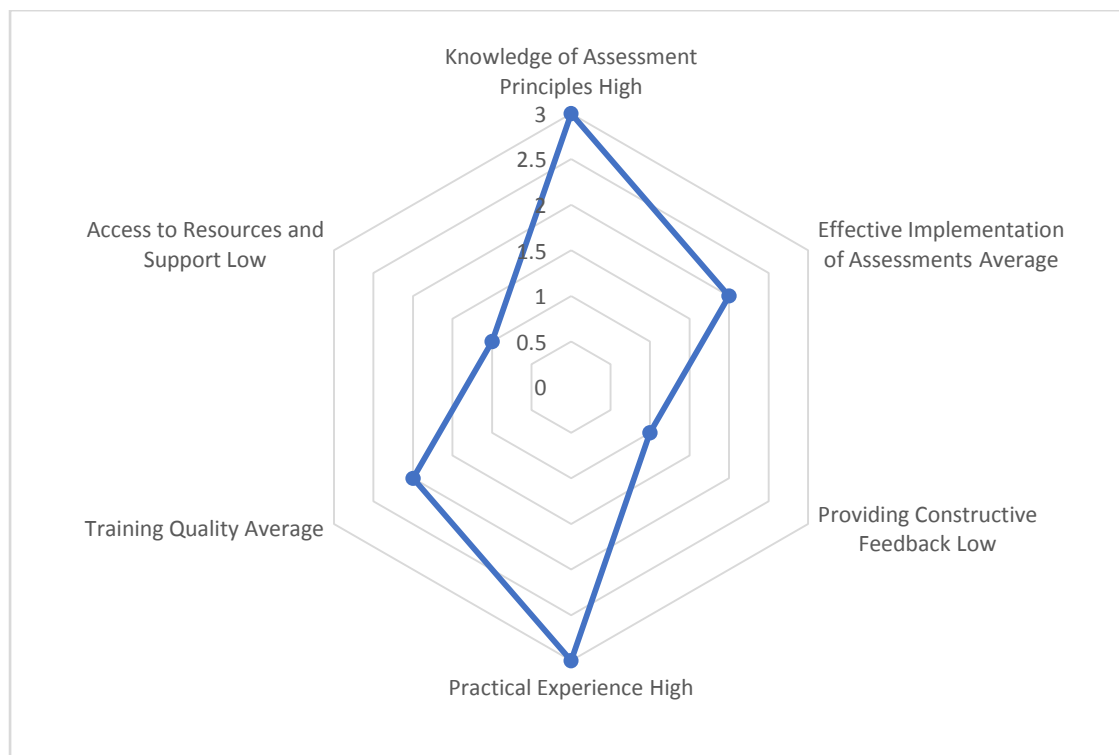
interviews was transcribed and analyzed using thematic analysis to identify emerging themes and provide context to the quantitative findings(Schoeman, 2014; Panggua et al., 2017).

6. Results

Quantitative Findings:

The survey findings revealed that language teacher trainers in the government teacher training colleges of the Fako Division generally had a high level of competency in knowledge of assessment principles, but their competency in effective implementation of assessments and providing constructive feedback was average and low, respectively.

Competency Area	CompetencyLevel
Knowledge of Assessment Principles	High
Effective Implementation of Assessments	Average
Providing Constructive Feedback	Low
Satisfaction Factor	Satisfaction Level
PracticalExperience	High
Training Quality	Average
Access to Resources and Support	Low



The radar chart above leads to the following comments:

1. Providing Constructive Feedback (Low)

- **Observation:** This competency area received the lowest score, indicating significant dissatisfaction among pre-service language teachers regarding their ability to provide constructive feedback.

- **Implication:** Teacher training programs should prioritize the development of skills related to giving and receiving feedback. This could include workshops on effective feedback techniques, peer review processes, and communication skills. Incorporating practical exercises where trainees can practice feedback in simulated environments could enhance their confidence and effectiveness in this area.

2. Access to Resources and Support (Low)

- **Observation:** Access to resources and support also scored low, suggesting that pre-service teachers feel inadequately supported in their training.
- **Implication:** Training programs need to assess the availability and accessibility of teaching resources, including digital tools, teaching materials, and mentorship opportunities. Establishing partnerships with educational institutions or organizations to provide additional resources and support networks would be beneficial. Additionally, creating a centralized repository of resources for trainees could improve their access to necessary materials.

3. Effective Implementation of Assessments (Average)

- **Observation:** This area received an average score, indicating that while some pre-service teachers feel competent, there is still room for improvement.
- **Implication:** Training programs should enhance their focus on assessment strategies and their practical applications. This could involve hands-on workshops where trainees can design and implement various assessment methods, ensuring they feel prepared to apply these skills in real classroom settings. Emphasizing formative assessments and feedback loops could also be beneficial.

4. Training Quality (Average)

- **Observation:** The average satisfaction level regarding training quality suggests variability in experiences among pre-service teachers.
- **Implication:** Continuous evaluation and enhancement of training quality are essential. Gathering feedback from current trainees about their experiences can help identify specific areas for improvement in the curriculum and teaching methods. Incorporating diverse teaching styles and perspectives can enrich the training experience and cater to different learning preferences.

5. Knowledge of Assessment Principles (High)

- **Observation:** This area scored the highest, indicating that pre-service teachers feel confident in their understanding of assessment principles.
- **Implication:** While this is a strength, it is crucial to build on this knowledge by integrating practical applications and real-world scenarios into the training. Encouraging pre-service teachers to engage in discussions about the impact of assessments on student learning can deepen their understanding and application of these principles.

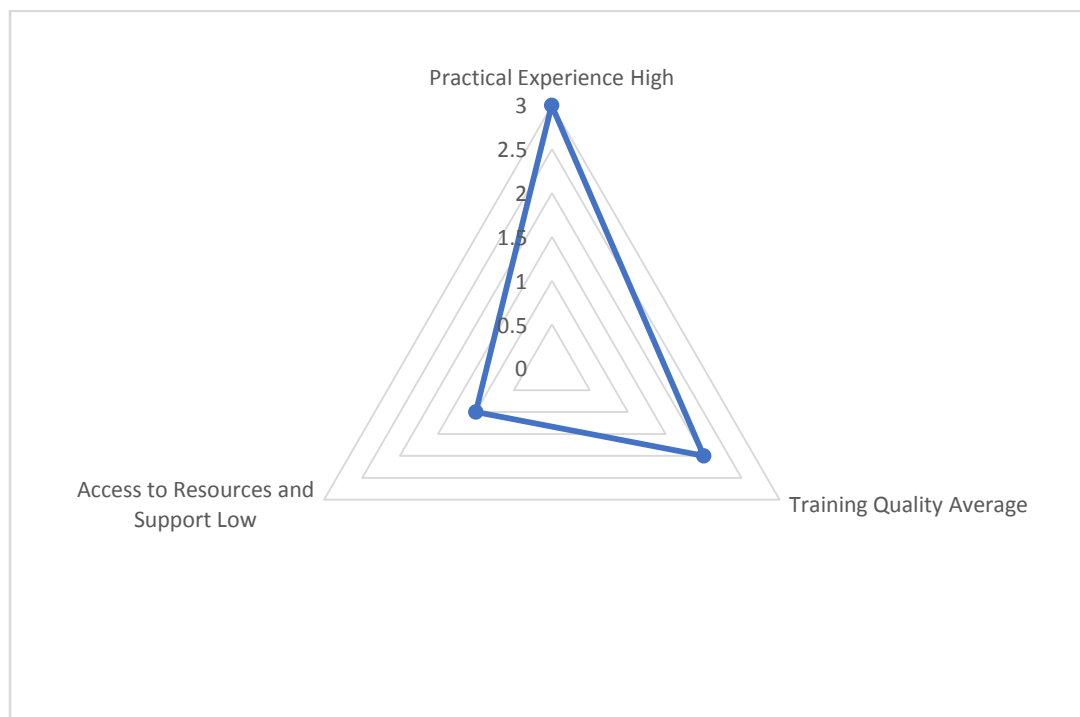
6. Practical Experience (High)

- **Observation:** High satisfaction in practical experience suggests that pre-service teachers value hands-on learning opportunities.
- **Implication:** Training programs should continue to emphasize practical experiences, such as internships, classroom observations, and teaching practice. Expanding these opportunities can further enhance the confidence and competence of pre-service teachers. Providing structured reflection on these experiences can also help trainees connect theory to practice.

The survey results for pre-service teachers indicated a high level of satisfaction with the practical experience they received, but their satisfaction with the training quality and access to resources and support was average and low, respectively.

Table 2

Satisfaction Factor	Satisfaction Level
Practical Experience	High
Training Quality	Average
Access to Resources and Support	Low



The radar chart illustrating the **Satisfaction Levels of Pre-service Language Teachers** highlights three key satisfaction factors: Practical Experience, Training Quality, and Access to Resources and Support. The data reveals both strengths and areas that require attention within teacher training programs. Below is an analysis based on the satisfaction levels provided:

1. Practical Experience (High Satisfaction)

- **Observation:** The high satisfaction level in Practical Experience indicates that pre-service language teachers value the hands-on learning opportunities provided during their training.
- **Implication:** This is a significant strength of the training program, suggesting that the practical components, such as internships and classroom observations, are effectively preparing future teachers. To build on this strength, programs should continue to enhance and expand practical experiences, ensuring that they are well-structured and provide meaningful opportunities for reflection and application of theory. Incorporating diverse teaching environments and contexts can further enrich these experiences.

2. Training Quality (Average Satisfaction)

- **Observation:** The average satisfaction level regarding Training Quality suggests that while many pre-service teachers find the training beneficial, there are areas that could be improved.
- **Implication:** Continuous evaluation and enhancement of training quality are essential. Gathering feedback from current trainees about their experiences can help identify specific areas for improvement in the curriculum and teaching methods. Additionally, integrating more varied instructional strategies and ensuring that trainers are well-equipped to deliver high-quality training can enhance overall satisfaction. Providing opportunities for peer collaboration and mentorship can also contribute to a richer training experience.

3. Access to Resources and Support (Low Satisfaction)

- **Observation:** The low satisfaction level concerning Access to Resources and Support indicates that pre-service teachers feel inadequately supported in their training.
- **Implication:** This is a critical area that requires immediate attention. Training programs should assess the availability and accessibility of teaching resources, including digital tools, teaching materials, and mentorship opportunities. Establishing partnerships with educational institutions or organizations to provide additional resources and support networks would be beneficial. Creating a centralized repository of resources for trainees, along with regular workshops or seminars on utilizing these resources effectively, could significantly enhance their training experience.

Qualitative Findings

The interviews with language teacher trainers and pre-service teachers provided additional insights into the factors contributing to the assessment competency of trainers and the satisfaction levels of pre-service teachers.

Language teacher trainers expressed the need for more professional development opportunities to enhance their assessment skills and keep up with the latest trends in assessment practices. Pre-service teachers highlighted the importance of practical, hands-on training and access to relevant resources and support to better prepare them for their future teaching roles. (Schoeman, 2014)(Panggua et al., 2017)

The results of the study revealed that language teacher trainers in the Fako Division government teacher training colleges had varying levels of competency in assessment procedures. As shown in Table 1, the trainers demonstrated a high level of knowledge of assessment principles, but their implementation of assessments and provision of constructive feedback were only at average and low levels, respectively. (Niess et al., 2009)

However, the qualitative data from the interviews revealed that pre-service teachers had concerns about the alignment of their training with their career goals and the lack of access to adequate resources and support. (Kafyulilo et al., 2013)

The survey results for pre-service teachers indicated that they were generally satisfied with their training, as shown in Table 2. However, the qualitative data revealed that pre-service teachers faced challenges in accessing resources and support, which negatively impacted their overall satisfaction with the training program (Decano, 2018)(Ndongfack, 2015).

The analysis of pre-service teachers' satisfaction with their training program indicated that they were highly satisfied with the practical experience they gained, but their satisfaction with the training quality and access to resources and support was only at an average level (Kafyulilo et al., 2013; Nisa, 2022). The pre-service teachers' satisfaction with the alignment of their training with their career goals was low, as shown in Table 2.

The qualitative data provided further insights into the factors contributing to the observed competency and satisfaction levels. The language teacher trainers highlighted the need for more professional development opportunities, better access to assessment resources, and clearer guidelines on feedback practices. The pre-service teachers emphasized the importance of strengthening the practical component of their training, improving the quality of instruction, and providing more support and resources to enhance their overall satisfaction (Panggua et al., 2017).

7. Discussion

The findings of this study suggest that language teacher trainers in the government teacher training colleges of the Fako Division in Cameroon have room for improvement in their assessment competency, particularly in the areas of assessment implementation and feedback provision. This highlights the need for targeted professional development programs to enhance the trainers' skills and ensure the consistent application of effective assessment practices.

Furthermore, the study revealed that while pre-service teachers were generally satisfied with their training, they faced challenges in accessing resources and support, as well as in the alignment of their training with their career goals. These findings suggest the need for a more holistic approach to teacher training, where the emphasis is not only on the quality of instruction but also on the provision of adequate resources, support, and career guidance.

8. Conclusions and Recommendations

The results of this study have important implications for the improvement of teacher training programmes in Cameroon and similar contexts. To address the identified gaps, the following recommendations are proposed:

1. Provide professional development opportunities for language teacher trainers to enhance their competency in assessment procedures, with a focus on effective implementation and constructive feedback practices.
2. Strengthen the practical components of the pre-service teacher training program to better align with the realities of the teaching profession.
3. Improve the quality of instruction and access to resources and support for pre-service teachers to enhance their overall satisfaction and preparedness for their future roles.
4. Implement a more comprehensive approach to teacher training that includes career guidance and the alignment of the training curriculum with the needs of the local education system.

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