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Original research paper

PRESERVICE TEACHERS' MOTIVATION FOR A TEACHING CAREER – A PERSON-CENTRED PERSPECTIVE*

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ABSTRACT

Adopting a person-centred perspective, this study sought to determine preservice teachers' profiles based on their motivation for a teaching profession and compare them in terms of perceptions of the profession and satisfaction with career choice. An additional goal was to investigate potential differences between males and females, as well as prospective class and subject teachers. *FIT-Choice scale* was administered to 364 Serbian preservice teachers. A latent profile analysis identified three profiles. *Disengaged negativists* are distinguished by weak motivations, more negative perceptions of the teaching profession and the lowest satisfaction with the career choice, so this profile could be considered maladaptive. *Uncritical Enthusiasts* have the highest level of motivations and the most positive perceptions of task return. The profile named *Autonomous realists* is characterised by the lowest extrinsic and social influence motivation. The profiles differ with respect to gender, but no differences were observed between profiles in terms of educational background. Knowing about profiles can help

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in creating predictions about career paths and designing interventions that would be tailored to the needs of specific subgroups of Serbian preservice teachers.

Key words:
preservice teachers, Factor Influencing Teaching-Choice (FIT-Choice), teaching, motivation, latent profile analysis.

INTRODUCTION

The increased awareness of teachers' impact on instructional quality, students' interest and achievement (Baier *et al.*, 2018; Hattie, 2009; Keller, Neumann & Fischer, 2017, accompanied with challenges that many countries faced regarding the quality of teaching, teacher status, teacher shortages and turnover (Cooper & Alvarado, 2006; Watt & Richardson, 2008), have led to the proliferation of studies addressing motivation for the teaching profession. In the Serbian context there were several studies dealing with preservice and in-service teachers' motivation (e.g., Marušić, 2014; Marušić Jablanović, 2016; Simić, 2014; Simić, Marušić Jablanović & Grbić, 2021), however all of them applied variable-centred approaches or relied on qualitative data. In contrast to a variable-centred approach which tends to assume that all individuals in the sample are from the same population, the person-centred approach tends to enable better nuancing by identifying unobserved homogeneous subgroups within the population. Knowing that prospective teachers represent a heterogeneous group of individuals who combine various personal characteristics and multiple reasons for pursuing a teaching career (Jansen in de Wal *et al.*, 2014; Van den Berghe *et al.*, 2013, 2014), this study opted for a person-centred approach within the FIT-Choice framework (Watt & Richardson, 2007; Watt & Richardson, 2008). Identifying preservice teachers' profiles based on their motivation for choosing a teaching profession can help policy makers and teachers' educators create interventions that would be tailored to the needs of each profile. Practical implications are of particular relevance to the systems such as Serbian, in which there is a negative selection of subject teachers, accompanied with a shortage of teachers of certain profiles and poor status of the teaching profession (European Commission/EACEA/Eurydice, 2018a; Kovács-Cerović, 2006; Nišević & Colić, 2010; OECD, 2013).

Motivations for choosing a teaching profession – The FIT-Choice framework

This study relies on a well-known theoretical framework, the FIT-choice (Watt *et al.*, 2012), which encompasses twelve factors of motivation. Factors that are typically equated with extrinsic motivation are: *Job safety*, *Time for family* and *Job transferability,* subsumed under the higher-order factor named *Personal utility value.* Factors referring to what is usually called altruistic motivation are: *Shaping future of youth*, *Enhancing social equity*, *Make social contribution*, and *Work with children*, which are subsumed under the higher-order factor named *Social utility value*. The remaining factors are: *Intrinsic value*, *Perceived teaching abilities*, *Prior teaching and learning experiences*, *Social influences*, and a *Fallback career* (choosing teaching due to the failure to pursue the first-choice career).

The model also includes four perceptions of a teaching career: *Expert career* and *High demand* (both referring to job demands), *Salary* and *Social status* (both referring to job returns), as well as *Social dissuasion*, referring to social influences against the teaching career choice (Watt *et al.*, 2012). *Satisfaction with choice* of a teaching career is proposed as an outcome variable in this model[1].

Studies conducted in different contexts proved the validity and the reliability of the FIT-Choice model and scale (e.g. Glutsch & König, 2019; Jugović, Marušić, Pavin Ivanec & Vizek Vidović, 2012; Kılınç, Watt & Richardson, 2012). Only in some studies the factors *Job transferability* and *Fallback career* turned out to be inadequate (Jugović *et al.*, 2012; Watt *et al.*, 2012). In a validation study conducted in Serbia, the 12-factor structure proposed by the original model was confirmed, with two slight modifications: factors *Job Security* and *Transferability* merged into one factor, while *Bludging* (choosing teaching because it is an easy option that provides a lot of free time) appeared as a separate factor. The proposed perceptions and one factor referring to the satisfaction with the career choice proved to be relevant in the Serbian context, as well; only the authors suggested removing or cautiously applying the *Expert career scale* due to its low reliability (Simić, Marušić Jablanović & Grbić, 2021).

However, while the structure of the model and the instrument was typically confirmed, differences in the levels and rankings of motivations across countries were observed. In most Western countries, as well as in Croatia and Serbia, the highest ranked factors among teachers were *Intrinsic value* and *Social utility value*, while in China and Turkey *Job security* has prevalence over *Intrinsic value* (Fokkens-Bruinsma & Canrinus, 2012; Glutsch & König, 2019; Goller, Ursin, Vähäsantanen, Festner & Harteis, 2019; Kılınç, Watt & Richardson, 2012; Lin, Shi, Wang, Zhang & Hui, 2012; Marušić, Jugović & Pavin Ivanec, 2011; Simić, Marušić Jablanović &

[1] For details about the model, see e.g., Watt & Richardson, 2008; Watt *et al.*, 2012; or Simić, Marušić Jablanović & Grbić, 2021.

Grbić, 2021; Watt *et al.*, 2012). Studies conducted in Ghana and Estonia point to the relevance of extrinsic motivations among preservice teachers (Akyeampong & Stephens, 2002; Taimalu, Luik & Täht, 2017).

Some studies that relied on the FIT-Choice model inspected for differences in motivation among different groups of teachers. It was determined that male preservice teachers tended to be higher on the *Fallback career* and to be more extrinsically motivated, while females tended to be more altruistically and intrinsically motivated (Kılınç, Watt & Richardson, 2012; Simić, Marušić Jablanović & Grbić, 2021). In the Turkish context, science-related preservice teachers reported significantly lower motivations than students of other disciplines or prospective class teachers (Kılınç, Watt & Richardson, 2012). In the Serbian and German contexts, it was determined that prospective class teachers were more motivated by altruistic motives than prospective subject teachers (Glutsch & König, 2019; Simić, Marušić Jablanović & Grbić, 2021). Regardless of the context, preservice teachers perceive the teaching career as having higher demands than returns; yet they demonstrate satisfaction with their career choice (Kılınç, Watt & Richardson, 2012; Lin *et al.*, 2012; Marušić, Jugović & Pavin Ivanec, 2011; Simić, Marušić Jablanović & Grbić, 2021; Watt *et al.*, 2012).

Preservice teachers' profiles

In a study with Australian preservice teachers that relied on the FIT-Choice model, authors identified three profiles on the bases of motivations, perceptions of the teaching profession and professional aspirations (Watt & Richardson, 2008). They named them *Highly engaged persisters, Highly engaged switchers* and *Lower engaged desisters. Highly engaged persisters* had the highest scores for intrinsic and two *Social utility* motives (*Work with children* and *Shape future of children*) and the lowest score for *Fallback career*. *Lower engaged desisters* had the lowest rating of *Intrinsic value* and *Social utility value*. *Highly engaged switchers* were in between the two clusters, having equally high rating two *Social utility* motives (*Enhance social equity* and *Social contribution*) like *Highly engaged persisters* and equal rating of *Fallback career* as *Lower engaged desisters* (Watt & Richardson, 2008). *Highly engaged persisters and Highly engaged switchers* were highly devoted to teaching, only *Highly engaged persisters* aspired to stay in the teaching profession, while *Highly engaged switchers* considered other careers as well. On a sample of USA preservice teachers, the same authors confirmed the relevance of *Highly engaged persisters* and *Lower engaged desisters* profiles. The third one was named *Classroom engaged careerists.* In terms of motivation, there were no differences between *Highly engaged persisters* and *Classroom engaged careerists,* only the last one demonstrated lower leadership ambitions (Watt, Richardson & Wilkins, 2014).

A study with preservice teachers in the USA that applied another set of instruments yielded three profiles that were named *Enthusiastic*, *Conventional* and *Pragmatic* (Thomson & Palermo, 2014). *Enthusiastic* profile was distinguished by high intrinsic and altruistic motivation, and high enthusiasm about teaching career. *Conventional* profile teachers also had strong intrinsic and altruistic motivation, but were less attracted by extrinsic reasons, being aware of more disadvantages of the profession. The *Pragmatic* profile contained participants mostly motivated by extrinsic factors, having negative emotions about the profession, with tendency to fluctuate.

In the Serbian context, a study that applied a different motivation questionnaire on a sample of prospective preschool and elementary school teachers, found two clusters – the *cluster of mature career choice* and the *cluster of immature career choice* (Marušić Jablanović, 2016). Motivation of career choice of the two groups was rather similar, with somewhat stronger altruistic, extrinsic and social influences motivation among the members of the *cluster of mature career choice.* Differences in personal values were also observed, with the *cluster of mature career choice* valuing other people's wellbeing and security of the individual the society more.

Relying on the self-determination theory (Ryan & Deci, 2000), various studies identified a different number of teacher profiles, but two groups have consistently been found (Abos, Haerens, Sevil, Aelterman & García-Gonzalez, 2018; Collie & Martin, 2017; Watt & Richardson, 2008). One group of teachers (usually 40-45% of participants) was autonomously motivated, thus displaying an adaptive, healthy pattern of motivation, related to several positive outcomes such as higher engagement, lower levels of burnout and anxiety or a more optimal teaching style. Conversely, the other group (ranging from one seventh to one third of the sample, depending on the study) consisted of teachers with extrinsic motivation, or lack of motivation, related to negative teaching and wellbeing outcomes. This distinction between adaptive profiles – facilitating devotion, enjoyment and engagement in the professional role, and maladaptive profiles – related to disengagement or burnout, was supported by other studies, as well (e.g. Bruinsma & Jansen, 2010, Sinclair, Dowson & McInerney, 2006).

Rationale

Despite the theoretical and practical advantages of the person-centred approach, there were only a few studies that applied a person-centred approach in the field of preservice teachers' motivation and that were at the same time grounded in a well-established theoretical and psychometric model (see e.g. Watt & Richardson, 2008; Watt, Richardson & Wilkins, 2014). In the present study we sought to fill this gap by determining a typology of preservice teachers based on the structure

of their motivation for the teaching profession, as defined by the FIT-choice model.

To better understand the profiles, apart from differences in motivations, we aimed to investigate differences with respect to their perceptions of teaching and satisfaction with the career choice, as defined in the FIT-Choice model. Based on previous studies (e.g. Abos *et al.*, 2018; Collie & Martin, 2017; Thompson & Palermo, 2014; Watt & Richardson, 2008; Watt, Richardson & Wilkins, 2014), we expected to determine two to five profiles, with at least one being "adaptive" and at least one "maladaptive".

Although not our central goal, the first step before the exploration of the profiles was to determine the descriptive values of motivations, perceptions and of satisfaction with the career choice of preservice Serbian teachers. Besides providing an overview for the Serbian sample, this could contribute to cross-cultural comparisons.

Finally, an additional, exploratory goal of the study was to investigate if there were gender related differences and differences based on the educational paths (prospective class teachers vs. subject teachers – those educated in Science and technology-related (STEM) disciplines and those educated in Social science and Humanities – SS&H disciplines) between the profiles. Relying on previous studies (Glutsch & König, 2019; Kılınç, Watt & Richardson, 2012; Simić, Marušić Jablanović & Grbić, 2021) we hypothesised that females and prospective class teachers would be more represented in the profile(s) characterised by prominent altruistic and intrinsic motivation, while males and those educated for subject teachers would predominate in the profile(s) distinguished by prominent extrinsic motives.

METHODOLOGY

Participants and procedure

Aiming for a diverse sample that would enable generalisations, we recruited participants from 14 faculties from four Serbian state universities that educate the majority of prospective Serbian teachers through various educational paths and specialisations[2]. Initially, 475 participants completed the questionnaires which

[2] Serbian Law on Foundations of the Education system from 2009 requires both prospective class teachers (working with children aged 7–11) and subject teachers (working with children aged 12–18) to have a Master's degree and at least 36 ECTS of psychological, pedagogical and subject didactical courses (PPM) and school practice. When enrolled in the faculty, prospective class teachers choose a teaching career, and they are integrally prepared for both teaching and the subjects. However, there is a variety of educational

were administered in person, during regular classes (71%), and online (29% of participants). Since the study refers to preservice teachers' motivation of career choice, participants with teaching experience greater than 240 days (longer than an internship time requested for candidates who wish to take the state exam, N = 30) were removed from the initial sample. Another excluded group were the participants who declared not to be motivated to work as teachers (N = 81). Having in mind that the considered educational trajectories also offer employment possibilities other than teaching, including the participants who actually expressed at least moderate intention to work as teachers offered the most reliable information about prospective teachers.

The final sample consisted of 364 preservice teachers[3] (74% females and 26% males), with an average age of 22 years (SD = 2, range 19–34), and an average GPA of 8.16/10. The sample comprised preservice teachers attending either final years of Bachelor studies or Master studies (see Table 1).

paths prospective subject teachers can undergo. Some students enrol in so-called "teaching" departments and get prepared for a teaching profession from the first study year. Others are educated in their disciplines and get specialised for teaching either by collecting 36 ECTS of PPM courses through their Bachelor or Master studies or through graduating from a specialised "teaching" Master programme.

[3] This sample partially overlaps with the sample from the study in which the FIT-Choice scale was validated (Simić, Marušić Jablanović & Grbić, 2021).

Table 1: The sample structure based on educational background

Discipline	Study level and type of specialisation				Total
	Bachelor		Master		
	Teaching specialisation	36 ECTS of PPM courses	Teaching specialisation	Specialisation in discipline	
Prospective class teachers	86 (100%)	0 (0%)	0 (%)	/	86 (24%)
Prospective STEM teachers	71 (91%)	7 (9%)	18 (41%)	26 (59%)	122 (34%)
Prospective SS&H teachers	45 (29%)	111 (71%)	0 (0%)	0 (0%)	156 (43%)

Note. Prospective STEM teachers refers to students of Science, Technology, Engineering and Mathematics; prospective SS&H teachers refers to students of Social science and Humanities; ECTS refers to European Credit Transfer System, where 1 ECTS is equal to 25-30 hours of engagement in studying; PPM refers to courses in psychology, pedagogy and subject didactic (methods), necessary at the specialisations for teachers

Instrument

The *Factors Influencing Choice of a Teaching career scale* (FIT-choice scale, Watt & Richardson, 2007) consists of 62 items classified into three sections: *Motivation for the teaching career* (42 items relating to 12 first-order subscales), *Perceptions of teaching* (14 items relating to *Social dissuasion and Satisfaction with choice*. Responses to all items are given on a 7-point Likert scale (see Appendix 1).

All *Motivations* subscales displayed good internal consistencies across diverse samples, with Cronbach's α coefficients typically being above .80 (Jugović *et al.*, 2012; Kılınç, Watt & Richardson, 2012; Watt & Richardson, 2007; Watt *et al.*, 2012). The only exception is *Fallback career* scale (Cronbach's alpha ranging from .57 to .67) (Watt *et al.*, 2012). The subscales belonging to the second and the third sections proved to have good internal consistency, with the subscales *Expert career*, *High demand* and *Social dissuasion* tending to have lower Cronbach's α coefficients in some contexts. *Satisfaction with choice* showed high internal consistency (Cronbach's α coefficients over .87) regardless of the research context (Jugović *et al.*, 2012; Kılınç, Watt & Richardson, 2012; Lin *et al.*, 2012; Watt *et al.*, 2012). In the present study, Cronbach's alpha reliabilities ranged from .634 to .901 (see Table 2), except for *Expert career*, which was excluded from further analyses due to its low reliability.

In addition to the *FIT-Choice scale*, data on participants' socio-demographics was collected. Information about age and average grade – GPA was only used for sample description, while the information about gender and educational path (discipline and type of specialisation) was used for subsequent statistical analyses, as well. There were two questions related to prior teaching experience and the overall motivation to pursue a teaching career that served to exclude those participants who were either too experienced to be considered preservice teachers or too demotivated to be considered real candidates for a teaching profession.

Data analyses

Firstly, the variable means and standard deviations were calculated, and t-tests were performed to compare the values of *Perceptions* determined on the Serbian sample with those from international studies[4]. Then, we proceeded with a latent profile analysis (LPA) to extract potentially different profiles of prospective teachers based on their motivation for the teaching profession. We sought to estimate the profiles under the so-called "Model 1", which assumes equal variances in profiles and covariances set to zero, and test for more complex models in case a satisfactory solution under Model 1 could not be identified. We tested a range of solutions,

[4] We relied on the mean values, standard deviations and sample sizes for perceptions presented in previous studies using the FIT-Choice scale.

from two to five profiles, as this corresponds to what has previously been reported (e.g. Abos *et al.,* 2018; Thompson & Palermo, 2014; Watt, Richardson & Wilkins, 2014). Lower Akaike Information Criterion (AIC), Bayesian Information Criterion (BIC) values, and higher entropy are indicative of a good solution, but parsimony, interpretability of the solution and the number of participants per profile are also taken into account (McCutcheon, 2002; Pastor, Barron, Miller & Davis, 2007).

Simulation studies suggest that BIC is more accurate in detecting the true number of profiles than either AIC or entropy (Tein, Coxe & Cham, 2013), so out of the statistical indexes, we predominantly relied on BIC. The profiles were based on the five first-order (*Intrinsic value, Perceived teaching ability, Prior T&L experience, Social influences* and *Fallback career*) and two higher-order (*Personal* and *Social utility value*) factors of motivation, that subsume the variance of lower-order dimensions in a coherent way. The profiles were confirmed using a series of ANOVAs with seven motivation factors as dependent variables and profile membership as the independent. To further our understanding of motivation profiles and to validate them, we compared them in terms of perceptions of teaching as well as the satisfaction with career choice using ANOVAs. In case that Levene's test of equality of variances were to be significant, we planned to use ANOVAs with Welch's robust test of equality of means, complemented with the Games-Howell post-hoc tests.

Finally, the identified profiles were compared according to gender and educational backgrounds using a chi-square test. All analyses were done in R, version 4.1.1. (R Core Team, 2020). The LPA was performed using the tidy LPA package in R (Rosenberg *et al.,* 2019).

RESULTS

Descriptive analyses and cross-country comparison

The highest rated motivations among Serbian preservice teachers were *Intrinsic value*, *Shape future of children*, *Perceived ability* and *Work with children* (see Table 2). The lowest rated motivation was *Fallback career*. Participants perceived job demands as high, while they perceived job returns as relatively low. Satisfaction with choice was relatively high. All variables were approximately normally distributed, according to the rule of thumb that Sk and Ku should be within ±2 (George & Mallery, 2003), with the exception of *Fallback career* which was leptokurtic and (somewhat) positively asymmetric.

Table 2: Descriptive statistics for the FIT-Choice scale factors (Motivations and Perceptions)

Factors/Subscales	M	SD	Sk	Ku	α
Motivations					
Intrinsic value	6.12	1.00	-1.06	.26	.746
Personal utility value	4.14	1.39	-.26	-.56	.869
Time for family	5.00	1.73	-.67	-.53	.889
Bludging	3.45	1.86	.34	-.99	.816
Job security & transferability	3.97	1.42	-.20	-.67	.811
Social utility value	5.32	1.11	-.78	.24	.880
Make social contribution	5.07	1.45	-.71	.06	.782
Shape future of children	5.70	1.30	-1.09	.89	.777
Enhance social equity	5.16	1.48	-.81	.06	.833
Work with children	5.39	1.49	-.96	.23	.872
Prior T&L experience	5.18	1.84	-.80	-.52	.927
Social influences	2.95	1.83	.58	-.90	.886
Perceived teaching ability	5.40	1.11	-.72	.65	.786
Fallback career	1.78	1.13	1.77	2.73	.658
Perceptions					
Expert career [5]	6.06	.98	-1.10	.68	.421
Salary	2.43	1.41	.82	-.23	.901
Social status	3.98	1.31	-0.14	-.56	.876
High demand	5.55	.99	-.82	1.31	.634
Social dissuasion	3.66	1.96	.19	-1.17	.869
Satisfaction with choice	5.45	1.43	-.83	-.02	.868

To answer the additional goal of this study, we compared the results of the Serbian sample with the results obtained in international studies. First, we looked at the rankings of the motivations. Findings on predominant intrinsic and altruistic motivation, as well as perception of own high competence for teaching are in line with

[5] Due to its very low reliability, this subscale was not used in further analyses.

the results obtained in the USA, Australia, Germany, Norway and Croatia (Glutsch & Koenig, 2019; Marušić, Jugović & Pavin Ivanec, 2011; Watt *et al.,* 2012), and contrary to those in China, Turkey, Estonia and Ghana, where an extrinsic motive – *Job security*, plays an important role (Akyeampong & Stephens, 2002; Kilinç, Watt & Richardson, 2012; Lin *et al.,* 2012; Taimalu, Luik & Täht, 2017).

To compare the perceptions of a teaching profession, t-tests were computed based on data available in relevant publications on preservice teachers' perceptions (the sample size, mean values and standard deviations). Perception of the profession as highly demanding, with moderate social status is in line with previous studies; however, teachers' salary is perceived as much less favourable than in many other countries where the FIT-Choice was applied. The comparison of mean values for the factor *Salary* showed that there were no statistically significant differences between, for example, the Serbian and the Ghanaian samples (based on Salifu, Alagbela & Ofori, 2018) – t (716) = -1.772, p = .077, while significant differences[6] appeared between the Serbian and the Turkish samples (based on Kilinç, Watt & Richardson, 2012 – t (1939) = 9.711), the Serbian and the Finnish samples (based on Goller *et al.*, 2019 – t (565) = 9.417), and the Serbian and the Chinese samples (based on Lin *et al.,* 2012 – t (904) = 12.066). *Satisfaction with choice* was greater than those from Turkey (based on Kilinç, Watt & Richardson, 2012 – t (1939) = -3.317) and China (based on Lin *et al.,* 2012 – t (904) = -8.178), though lower than those from Croatia (based on Jugović *et al.,* 2012 – t (736) = 9.677) and the USA (based on Watt *et al.,* 2012 – t (619) = 6.313).

Motivation profiles and their relation to perceptions of teaching and satisfaction with the career choice

The fit of all profiles was relatively similar (Table 3). BIC favoured either the three- or the five-profile solution, though the five-profile solution included one profile with a small number of participants (N = 31). Considering the values of all indices, the number of participants per cluster and interpretability of the solutions, the three-profile solution was selected as the one that fit the data best.

[6] Only differences that are significant at the level of $p < .000$ are presented.

Table 3: Fit indices for different profile solutions in LPA

Number of profiles	AIC*	BIC*	Entropy	Proportion of cases in the smallest profile	Proportion of cases in the largest profile
2	6945.84	7031.57	.88	.21	.79
3	6830.99	6947.90	.82	.20	.46
4	6809.50	6957.59	.75	.18	.34
5	6757.88	6937.15	.77	.07	.32

*for standardised variables

All three profiles differed on all motives (Table 4), except for *Intrinsic value* and *Fallback career*, which were of same intensity in both Profiles 2 and 3. *Profile 1* had overall lowest motivation for the teaching career and the highest *Fallback career,* so we named it *Disengaged negativists. Profile 2* had the highest of all aspects of motivation and due to this unconditioned enthusiasm, we named this profile *Uncritical enthusiast*. *Profile 3* was generally moderately motivated, except regarding *Personal utility value* and *Social influences* which were significantly lower than in the other two profiles, which led to naming this profile *Autonomous realists.*

Table 4: Results of the ANOVAs testing profile differences in motivation for the teaching profession

	M(SD)					
Variable	Disengaged negativists (N = 73)	Uncritical enthusiast (N = 124)	Autonomous realists (N = 167)	Welch's statistic	p	Group differences*
Personal utility	4.15 (1.47)	4.89 (1.05)	3.58 (1.31)	44.68***	<.001	3 < 1 < 2
Social utility	4.13 (1.04)	5.85 (.82)	5.46 (.94)	72.49***	<.001	1 < 3 < 2
Intrinsic value	4.62 (.73)	6.41 (.72)	6.57 (.55)	212.54***	<.001	1 < 2, 3
Prior T&L	4.11 (1.97)	5.76 (1.42)	5.21 (1.87)	20.03***	<.001	1 < 3 < 2
Perceived ability	4.18 (1.06)	5.93 (.72)	5.54 (.97)	78.23***	<.001	1 < 3 < 2
Social influences	2.33 (1.38)	5.02 (1.10)	1.67 (.77)	423.43***	<.001	3 < 1 < 2
Fallback career	2.33 (1.42)	1.73 (1.08)	1.56 (.95)	9.03***	<.001	2, 3 < 1

*Games-Howell post-hoc test

Table 5: Results of the ANOVAs testing profile differences in perceptions of teaching

	M(SD)					
Variable	Disengaged negativists (N = 73)	Uncritical enthusiast (N = 124)	Autonomous realists (N = 167)	Welch's statistic	p	Group differences*
Salary	2.19 (1.10)	2.77 (1.62)	2.28 (1.34)	5.13	.007	1, 3 < 2
Satisfaction	4.58 (1.49)	5.84 (1.15)	5.54 (1.44)	19.17	<.001	1 < 2, 3
Social dissuasion	3.79 (1.91)	3.62 (1.82)	3.64 (2.10)	.20	.82	1 = 2 = 3
Social status	3.40 (1.05)	4.36 (1.31)	3.96 (1.32)	16.10	<.001	1 < 3 < 2
High Demand	5.07 (1.08)	5.74 (.80)	5.63 (1.03)	10.60	<.001	1 < 2, 3

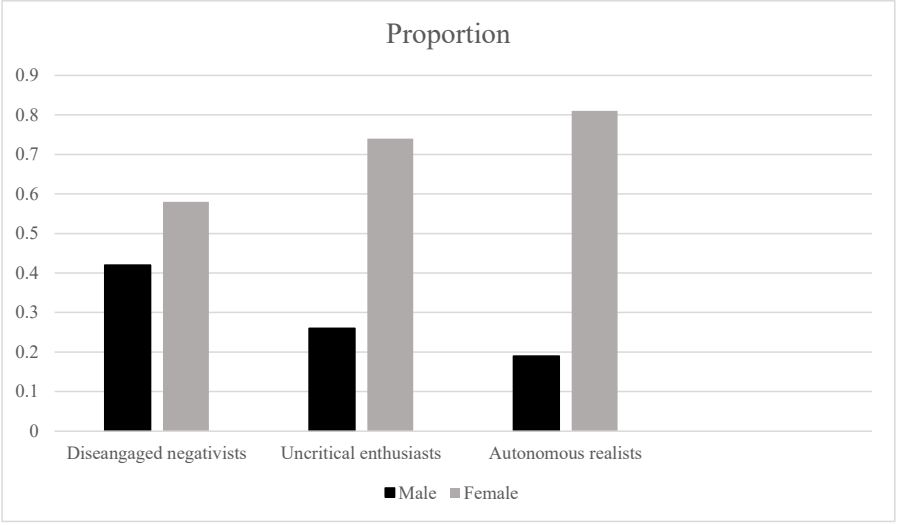
*Games-Howell post-hoc test

Analyses of the *Perceptions of teaching* additionally validated the relevance of the three profiles. As expected, preservice teachers belonging to *Disengaged negativists* perceived the teaching profession in a more negative way than other profiles, particularly the *profile Uncritical enthusiast*, and were less satisfied with a choice of career than either *Uncritical enthusiast* or *Autonomous realists* (Table 5). *Uncritical enthusiasts* perceive the income and social status of the profession in a more favourable way than other profiles. In line with moderate motivations, the profile *Autonomous realist* reported more realistic perceptions of the profession.

Differences between genders and participants of different educational backgrounds

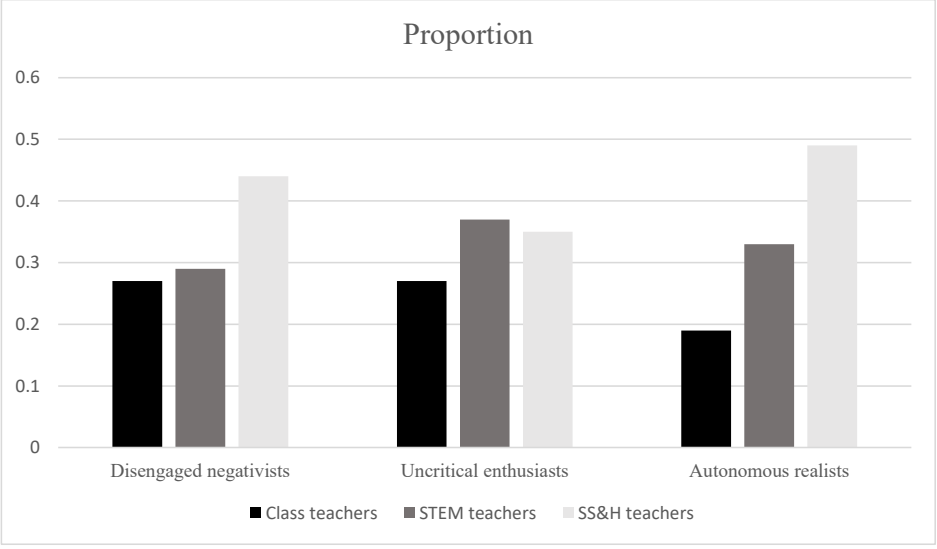
The proportion of male and female students differed among profiles, $\chi 2(2) = 13.05$, $p = .001$ (Graph 1). To determine which cells contributed to the significant omnibus test, we inspected the standardised residuals for each cell, following the rule of thumb that residuals larger than 2 are indicative of a lack of fit for that cell (Sharpe, 2015). There were disproportionately more males and fewer females among the *Disengaged negativists* (standardised residuals of 3.31 and -3.31, respectively), while there were disproportionately fewer males and more females among *Autonomous realists* (standardised residuals of -2.80 and 2.80, respectively).

Graph 1: The percentage of male and female participants per profile



Concerning educational background, even though there appeared to be more SS&H preservice teachers and fewer class teachers in the *Autonomous realists* profile and fewer SS&H preservice teachers in *Unrealistic enthusiasts* (with standardised residuals of 2.00, -2.09 and -2.27, respectively), overall there was no association between educational background and profile membership $\chi 2(4) = 7.54$, $p = .110$ (Graph 2).

Graph 2: The proportion of prospective class, STEM and SS&H teachers per profile



DISCUSSION

Serbian preservice teachers' motivations for a teaching profession, perceptions of the profession and satisfaction with the career choice were firstly analysed. This enabled us to put results obtained in Serbia in the context of international studies and to contribute to the discussions grounded in the FIT-Choice framework. However, the central goal of this study was to investigate profiles of preservice teachers based on their motivations for a teaching profession. In addition, we strove to validate profiles by comparing them in terms of perceptions of the profession and satisfaction with the career choice. Finally, comparison between prospective teachers of different gender and of different educational backgrounds aimed at potentially revealing some "external" factors that might be related to profile membership.

Motivations, perceptions and satisfaction with the career choice of Serbian preservice teachers

In line with previous studies, including the study that validated the FIT-Choice scale in the Serbian context (Simić, Marušić Jablanović & Grbić, 2021), *Intrinsic value, Perceived teaching abilities* and *Social utility* motives proved to be the most influential, followed by *Prior teaching and learning experiences*. *Social influences* are below the scale average, and *Fallback career* plays an almost insignificant role in career choice. This points to a favourable pattern of a career choice, more like patterns observed in Croatia and Western countries (Glutsch & Koenig, 2019; Marušić, Jugović & Pavin Ivanec, 2011; Watt *et al.,* 2012), than those from Turkey or China (Kilinç, Watt & Richardson, 2012; Liu & Qi, 2006), which can be related to Serbia's inclinations towards the European Union and values the EU promotes. Lower levels of satisfaction with salary can be interpreted by objectively low teachers' salaries – below the state average at the time of the research (European Commission/ EACEA/Eurydice, 2018b, OECD, 2016). Nevertheless, satisfaction with career choice is greater than in Turkey and China, which can be interpreted by different systems of recruitment of students and other contextual factors (Kilinc, Watt & Richardson, 2012; Liu & Qi, 2006).

Preservice teachers' profiles

This study yielded three preservice teacher profiles that differ not only in the strength of the overall motivation, but also in perceptions of the teaching profession and satisfaction with career choice. The *Disengaged negativists,* being generally poorly motivated perceive the profession as having poor returns, so they resemble the *Lower engaged desisters* from USA and Australia (Watt & Richardson, 2008; Watt, Richardson & Wilkins, 2014). The percentage of participants represented in this profile is 20%, similar to what was determined in Australia (Watt & Richardson, 2008). *Disengaged negativists* also resemble the *Pragmatic profile* (Thompson & Palermo, 2014) and amotivated profiles (Abos *et al.,* 2018; Collie & Martin, 2017). Knowing that intrinsic and altruistic motivations are related to a more favourable job attitude and smaller attrition intentions (Marušić, 2014), we can expect a higher level of intended attrition and less devotion to professional development among *Disengaged negativists*.

The second profile, *Uncritical enthusiasts,* is highly motivated and positive about the future job and is under prominent social influences. They perceive teaching as having better job returns in comparison to the other two groups. Due to positive emotions and perceptions of the teaching profession, this profile resembles the *Enthusiastic profile* (Thompson & Palermo, 2014), and to a certain degree the *Highly engaged persisters* (Watt & Richardson, 2008) and is represented in the entire sample

to a similar degree. Given that this group of prospective teachers is characterised by even higher levels of motivation than similar profiles from international studies (e.g. Watt *et al.,* 2012), we might assume that they have an idealised view of the profession, a phenomenon already recognised among Serbian preservice teachers (Simić, 2014; Simić, Jokić i Vučelić, 2017). Therefore, they could be expected to demonstrate high engagement and devotion but might be at a higher risk of social pressures (e.g., by parents and colleagues), "reality shock" (Veenman, 1984), and burnout, once they start working.

The third profile, *Autonomous realists,* although generally less motivated than *Uncritical enthusiasts*, shows high intrinsic and altruistic motivation. They report the lowest extrinsic motivation and influence of the social surroundings to choose a teaching career. These participants consider teachers' salary to be low, status moderately positive and job demands high; still, they are satisfied with their career choice. Thus, persons belonging to this profile have a realistic, balanced view of the profession and an authentic interest in children and teaching, uninfluenced by social expectations. Although this profile might resemble *Highly engaged switchers* in low importance of social influences (Watt & Richardson, 2008) or *Conventional* teachers in high intrinsic motivation (Thompson & Palermo, 2014), it is inherently different from any of the profiles determined in previous studies. When reflecting on their career paths, *Autonomous realists* do show a lower enthusiasm for the profession and thus a potentially higher inclination to change jobs due to the awareness of challenges that the teaching profession implies. However, one might also expect them to be agents of change in their schools, devoted to enhancing social equalities and improving autonomous and creative thinking.

Knowing about the relationship between low motivation for a teaching profession and several negative professional outcomes (e.g. Abos *et al.,* 2018; Bruinsma & Jansen, 2010; Collie & Martin, 2017; Sinclair, Dowson & McInerney, 2006), we can consider *Disengaged negativists* a clear case of a maladaptive profile. It is therefore crucial for this group of preservice teachers to reflect and reassess their professional identity before they find a job in school. Their educators or career counsellors should help them find alternative career paths in which they would be more engaged and satisfied. If they get employed in school, their mentors and other colleagues should build on their enjoyment in teaching (as their most prominent motive among others) and encourage them to find inspiration in experimenting with diverse teaching methods. Both other profiles can be considered adaptive, however, *Uncritical enthusiasts* might be at a higher risk of experiencing negative personal outcomes once they get confronted with the everyday job demands. To prevent them from getting quickly overwhelmed and exhausted, members of this profile need a caring mentor and a gradual involvement in school tasks.

Differences between genders and participants of different educational backgrounds

Considering gender differences, this study showed that male participants were disproportionately more represented in the group of *Disengaged negativists* than in the other two groups. This difference points to greater likeliness of male prospective teachers, compared to females, to be uninterested in a teaching career and to accept the job in school only if nothing else is offered. The authentically and autonomously motivated group, however, included disproportionately more female preservice teachers. These findings are in line with previous studies applying a variable-centred approach, which showed that male teachers tend to have higher extrinsic motivations and lower altruistic motivations (Glutsch & König, 2019; Kılınç, Watt & Richardson, 2012). They are somewhat in line with the study done in the Serbian context, where differences between males and females appeared only for *Working with children* factor, with females reporting higher scores (Simić, Marušić Jablanović & Grbić, 2021[7]). Based on these findings, we can expect different career paths and professional behaviour of male and female teachers, with a greater likelihood of male teachers to be disengaged, pessimistic and ineffective, and a greater likelihood of female teachers to be devoted and ready to tackle challenges in a resilient manner. This can be explained by the interplay of the expectations of males and females typical for the patriarchal societies and low teachers' salaries (European Commission/EACEA/ Eurydice, 2018b, Petrović i Radoman, 2019; OECD, 2016). Besides advocating for increasing the salaries and overall status of the profession, for the sake of making this profession more attractive to all (and particularly males) it is recommended to pay additional attention to male novices and support them in building their professional identity around innovative teaching, inquiries and networking.

Although it was hypothesised that class and two groups of subject teachers would differ in their motivational profiles (based on Glutsch & König, 2019; Kılınç, Watt & Richardson, 2012 Kılınç, Watt & Richardson, 2012, Simić, Marušić Jablanović & Grbić, 2021) only a few trends were observed. This can be explained by the fact that a large proportion of prospective subject teachers were students of "teaching" departments, and thus similar in their initial professional intentions and expectations as class teachers.

[7] It should be noted that this study employed a Bonferroni correction when interpreting gender differences, which led to a smaller number of differences being considered statistically significant.

Limitations and further research

One of the limitations of this study stems from the sample structure. Students of different specialisation paths and educational levels were not equally represented in three groups of participants that were compared in terms of profile belonging. Nonetheless, this structure reflects to a large extent the existing differences in educational trajectories offered to students of STEM and SS&H faculties in Serbia. Similarly, females with relatively high GPAs predominated, but we believe this reflects characteristics of the population of students who are in the final years of programmes for prospective teachers.

To obtain a deeper understanding of three profiles, we suggest collecting qualitative data through the interviews or written narratives. Some differences, especially those in the perception of job returns might be influenced by socioeconomic status of preservice teachers, so this variable should be taken into account in some future studies. Having in mind the observed differences in gender structure of the obtained profiles, the implications considering career paths derived from our findings of this study should be inspected.

Besides that, future studies might focus on personality and personal values as potentially relevant correlates of motivations and perceptions of the teaching profession. Moreover, a longitudinal study that would monitor the students' transition to the world of work would provide us with more reliable data about the challenges each profile experiences in their career paths, their engagement within the classroom and the school and the overall job efficacy.

CONCLUSION

This study confirmed that employing the FIT-Choice model in a person-centred approach can provide novel and useful insights regarding preservice teachers' motivation. The three profiles that were identified differ significantly in almost all motivations and perceptions of a teaching career, which may have notable implications for their career decisions and professional behaviour if employed in school. Moreover, this study showed that males and females were not equally represented in all three profiles, with males being more prone to maladaptive motivational patterns. Therefore, it seems appropriate to use the FIT-Choice scale and to rely on three profiles in the process of professional selection, career guidance and professional coaching of pre- and in-service teachers.

APPENDIX

Table A1: Serbian translation of the items for the FIT-Choice motivations factors (Simić, Marušić Jablanović & Grbić, 2021)

		Instruction in English	**Instruction in Serbian**
		I chose to become a teacher because… (1–not at all important, 7 – extremely important)	Izabrao/la bih/sam da budem nastavnik zato što... (1 – nimalo važan razlog, 7 – veoma važan razlog)
Factor	Item code	Item in English	Item in Serbian
Perceived teaching abilities	B5	I have the qualities of a good teacher.	imam kvalitete potrebne za dobrog nastavnika.
	B19	I have good teaching skills.	imam dobre veštine podučavanja.
	B43	Teaching is a career suited to my abilities.	posao nastavnika odgovara mojim sposobnostima.
Intrinsic career value	B1	I am interested in teaching.	sam zainteresovan/a za podučavanje drugih.
	B7**	I have always wanted to be a teacher.	sam oduvek želeo/la da budem nastavnik.
	B12	I like teaching.	volim da prenosim znanje drugima.
Fallback career	B11	I was unsure of what career I wanted.	nisam bio/la siguran/a čime želim da se bavim.
	B35	I was not accepted into my first-choice career.	nisam uspeo/la da upišem ono što mi je bio prvi izbor.
	B48	I choose teaching as a last-resort career.	mi je posao nastavnika bio poslednja opcija.
Job security	B14	Teaching will offer a steady career path.	posao nastavnika nudi stabilnu karijeru.
	B27	Teaching will provide a reliable income.	će mi posao nastavnika obezbediti redovna primanja.
	B38	Teaching will be a secure job.	će posao nastavnika biti siguran posao.

Time for family	B2*	Part-time teaching could allow more family time	se radno vreme nastavnika može dobro uskladiti sa porodičnim obavezama
	B16	Teaching hours will fit with the responsibility of having a family.	mi posao nastavnika omogućava da imam dovoljno vremena i za porodicu.
	B29**	School holidays will fit in with family commitments.	će se školski raspusti uklopiti u moj porodični život.
Bludging	B4	As a teacher I will have lengthy holidays.	ću kao nastavnik ću imati duge raspuste.
	B18	As a teacher I will have a short working day.	ću kao nastavnik imati kratko radno vreme.
	B8**	Teaching will be a useful job for me to have when travelling.	mi zanimanje nastavnika može omogućiti da putujem.
Job transferability	B22	A teaching qualification is recognised everywhere.	su kvalifikacije nastavnika prepoznate svuda u svetu..
	B45	A teaching job will allow me to choose where I want to live.	mi posao nastavnika dozvoljava da odaberem gde želim da živim.
Shape future of children/ adolescents	B9	Teaching will allow me to shape child/adolescent values.	kao nastavnik mogu oblikovati sistem vrednosti mladih.
	B23	Teaching will allow me to influence the next generation.	će mi posao nastavnika omogućiti da utičem na buduće generacije.
	B53**	Teaching will allow me to have an impact on children/adolescents.	će mi podučavanje omogućiti da pozitivno utičem na decu i mlade..

Enhance social equity	B36	Teaching will allow me to raise the ambitions of under-privileged youth.	će mi posao nastavnika omogućiti da podstaknem ambicije dece koja su u nepovoljnijem društvenom položaju.
	B49	Teaching will allow me to benefit the socially disadvantaged.	će mi posao nastavnika omogućiti da pomognem deci koja odrastaju u nepovoljnim uslovima.
	B54	Teaching will allow me to work against social disadvantage.	će mi posao nastavnika omogućiti da doprinesem smanjenju društvene nepravde.
Make social contribution	B6	Teaching will allow me to provide a service to society.	će mi posao nastavnika omogućiti da budem od koristi društvu.
	B20	Teachers make a worthwhile social contribution.	nastavnici daju vredan doprinos društvu.
	B31	Teaching enables me to give back to society.	kroz ovaj posao mogu da se odužim društvu.
Work with children	B13	I want a job that involves working with children/adolescents.	želim posao koji podrazumeva rad sa mladima.
	B26	I want to work in a child-centred environment.	želim da radim u okruženju koje je usmereno na decu.
	B37	I like working with children/ adolescents.	volim da radim sa decom i mladima..
Prior teaching and learning experiences	B17	I have had inspirational teachers.	sam kao učenik/ca imao/ la nastavnike koji su me inspirisali.
	B30	I have had good teachers as a role models.	sam u školi imao nastavnike koji su mi bili uzori..
	B39**	I have had positive learning experiences.	su mi iskustva vezana za školu i učenje bila pozitivna.

Social influences	B3	My friends think I should become a teacher.	moji prijatelji misle da bi trebalo da postanem nastavnik.
	B24	My family thinks I should become a teacher.	moja porodica smatra da bi trebalo da budem nastavnik..
	B40*	People I have worked with think I should become a teacher.	ljudi iz mog okruženja misle da bi trebalo da budem nastavnik.

*Serbian adaptation of item
**Items deleted to enhance subscale reliabilities and CFA fit indices.

Table A2: Serbian translation of the items for the FIT-Choice perceptions factors (Simić, Marušić Jablanović & Grbić, 2021)

Factor	Item code	Item in English	Item in Serbian
Expert career	C10**	Do you think teaching requires high levels of expert knowledge?	Da li smatraš da nastavnici treba da budu stručnjaci za oblast koju predaju?
	C14**	Do you think teachers need high levels of technical knowledge?	Da li smatraš da posao nastavnika zahteva vrlo razvijena metodička znanja?
	C15**	Do you think teachers need highly specialised knowledge?	Da li smatraš da nastavnici treba da imaju razvijena usko stručna znanja?
High demand	C2	Do you think teachers have a heavy workload?	Da li smatraš da nastavnici imaju mnogo posla?
	C7	Do you think teaching is emotionally demanding?	Da li smatraš da je posao nastavnika emocionalno zahtevan?
	C11	Do you think teaching is hard work?	Da li smatraš da je posao nastavnika težak?
Social status	C4	Do you believe teachers are perceived as professionals?	Da li misliš da ljudi doživljavaju nastavnike kao stručne osobe?
	C8	Do you believe teaching is perceived as a high-status occupation?	Da li misliš da se posao nastavnika smatra poslom koji ima visok status u društvu?
	C12	Do you believe teaching is a well-respected career?	Da li misliš da je posao nastavnika visoko cenjen?
	C5	Do you think teachers have high morale?	Da li smatraš da nastavnici imaju visok nivo entuzijazma?
	C9	Do you think teachers feel valued by society?	Da li misliš da se sami nastavnici osećaju cenjenim u društvu?
	C13	Do you think teachers feel their occupation has high social status?	Da li misliš da sami nastavnici osećaju da njihovo zanimanje ima visok socijalni status?

Salary	C1	Do you think teaching is well paid?	Da li misliš da je posao nastavnika dobro plaćen?
	C3	Do you think teachers earn a good salary?	Da li smatraš da nastavnici dobro zarađuju?
Social dissuasion***	D2	Were you encouraged to pursue careers other than teaching?	Drugi su me navodili na to da odaberem neki drugi posao, a ne posao nastavnika.
	D4	Did others tell you teaching was not a good career choice?	Drugi su mi govorili da posao nastavnika nije dobar izbor.
	D6	Did others influence you to consider careers other than teaching?	Drugi su me navodili da razmislim o izboru nekog drugog zanimanja.
Satisfaction with choice***	D1	How carefully have you thought about becoming a teacher?	Pažljivo sam promislio/la kada sam donosio/la odluku o tome da postanem nastavnik..
	D3	How satisfied are you with your choice of becoming a teacher?	Drago mi je što sam odlučio/la da postanem nastavnik.
	D5	How happy are you with your decision to become a teacher?	Zadovoljan/na sam svojim izborom da postanem nastavnik.

*Serbian adaptation of item
**Items deleted to enhance subscale reliabilities and CFA fit indices
***For part D of the questionnaire that entails subscales *Social dissuasion* and *Satisfaction with choice*, the formulation of the original items was changed - instead of questions, the items were defined in the form of statements. Meaning of the items remained unaltered.

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МОТИВАЦИЯ БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ПРИ ВЫБОРЕ ПРЕПОДАВАТЕЛЬСКОЙ ПРОФЕССИИ – ЛИЧНОСТНО-ОРИЕНТИРОВАННЫЙ ПОДХОД

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Аннотация. Применяя личностно-ориентированный подход, в данной статье мы попытались определить профили будущих преподавателей на основе их мотивации к выбору преподавательской профессии, а также сопоставить их с аспекта восприятия этой профессии и удовлетворённости выбором профессии. Дополнительной целью являлось изучение возможных различий между мужчинами и женщинами, а также между будущими учителями в начальных и старших классах. *Шкалу мотивации для выбора работы преподавателя* заполнило 364 будущих преподавателей из Сербии. Анализируя латентные профили, мы выделили три. *Незаинтересованные негативисты* характеризуются слабой мотивацией, более негативным восприятием профессии преподавателя и самой низкой степенью удовлетворённости выбором профессии, поэтому этот профиль можно считать малоадаптивным. *Некритические энтузиасты* отличаются самым высоким уровнем мотивации и наиболее позитивным восприятием преимуществ и выгод от работы преподавателя. Профиль, названный нами *автономные реалисты* характеризуется самой низкой внешней мотивацией, а также мотивацией, исходящей из социальных влияний. Были зарегистрированы гендерные различия между профилями, но не выявлено различий в отношении типа начального образования. Знание профиля преподавателя может быть полезным при прогнозировании разных путей развития карьеры и при разработке мероприятий и действий, которые будут приспособлены потребностям конкретных специфических подгрупп будущих преподавателей в Сербии.
Ключевые слова: будущие учителя, FIT-Choice, профессия преподавателя, мотивация, анализ латентных профилей.