



Why Do They Want to Work in Schools? A Qualitative Study of Teacher Education Students' Career Intentions

Tomislava Vidić*, Irena Klasnić, and Marina Đuranović
University of Zagreb Faculty of Teacher Education, Croatia

Abstract

The aim of this study was to examine the intentions of final-year teacher education students to seek employment in schools after graduation and to identify the factors shaping their professional decisions. The study involved 451 fourth- and fifth-year teacher education students in Croatia. Data were collected using an anonymous online questionnaire consisting of a categorical question regarding the intention to work in a school, and a set of open-ended follow-up questions tailored to each response. The data were analysed using thematic analysis. The findings indicate that the majority of students intend to work in schools, with key motivating factors including working with children, teaching and knowledge transmission, a sense of calling and professional identity, and the opportunity to make a positive contribution to society. In contrast, students who do not intend to work in schools most frequently cite low financial compensation, the unfavourable social status of teachers, stress and parental pressure, as well as structural problems within the education system. Students who are undecided express marked ambivalence, simultaneously recognising the intrinsic value of the teaching profession and the systemic barriers associated with employment in schools. The results highlight the need for systematic improvements in teachers' working conditions and the social status of the teaching profession, particularly in the context of the increasing teacher shortage.

Keywords: employment motivators and demotivators, intention to work in schools, teacher education students, teacher shortage, teaching profession

1. Introduction

Teachers have an indispensable role in securing a quality and efficient education system (See et al., 2020) and a significant influence on the academic achievements of their students (Adiguzel & Karagol, 2022; Gerritsen et al., 2017; Šimić Šašić et al., 2013). Therefore, it is extremely important to have motivated, efficient, and qualified teachers in schools. For researchers and educational policies creators, it is important that students exhibit a high level of motivation when enrolling in teacher education studies, as it is considered that motivation is

associated with job satisfaction (Fokkens-Bruinsma & Canrinus, 2012), teaching process quality, engagement, and commitment to the profession (de Jesus & Lens, 2005).

In scientific literature, researchers (Bakar et al., 2014; Bergmark et al., 2018; Bruinsma & Jansen, 2010; Fokkens-Bruinsma & Canrinus, 2014; See et al., 2022; Sinclair, 2008; Yüce et al., 2013) have divided the motives for choosing the teaching profession into three groups: extrinsic, intrinsic, and altruistic. The extrinsic motives are associated with the job aspects which are not inherent to the very job, such as salary, social status, working conditions, etc. The intrinsic motives encompass the internal job aspects and imply passion for teaching and enjoyment in the teaching profession. The altruistic motives imply the perception of the teaching profession as an important profession which contributes to the development of society by, for example, providing support for children's growth and development. The intrinsic and altruistic motives are important for retaining teachers in the teaching profession (Sinclair, 2008). However, students who enrolled in the teacher education studies due to the intrinsic and altruistic motives may not stay in the profession once they have faced the reality that does not correspond to their perceptions (Bergmark et al., 2018). It is not until the professional pedagogical practical work that the students acquire their first teaching experiences.

In the Republic of Croatia, primary education teachers have professional pedagogical practical work as early as their first year of teacher education studies. During each year, students have 2 weeks of practical work. At first, they only observe the work of experienced teachers, while in final years of their studies they implement the teaching process for the entire class independently. Subject teacher education students have a significantly smaller amount of professional pedagogical practical work in comparison with primary education teachers. Depending on the faculty, subject teacher education students have professional pedagogical practical work in their final years of study (fourth or fifth year). Professional pedagogical practical work is an important segment of student teachers' preparation, as it enables them to connect the theory and practical experiences. During this kind of practical work, students have an opportunity to experience the real school life.

They start spending more time in the school and classroom environment, have an opportunity to test certain theoretical concepts in the classroom, and face various challenges and demands of the teaching profession. All the experiences that student teachers gain through their professional pedagogical practical work may influence their decision to stay in the teaching profession in the future or leave it. Some studies (Bennett & Chong, 2017; Chambers et al., 2010) also indicate that there is a decrease in the number of students who decide to stay in the teaching profession after they have completed their professional practical work. The importance of the professional pedagogical practical work and introduction of young teachers into the teaching profession has been pointed out by many experts (Le Cornu, 2016; McGarr et al., 2017; Morrison, 2016). Apart from students with intrinsic and altruistic motivation, Malmberg (2006) points out that students whose extrinsic motivation was the main reason for choosing the teaching profession are also at risk of leaving the teaching profession.

Attracting teachers to work in schools and their retention in the education system is a major problem encountered across the world. Amitai and Van Houtte (2022) state that teacher attrition has become a trend in many countries around the world. According to UNESCO (2023) report on teachers, the predictions are that there will be a global shortage of 44 million teachers in primary and secondary schools by 2030. In many countries, teacher turnover is frequent within the first five years of teaching (Harfitt, 2015; Perryman & Calvert, 2020). The conducted studies indicate that more experienced teachers have a set of developed skills for managing a great workload, while teachers who are at the beginning of their teaching career have difficulties in taking the same responsibilities as experienced teachers (Amitai & Van

Houtte, 2022). Therefore, as novice teachers have not yet built the resilience necessary to face the challenges and demands of the teaching profession, it can lead to their turnover (Thomas, 2025). Shaefer (2013) believes that novice teachers leave the teaching profession due to challenges in shaping and adjusting their identities. According to this author, novice teachers enter the teaching profession with previously formed ideas on who they might be as teachers, which shapes their experiences and decisions within the first year of their teaching career.

In the EU countries, approximately 30-40% of novice teachers opt for another profession except teaching (Wang et al., 2015), while 30-50% of novice teachers change the profession within the first five years due to exhaustion (Bruinsma & Jansen, 2010; Skaalvik & Skaalvik, 2011; Wang et al., 2015). In this context, it is interesting to note that teacher attrition has become a frequent phenomenon in Finland as well (Ostinelli, 2009). There are no exact data, but it is believed that 10-20% of teachers with university degree opt for professions outside teaching (Malinen, Väisänen & Savolainen, 2012). It might be said that this information is surprising, as it is known that teachers in Finland have an unusually high social status, they are not subject to popular high-risk testing nor responsibility measures, as is the case in many other countries. In fact, there are no official mechanisms of controlling teachers in Finland: there are no school inspectors, standardised tests, a detailed national curriculum or officially prescribed teaching materials. The education system has been decentralised since 1970s, and the teachers are expected to make most of their decisions as experts in their local context (Lanas, 2017).

Teacher attrition is a problem that has been on an increase for some time. It has had a detrimental influence both on school and students, and has been affecting education systems in many countries. It has led to the loss of many experienced and quality teachers, has damaged the stability of the learning environment, and endangered the quality of teaching (OECD, 2020). Studies have shown that teacher attrition has had a negative impact on student learning outcomes (Atteberry et al., 2017; OECD, 2020), social cohesion and morale in schools (Amitai & Van Houtte, 2022), and financial resources of schools and systems (Perryman & Calvert, 2020). Teacher shortage has been especially visible in some school subject areas (for example, Maths, Physics, and Chemistry) and in some regions (city schools in city centres or remote areas) (Carmel & Badash, 2018).

The issue of teacher retention in schools has been a subject of research of many studies and has been given a lot of attention by researchers (Amitai & Van Houtte, 2022; Gray et al., 2015; Kelly et al., 2019; Perryman & Calvert, 2020; Schaefer et al., 2021), while a significantly smaller number of studies have been conducted with the aim of revealing the intentions of students with university degree (not) to enter the teaching profession upon completion of their studies (Rots et al., 2014; Sinclair, 2008). This study aims to fill this void.

The aim of the study was to examine the intentions of teacher education students in their final year of study to find employment in schools upon completion of their studies, and to identify the reasons shaping their professional decisions.

2. Methodology

2.1. Participants

The questionnaire was distributed electronically to approximately 900 final-year teacher education students across Croatia. A total of 451 students completed the questionnaire, resulting in a response rate of 50.1%. The participants were deliberately selected because they were in the final stage of their studies and preparing to enter the labour market. It was therefore assumed that they had already developed relatively stable professional intentions and attitudes

towards working in schools. The sample comprised 451 fourth- and fifth-year teacher education students, of whom 82% were female and 18% male. This gender distribution is consistent with long-standing enrolment patterns in Croatia, where women are traditionally overrepresented in teacher education and related fields of study.

2.2. Procedure

This study was conducted as part of the *TEACH – Teaching: Exploring Aspirations, Choices, and Happiness* project (UFZG-NPOO-25-478), funded by the European Union's NextGenerationEU Recovery and Resilience Mechanism through the institutional research project of the Faculty of Teacher Education, University of Zagreb. It was conducted by applying the qualitative research design, with the combination of a closed-ended question and open-ended questions. The data were collected using an online questionnaire. Participation in the study was voluntary and anonymous, and in line with the Code of Ethics of the University of Zagreb. Before filling out the questionnaire, the participants were informed about the purpose of the study and they provided their informed consent. The collected data were used solely for scientific purposes and analysed at the group level.

In the first part of the questionnaire, the participants were asked about their intention of working in a school upon completing their studies. The possible answers were: *Yes*, *No*, and *Not sure*. Based on this question, the participants were analysed within three categories in the discussion: students who intend to work in a school, students who have no intention of working in a school, and students who are undecided.

Depending on the selected answer, the participants were directed to a set of follow-up open-ended questions, designed to examine more thoroughly the reasons of their professional intentions, hesitation or indecisiveness, examples:

What is the main reason you (don't) intend to work in a school?; How long would you like to work in a school?; What are the main advantages that would make you inclined to find a job in a school?; What are the main disadvantages that would put you off from finding a job in a school?; What would it take to make you change your mind and decide to work in a school?.

Such questionnaire structure has enabled the participants to use their own words and explain their professional intentions, and to express clearly their attitudes on finding employment in the school system.

2.3. Data Processing and Analysis

Responses to the open-ended questions were analysed using thematic analysis with an inductive approach. The analysis began with multiple readings of the responses to achieve familiarity with the data. Three members of the research team independently reviewed the responses and generated initial codes relating to motives, obstacles, and expectations associated with working in schools. The coding decisions were subsequently compared and discussed until consensus was reached. Similar codes were grouped into broader themes, which were compared within and across the three categories of participants (yes, no, not sure). Special attention was paid to distinguishing between motivating factors (motivators) and demotivating factors (demotivators), as well as to the pronounced ambivalence expressed by participants who were uncertain about their future employment intentions. The analysis was conducted manually without the use of qualitative data analysis software, and representative quotations were selected to illustrate the identified themes.

3. Results

The results indicate that the majority of participants ($n = 290$; 64.3%) intend to start the teaching career in a school upon completing their studies. A lower percentage ($n = 48$; 10.6%) of participants do not intend to follow this career path, while 25.1% ($n = 113$) of participants have not decided yet. The conducted thematic analysis of the open-ended responses provided by students identified 14 themes (Table 1).

Table 1. Categories of reasons according to the intention of working in a school

Theme	Description	1	2	3
Intrinsic motivation and calling	A sense of calling, purpose, and personal fulfilment with the teaching profession	55	-	-
Working with children and young people	Enjoyment in working with children, relationships and interactions	115	-	36
Teaching and knowledge transmission	A desire for teaching, explaining and imparting knowledge	65	-	13
Creativity and autonomy	Creative work opportunities, innovative methods and autonomy in teaching	25	-	-
Social value and contribution	Perception of the teaching profession as socially important and noble profession	18	-	-
Professional identity and profession	Work in the profession, connection between the studies and future profession	40	-	-
Stability and security	Job security, job in the public sector, income	18	-	25
Working conditions	Working hours, holidays, possibility of organising private life Large classes, inadequate system, lack of support	12	15	29
Low salary and work-reward ratio	Dissatisfaction with income and workload	-	21	42
Parental attitudes	Pressure, lack of respect, conflicts	-	10	31
Social status of the profession	Feeling of being underestimated and a loss of authority	-	8	14
Administrative workload	Excessive paperwork	-	13	18
Stress and emotional strain	Mental exhaustion and emotional engagement	-	7	10
Professional imbalance	Discrepancy between personal interests and teaching tasks	-	17	-

Note: Frequencies indicate the number of responses coded within each theme. Individual responses could be coded into more than one theme.

1 – Students who intend to work in a school;

2 – Students who do not intend to work in a school;

3 – Students who are not sure whether to work in a school or not

The participants with clear intentions of finding a job in a school exhibit the themes belonging to the category of intrinsic motivation (“Working with children and teaching is the only profession I see myself in.”), perceptions of teaching as a calling (“I feel it is my calling.”), and strong orientation toward working with children and teaching (“I want to impart knowledge to children by using various interesting methods and techniques which are completely different from the conventional, traditional teaching.”). The participants often stress personal fulfilment, a sense of purpose and satisfaction resulting from working in the classroom, as well as

professional identity (“That is why I like the study I have chosen and I want to work in that domain. I feel great while teaching.”) In addition, a significant number of responses indicate the importance of creativity in work (“So I could teach in creative ways.”), opportunities for making a positive impact on students, and the perception of the teaching profession as a socially valuable and noble profession (“Because I want children to have a safe place and the teacher who will provide them with good education.”). Instrumental reasons, such as job stability and good working conditions are less frequently mentioned, but are still evident as additional motivational factors (“Job security, a feeling of being useful to society, and I feel that after the first 5-6 years of teaching in a school, I will be competent enough and that I will need less time to design lesson plans. This means that I will have enough free time, which is very important for me.”).

When asked how long they plan to work in a school, most of students who intend to find employment in a school upon completing their studies plan to spend their entire working life in a school (62%), while a little less than one-third (27.6%) plan to work in a school for a half of their working life. A smaller percentage of students (10.3%) intend to work in a school exactly as long as their student grants require them to do so. More precisely, students enrolled in the STEM area studies were able to get special scholarships which required them to work in schools upon graduation for a period equal to the period during which they were receiving the grant (“I am a beneficiary of a STEM grant, and if I don’t want to pay it back, I have to work in a school.”).

Students who stated they were not sure whether they would work in a school upon completing their studies did not introduce new themes; instead, their responses reflected a simultaneous presence of the same motivational and demotivational factors that were identified in the yes and no groups. Although they recognize the value of working with children and the value of teaching (“Working with children, personal inclination to teaching, a sense of the importance of the profession in which I contribute to the community.”), their decision depends on the working conditions (“It is difficult to work with children.”; “Classes with 32 students, 70 teaching units to be covered in 55 lessons.”; “Low salary.”), opportunities for professional development (“If I could be promoted, I would love to work in a school.”; “Slow promotion opportunities.”), and work organisation (“Not enough teacher autonomy. A lot of administrative tasks.”). This group often states job security as an important advantage (“A secure job.”), as well as work flexibility (“A lack of free time during the week, a tight schedule.”). On the other hand, some job characteristics are seen as great disadvantages (“Behaviour of students and their parents, a lack of flexibility in work (the teacher always has to be present in school, he/she cannot take days off at any time); “Low income and lack of respect, too much pressure from parents, limited teacher autonomy.”).

The participants who do not intend to work in a school or have decided not to, most frequently point out structural and social obstacles to the teaching profession. The most frequently mentioned reasons include dissatisfaction with the salary (“I do not want to work anywhere for this salary, especially not in such conditions.”), unfavourable ratio of responsibility and material reward (“Working with rude children without any protection for teachers.”), diminished social status of teachers (“Denigration of teachers, everyone has a right to interfere in their work, rude children.”) and demanding relationships with students’ parents (“Student disrespect of teachers, parents’ disrespect of teachers.”). In addition, a significant source of demotivation is administrative workload (“More time is needed for lesson planning and all other paperwork than for the actual work with students.”), emotional stress and a feeling of a lack of support provided (“The world has gone crazy; teachers do not have authority as they used to, parents are more spoilt than their own children, there is a disrespect of the teaching profession, toxic work environment.”).

When asked what should be changed in the system to help them decide to work in a school, most students who do not plan to do so pointed out the financial aspect and social status of teachers (“An increase in salary and greater protection of teachers than students.”; “A greater level of respect for teachers and greater security.”).

4. Discussion

The obtained data indicate that there is a relatively clear distinction in the perceptions between the category of students with the intention to work in a school and those who do not have such intentions. The only common point is working conditions, where those students who intend to work in a school consider the working conditions favourable due to a relatively short time spent at the workplace, school holidays and opportunities for a good balance between professional and private obligations. The participants who do not intend to work in a school point out another set of working conditions which they perceive as disadvantages, and these include working with a relatively large number of students and the education system which does not provide quality support to teachers in their professional work. The participants who are still undecided whether to work in a school or not express a desire to work with children and young people, to teach and have interactions in the school context, but at the same time they list a great number of possible challenges they know they will have to face. Almost two-thirds of participants clearly articulated their intentions to work in a school, but one-third are either undecided or do not plan to work in a school.

Similar results were obtained in Malaysia, where a study was conducted on a sample of students in their final year of teacher education studies ($N = 600$). According to the findings of this study, a majority of students were satisfied with the choice of teacher education studies and had the intentions to stay working in the teaching profession (Bakar et al., 2014). However, a certain number of students (11.7%) stated that they would consider transferring to other faculties if given the opportunity, while 8.5% of students stated that they did not plan to continue their teaching career (Bakar et al., 2014). Interesting findings were reported by Vagi et al. (2017), who conducted a study involving 1,126 students who have completed their university studies at a large state university in the southwestern United States. They found that there is a greater likelihood that more qualified student teachers will find a job in a school and that they would stay in the teaching profession for the first two years upon completing their studies.

In our study, with regard to planning how long one would stay working in a school, the percentages are quite similar to those obtained as a response to the question about the intention of finding employment in a school upon graduating. It seems that students who intend to work in a school also plan to stay working there during the entire working life. They see themselves in the teaching profession even while they are students. Unlike them, 10.6% of students who do not intend to find employment in a school are mainly those who plan to work in a school as long as the conditions under which they received the grant require them to do so. Students who study in the fields which are in high demand, like Maths, Physics, and IT teachers (i.e., STEM area), are often given student grants in Croatia. By working in a school for a period stipulated in the Grant agreement, they will meet the formal and legal criteria and will not be required to pay back the received amount of the grant. The third category, students who have not yet decided whether to work in a school or not, plan to spend one part of their working life in a school, still considering a possibility to seek employment somewhere else.

In this research, the opinions of students who intend to find a job and work in a school for their entire working lives indicate the importance of intrinsic and altruistic motivations for choosing and staying in the teaching profession. Unlike them, students who do not intend to work in a

school or stay working in a school mainly pointed out the extrinsic motives (low salary, low social status of the teaching profession, unfavourable working conditions) as demotivating factors. The findings indicate a great gap between the strong intrinsic motivation of student teachers and the perception of unfavourable working conditions in the school system, which has important implications for the retention of young teachers in the education system.

The findings of other studies report similar data. In the analysis of the motivation for teaching in first-year teacher education students in Finland (N = 946) it was found that their strongest motivation is their own perception of the ability to work with children and the intrinsic value of the teaching profession (Virtanen et al., 2025). Analysing the findings of numerous studies, See et al. (2022) claim that those who are interested in teaching or have considered teaching as a possibility are more inclined to claim that they are attracted to teaching due to their personal interest, teaching ability, or a desire to impart knowledge.

This is further corroborated by the findings of a study carried out in Indonesia, which revealed that the reasons for choosing the teaching profession are mostly the importance of teaching, a passion for teaching, and raising children to be better. On the other hand, the reasons against choosing the teaching profession include limited promotion and professional development opportunities, monotonous teaching practice, the complexity of the teaching job, a large number of administrative tasks, and low income (Novita, 2023). Somewhat different reasons were reported by Kan (2015), who claims that student teachers in Turkey choose the teaching profession due to their confidence in their own communication skills in working with children, the belief that teaching is a noble profession, a desire to be of use to the community, and desire to correct the negative perception of teachers formed during their own school days. The reasons against choosing the teaching profession, according to them, are: difficulties in working with children with mixed abilities, establishing authority, large responsibility of teachers, low salary, and the obligation of continuing professional development.

These findings are broadly consistent with theoretical perspectives on career choice and teacher motivation. Students intending to work in schools primarily emphasised intrinsic and altruistic motives, while those reluctant to enter the profession focused more strongly on extrinsic factors such as salary, working conditions, and professional status. The ambivalence expressed by undecided students suggests a tension between positive perceptions of teaching and concerns regarding the realities of school work, which may influence the development of professional teacher identity and future career decisions.

Similar to previous studies, the findings of our study reveal that, despite strong motivation and commitment to work with students, the key systematic problems (especially rapport with parents, low salary and social status of teachers) have a significant impact on students' decisions about finding employment in a school. These factors may discourage potential teachers from choosing the teaching profession and result in them refusing or having doubts about the teaching profession, which additionally points to the need for improving the working conditions and social status of teachers.

In the process of listing the suggestions for improving the education system that would make students who do not intend to work in a school to change their mind, most participants focused on the financial aspects and the matter of the teachers' safety in schools.

5. Conclusion

The teaching profession has the fundamental role in shaping future generations. That is why ensuring the employment of new teachers, who are willing to work and remain working in school, is of key importance to sustain the education system. Research findings indicate that

teacher education students mostly recognize the value and purpose of the work performed by teachers, but at the same time, they express serious doubts relating to its long-term sustainability. The reasons behind their (lack of) intention to work in a school are diverse and numerous, ranging from personal motivation to the perceived structural limitations of the education system. A group of undecided students is especially important, as their ambivalent attitudes should be viewed as a potential for future career guidance. The participants in the study were students in their final years of teacher education studies, who might have already formed stable professional perceptions at this stage of education.

This indicates only a slight possibility of change in their perceptions, so future studies should consider including students in lower years of teacher education studies, which would enable researchers to monitor more precisely the process of forming and transforming professional attitudes during initial teacher education. In any case, the findings indicate the importance of systematic and institutional support for student teachers, especially during the transition from education to practice. Although most participants expressed strong intrinsic motivation for teaching and working with children and young people, concerns regarding salary levels, the social status of the profession, relationships with parents, and insufficient institutional support emerged as important barriers to entering and remaining in the profession. Addressing these challenges through improved working conditions, stronger professional support, and enhanced public recognition of teachers' work may play a crucial role in retaining young professionals in schools. If these conditions are not met, there is a risk of decreased interest in the teaching profession and the loss of qualified novice teachers.

Limitations and future directions

The presented study has certain limitations. As it did not involve a representative sample, the findings can not be generalised, but they can be taken as guidelines for further studies. The application of the qualitative research approach has enabled a more comprehensive insight into the phenomenon, but combining it with qualitative methods might provide a better understanding. Also, it would be useful to apply the longitudinal approach in future studies in order to deepen the understanding of the career perspectives and their changeability over time.

References

- Adiguzel, O. C., & Karagol, I. (2022). A study on the motivation factors affecting the teaching profession as a career choice. *Excellence in Education Journal*, 11(2), 85–116. <https://eric.ed.gov/?id=EJ1368884>
- Amitai, A., & Van Houtte, M. (2022). Being pushed out of the career: Former teachers' reasons for leaving the profession. *Teaching and Teacher Education*, 110, Article 103540. <https://doi.org/10.1016/j.tate.2021.103540>
- Atteberry, A., Loeb, S., & Wyckoff, J. (2017). Teacher churning: Reassignment rates and implications for student achievement. *Educational Evaluation and Policy Analysis*, 39(1), 3–30. <https://doi.org/10.3102/0162373716659929>
- Bakar, A. R., Mohamed, S., Suhid, A., & Hamzah, R. (2014). So you want to be a teacher: What are your reasons? *International Education Studies*, 7(11), 155–161. <https://doi.org/10.5539/ies.v7n11p155>
- Bennett, D., & Chong, E. K. M. (2017). Singaporean pre-service music teachers' identities, motivations and career intentions. *International Journal of Music Education*, 36(1), 108–123. <https://doi.org/10.1177/0255761417703780>

- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266–281. <https://doi.org/10.1080/02619768.2018.1448784>
- Bruinsma, M., & Jansen, E. P. (2010). Is the motivation to become a teacher related to pre-service teachers' intentions to remain in the profession? *European Journal of Teacher Education*, 33(2), 185–200. <https://doi.org/10.1080/02619760903512927>
- Carmel, R., & Badash, M. (2018). Views on attrition and retention among beginning English as a foreign language (EFL) teachers in Israel and implications for teacher education. *Teaching and Teacher Education*, 70, 142–152. <https://doi.org/10.1016/j.tate.2017.11.014>
- Chambers, G. N., Hobson, A. J., & Tracey, L. (2010). 'Teaching could be a fantastic job but ...': Three stories of student teacher withdrawal from initial teacher preparation programmes in England. *Teachers and Teaching*, 16(1), 111–129. <https://doi.org/10.1080/13540600903475652>
- de Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology: An International Review*, 54(1), 119–134. <https://doi.org/10.1111/j.1464-0597.2005.00199.x>
- Fokkens-B Bruinsma, M., & Canrinus, E. T. (2012). Adaptive and maladaptive motives for becoming a teacher. *Journal of Education for Teaching*, 38(1), 3–19. <https://doi.org/10.1080/02607476.2012.643652>
- Fokkens-B Bruinsma, M., & Canrinus, E. T. (2014). Motivation for becoming a teacher and engagement with the profession: Evidence from different contexts. *International Journal of Educational Research*, 65, 65–74. <https://doi.org/10.1016/j.ijer.2013.09.012>
- Gerritsen, S., Plug, E., & Webbink, D. (2017). Teacher quality and student achievement: Evidence from a sample of Dutch twins. *Journal of Applied Econometrics*, 32(3), 643–660. <https://doi.org/10.1002/jae.2539>
- Gray, L., Taie, S., & O'Rear, I. (2015). *Public school teacher attrition and mobility in the first five years*. National Center for Education Statistics. <http://nces.ed.gov/pubs2015/2015337.pdf>
- Harfitt, G. J. (2015). From attrition to retention: A narrative inquiry of why beginning teachers leave and then rejoin the profession. *Asia-Pacific Journal of Teacher Education*, 43(1), 22–35. <https://doi.org/10.1080/1359866X.2014.932333>
- Kan, A. U. (2015). Prospective teachers' perceptions of teaching profession. *Contemporary Educational Researches Journal*, 5(1), 12–16. <https://doi.org/10.18844/cerj.v5i1.10>
- Kelly, N., Cespedes, M., Clarà, M., & Danaher, P. A. (2019). Early career teachers' intentions to leave the profession: The complex relationships among preservice education, early career support, and job satisfaction. *Australian Journal of Teacher Education*, 44(3), 93–113. <https://doi.org/10.14221/ajte.2018v44n3.6>
- Lanas, M. (2017). Giving up the lottery ticket: Finnish beginning teacher turnover as a question of discursive boundaries. *Teaching and Teacher Education*, 68, 68–76. <https://doi.org/10.1016/j.tate.2017.08.011>

- Le Cornu, R. (2016). Professional experience: Learning from the past to build the future. *Asia-Pacific Journal of Teacher Education*, 44(1), 80–101. <https://doi.org/10.1080/1359866X.2015.1102200>
- Malinen, O.-P., Vaisanen, P., & Savolainen, H. (2012). Teacher education in Finland: A review of a national effort for preparing teachers for the future. *The Curriculum Journal*, 23(4), 567–584. <https://doi.org/10.1080/09585176.2012.731011>
- Malmberg, L.-E. (2006). Goal-orientation and teacher motivation among teacher applicants and student teachers. *Teaching and Teacher Education*, 22(1), 58–76. <https://doi.org/10.1016/j.tate.2005.07.005>
- McGarr, O., O'Grady, E., & Guilfoyle, L. (2017). Exploring the theory-practice gap in initial teacher education: Moving beyond questions of relevance to issues of power and authority. *Journal of Education for Teaching*, 43(1), 48–60. <https://doi.org/10.1080/02607476.2017.1256040>
- Morrison, C. (2016). Purpose, practice and theory: Teacher educators' beliefs about professional experience. *Australian Journal of Teacher Education*, 41(3), 105–125. <https://doi.org/10.14221/ajte.2016v41n3.7>
- Novita, P. (2023). Teaching is (not) a career priority for student teachers: Empirical evidence from Indonesia. *Journal of Educational Studies and Multidisciplinary Approaches*, 7(2), 174–197. <https://doi.org/10.51383/jesma.2023.78>
- OECD. (2020). *TALIS 2018 results (Volume II): Teachers and school leaders as valued professionals*. <https://doi.org/10.1787/19cf08df-en>
- Ostinelli, G. (2009). Teacher education in Italy, Germany, England, Sweden and Finland. *European Journal of Education*, 44(2), 291–308. <https://doi.org/10.1111/j.1465-3435.2009.01383.x>
- Perryman, J., & Calvert, G. (2020). What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68(1), 3–23. <https://doi.org/10.1080/00071005.2019.1589417>
- Rots, I., Aelterman, A., & Devos, G. (2014). Teacher education graduates' choice (not) to enter the teaching profession: Does teacher education matter? *European Journal of Teacher Education*, 37(3), 279–294. <https://doi.org/10.1080/02619768.2013.845164>
- Schaefer, L. (2013). Beginning teacher attrition: A question of identity making and identity shifting. *Teachers and Teaching*, 19(3), 260–274. <https://doi.org/10.1080/13540602.2012.754159>
- Schaefer, L., Hennig, L., & Clandinin, J. (2021). Intentions of early career teachers: Should we stay or should we go now? *Teaching Education*, 32(3), 309–322. <https://doi.org/10.1080/10476210.2020.1730317>
- See, B. H., Morris, R., Gorard, S., & El Soufi, N. (2020). What works in attracting and retaining teachers in challenging schools and areas? *Oxford Review of Education*, 46(6), 678–697. <https://doi.org/10.1080/03054985.2020.1775566>
- See, B. H., Munthe, E., Ross, S. A., Hitt, L., & El Soufi, N. (2022). Who becomes a teacher and why? *Review of Education*, 10(3), e3377. <https://doi.org/10.1002/rev3.3377>
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36(2), 79–104. <https://doi.org/10.1080/13598660801971658>

- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Šimić Šašić, S., Klarin, M., & Grbin, K. (2013). Motivacija za učiteljski poziv, zadovoljstvo studijem i zadovoljstvo izborom zanimanja [Motivation for the teaching profession, satisfaction with studying and satisfaction with the choice of profession]. *Magistra Iadertina*, 8(1), 7–27. <https://doi.org/10.15291/magistra.751>
- Thomas, M. S. J. (2025). *Teacher attrition and retention: Views of Australian early career teachers* [Unpublished doctoral dissertation]. Flinders University, College of Education, Psychology and Social Work. https://flex.flinders.edu.au/file/32bf404f-04cd-47e7-ab44-fd56993d3372/1/ThomasThesis2025_MasterCopy.pdf
- UNESCO. (2023). *Global report on teachers: Addressing teacher shortages and transforming the profession*. <https://unesdoc.unesco.org/ark:/48223/pf0000388832>
- Vagi, R., Pivovarova, M., & Miedel Barnard, W. (2017). Keeping our best? A survival analysis examining a measure of preservice teacher quality and teacher attrition. *Journal of Teacher Education*, 70(2), 115–127. <https://doi.org/10.1177/0022487117725025>
- Virtanen, P., Watt, H. M., Richardson, P. W., Linnanmäki, N., Mankki, V., Metsäpelto, R.-L., & Wallinheimo, K. (2025). Finnish teacher students' career choice motivations: A mixed methods study. *Teaching and Teacher Education*, 163, Article 105068. <https://doi.org/10.1016/j.tate.2025.105068>
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120–130. <https://doi.org/10.1016/j.tate.2014.12.005>
- Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: A perspective of pre-service teachers from a Turkish context. *Asia Pacific Education Review*, 14, 295–306. <https://doi.org/10.1007/s12564-013-9258-9>