

## Reasons for Teaching and Mid-Term Career Predictions among Future Teachers

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**Abstract:** *At the start of their university studies, Romanian undergraduates have the opportunity to choose to participate into a training for the didactic career, complementary to their compulsory courses. For those who consider this choice, related psychological variables could worth to be known: their experiential pedagogical knowledge, representations about being teachers, life and career expectations, beliefs and hopes and so on. In this respect, the reasons or motivations to choose the didactic career and the predicted middle term professional future could shape the way of professional evolution of this subjects. These variables will be related with socio-demographic variables and also with students' specialization domains.*

*323 undergraduates from 15 faculties of Alexandru Ioan Cuza University of Iasi completed a questionnaire about their representations toward the didactic profession. We analyzed the subject's responses about the reasons for become a teacher. Another analyze was made on the subjects' short answers about their imagined middle term (ten years) professional future. The student shows various intrinsic and extrinsic reasons for teaching after graduating, and also a composite picture of their predicted professional future, somewhat unexpected considering their main specialization. According with study results, some theoretical and practical considerations were made.*

**Keywords:** teaching motivation teachers' career prediction, university students, FIT-Theory, Self Determination Theory.

### Introduction

Personalities of future teachers, whether it's about cognitive, socio-emotional or behavioural traits, represents a major concern of a large number of researches in the field of teacher's education<sup>1</sup>. The characteristics of teaching candidates refers to four major categories of variables: "(a) demographics and high-school background; (b) motivation to teach and career expectations; (c) confidence and optimism or anxiety and concerns about teaching; and (d) perceptions of the roles and responsibilities of teachers"<sup>2</sup>. Therefore, one of the abovementioned concerns of scholars investigating future teachers' personality relies on their motivational orientation to teach, because this could be helpful for predicting their academic achievement and success in this area. Although it's reasonably predictable some student's motivational orientation will substantially change during university studying, the others reasons, more resistant, may either promote or undermine their professional evolution during the first years of

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<sup>1</sup> L. Göncz, "Teacher personality: a review of psychological research and guidelines for a more comprehensive theory in educational psychology", in *Open Review of Educational Research*, IV (2017), no. 1, p. 75-95.

<sup>2</sup> S. M. Brookhart and D. J. Freeman, "Characteristics of Entering Teacher Candidates", in *Review of Educational Research*, LXII (1992), no. 1, p. 37-60.

career and later. On the other hand, the imagined mid-term professional future of entering teacher candidates could predict their later engagement and either they remain in or leave this career.

Few empirical studies investigated, in last years in Romania, the reasons for choosing the teaching career. In their study, Șerbănescu and Popescu<sup>3</sup> state that the main reason for choosing a teaching career is the pleasure of working with children, and the main reason for not choosing this profession is the low salary. Anghelache<sup>4</sup> find that the students' motivation for the teaching career increase with their age and seems to be related with their employed and unemployed as teachers status.

Albulescu and Albulescu<sup>5</sup> find six reasons for choosing teaching as a career, as the results of their interview conducted on university students enrolled for teaching courses. According with the aforementioned authors, the respondent indicates three reasons that are not important for choosing this career: number of available jobs in the education system, the income, and the attractiveness of the teachers' status into the community. Others three reasons were reported as more important ("the main reasons") for the choosing this career: the self-assessed teaching skills and competences (they considers themselves as competent in this job); the enjoyment in working with children/teenagers, and satisfactions and challenges faced by education professionals. Another item of their interview try to reveal the short and medium career orientation of the subjects. The authors report that most of students imagine themselves as teachers in the next 4-7 years and even beyond this term, but not in the first years after graduating. Others three reasons were reported as more important ("the main reasons") for the choosing this career: the self-assessed teaching skills and competences (they considers they own as competent in this job); the enjoyment in working with children/teenagers and satisfactions and challenges faced by education professionals. Another item of their interview try to reveal the short and medium career orientation of the subjects. The authors report that most of students imagine themselves as teachers in the next 4-7 years and even beyond this term, but not in the first years after graduating.

The results of another study indicate that even teacher students do attend teacher training classes, they are not fully convinced they will become teachers.<sup>6</sup>

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<sup>3</sup> L. Șerbănescu, T. Popescu, "Motivation for the teaching career", in *Procedia - Social and Behavioral Sciences* CXXVII (2014), p. 691 – 695

<sup>4</sup> V. Anghelache, "Motivation for the teaching career. Preliminary study", EPC-TKS 2013," in *Procedia - Social and Behavioral Sciences*, CXXVIII (2014), p. 49-53.

<sup>5</sup> M. Albulescu, I. Albulescu, "Motivational Benchmarks for teaching career choice", in *Procedia - Social and Behavioral Sciences*, CCIX (2015), p. 9-16.

<sup>6</sup> A. D. Manea, C. N. Stan, "Opting for the teaching profession: vocation or opportunity", in *Studia Universitatis*, LX (2015), no.1, p. 89-97.

Using a career identity and development framework and the concept of "identity motivation," Cristian Petre<sup>7</sup> report in his research some beliefs of subjects about teaching career: special aptitudes are necessary ("is not for everyone"); is not a socially valorized profession; the teachers rather do not feel they belong to a valuable community, and the system of career promotion are unbalanced (unfair). On the other hand, the subjects' decision to pursue this career are not based on adult model (parents, teachers). Regarding the prospective dimension of teaching, the most subjects of this research reported that this career is rather not for the future or "with future" (desirable).

Claudia Vlaicu<sup>8</sup> analyzed the theoretical framework and literature on the motivation and pointed out that motivation to become teachers could be categorized into intrinsic, extrinsic and altruistic motivation. In her research, conducted on preschool and primary school in-service teachers, she finds three categories of reasons of teachers for their profession: humanistic values: 1) the wish to work in contact with children, to help them succeed, or the desire to transmit knowledge to them, and the desire to give all students an equal chance; 2) professional vocation: identification with the teaching profession, passion for teaching; 3) work conditions: the possibility to work in cooperative context and culture and to carry out an evolutionary and demanding job (p. 1115). We note, however, that this study was conducted on the in-service teachers and was used a qualitative methodological approach, therefore the invoked reasons could be slightly different with pre-service teaching students and tested in a quantitative framework.

The Romanian studies on future teachers' motivation presented above, excepted the study conducted by Claudia Vlaicu, have some limitations; they are descriptive and exploratory and do not consider the basic distinction of motivation forms (intrinsic and extrinsic) nor made explicit references to fundamental motivation theories. The studies mentioned above focused on one or several particular aspects of pre-service or in-service teachers' motivation: reasons for choosing pedagogical training, motivation intensity, beliefs about teaching and theoretical framework of teachers' motivational orientation (Vlaicu, 2015). But a more systematic analyze of students' motivation for didactic career, through the lens of motivation theories still missing in Romanian research studies. It is also missing a comprehensive picture of the professional future of teacher students, as they represent it at start of university studies.

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<sup>7</sup> C. Petre, "The Identity Motivation for Teaching Career. A Study on Primary and Preschool Pedagogy Students", in *The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues"*, 7th - 9th November 2014, *Procedia - Social and Behavioral Sciences* CLXXX (2015), p. 937 – 944.

<sup>8</sup> C. Vlaicu, "The role of motivation in the development of school teachers' career", in *Procedia - Social and Behavioral Sciences*, CLXXX (2015), p. 1109 – 1115.

In contrast with this unsystematically approach of students' teaching motivation in our country, in US, Diane MacKenzie<sup>9</sup>, in their study on the reasons for choosing teaching career explicitly refers to an theoretical framework: Factors Influencing Teaching Choice (Richardson & Watt, 2006)<sup>10</sup>, originated into the Expectancy Choice<sup>11</sup> and the more broad Social Cognitive Theory of A. Bandura.<sup>12</sup> For example, the FIT-Choice Theory (Factors Influencing Teaching Choice), proposed by Watt, Richardson and Wilkins in 2014 is a theoretical framework founded upon the expectancy-value framework of Eccles and her colleagues. This framework aims to provide a more precise conceptualisation of components, link the various elements together, suggest causal sequences, and outline relations between individual motivations, perceptions and professional development<sup>13</sup> of the future teachers.

According with this considerations, the main purpose of current paper is to explore the motivation for teaching, expressed in the subjects' reasons to choose initial teaching training. A secondary research goal was to outline the career projection of student who choose to follow initial training for didactic profession. In this respect, I proposed three research questions: 1) What is the nature (intrinsic, extrinsic or altruistic motivation) of the reasons for choosing didactic career among university students participating into the research? 2) How subjects' reasons for choosing teaching relate with their sociodemographic characteristics and academic profile? and 3) How subject's sociodemographic characteristics relate with their midterm career projects?

## Methodology

### *Participants*

323 randomly selected university students, grouped in three main academic profile – socio-human (N=111), real (N=110) and psycho-pedagogical (N=102) enrolled in the first year (eighteen or nineteen years old) in teachers' training course was participated in this study. The statistical analysis was conducted considering socio-demographic variables as gender

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<sup>9</sup> D. MacKenzie, *Choosing a career: a study of motivational factors and demographics that influence P-12 pre-service teachers*. (2013). Electronic Theses and Dissertations. Paper 877. <https://doi.org/10.18297/etd/877>.

<sup>10</sup> P. W. Richardson, & H. M. Watt, "Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities," in *Asian-Pacific Journal of Teacher Education*, XXXIV (2006), no. 1, p. 27-56.

<sup>11</sup> A. Wigfield, & J.S. Eccles, Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, 25, (2000), p. 68-81

<sup>12</sup> A. Bandura, *Self-efficacy: The exercise of control*, New York, Freeman, 1997.

<sup>13</sup> H. M. G. Watt, P. W. Richardson, & K. Wilkins, "Profiles of professional engagement and career development aspirations among USA preservice teachers," in *International Journal of Educational Research*, LXV (2014), p. 23-40.

(88 males and 235 female) and the rural-urban (urban=165, rural=158) subjects' residence.

*Instrument and procedure*

In this study, we used a questionnaire and a form with demographical data, both filled by the subjects at their inscription for the initial training for didactic career. All the participants completed the questionnaire as part of the process of inscription to pedagogical complementary training. This questionnaire had several items aiming different student's characteristics, but only two items meet our research interest.

The first considered item were designed to evaluate students' reason(s) for choosing this module. Subjects ranged seven predefined reasons for choosing initial training for a didactic career from the most important to the most unimportant for themselves. The seven reasons were worded as follow: *professional prestige; financial rewards; the advantage of intellectual work; job security; free time in vacations; relatives or known person who are teachers; and the desire to work with children*. The subjects rated each reason on a scale from 0 (the most unimportant) to 6 (the most important).

The second considered item asked the subjects to provide a short description (a word, an expression or a sentence) of their imagined career after ten years, starting from present. After a brief content (thematic) analysis, we pooled the short written responses of the subject in four categories, as follow: 1) *teacher*; 2) *teacher and domain specialist*; 3) *personally fulfilled*; 4) *I don't know/undetermined*. The academic profile (faculty), the residence and gender was collected from the inscription form, but I concealed others subject's identification data (name and contact details as phone number and e-mail).

For further analysis, the subjects were distributed, according with their academic specialization, in three categories, as follow: students from History, Philosophy, Law, Geography, Letters (N=109) was pooled in Humanities profile; students from Mathematics, Physics, and Chemistry were grouped in Real profile (N=109); student from Psychology, with various specialization as Psychology, Special Education and Pedagogy were grouped together into the Psycho-pedagogical profile (N=101).

## **Results and discussions**

I. For the first research question – What is the nature of the reasons for didactic career among university students? – we computed descriptive statistics (see Table 1) and then we related the results with two theories of motivation: Ryan and Deci Self-Determination Theory (SDT)<sup>14</sup> and Watt,

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<sup>14</sup> R. M. Ryan, E. L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", in *Contemporary Educational Psychology*, XXV (2000), p. 54–67.

Richardson and Wilkins<sup>15</sup> FIT-choice theory, based on Wigfield & Eccles, (2000)<sup>16</sup> expectancy-values theory.

According with Ryan and Deci SDT theory and the OIT sub-theory (Organismic Integration Theory, Ryan and Deci, 2000), the seven proposed reasons for a teaching career may be classified as follow: at the bottom level of Deci and Ryan classification of extrinsic motivation, namely "external regulation", I placed three reasons: *the financial rewards*, *job security* and *free time in vacations*; other two reasons: *professional prestige* and *relatives or known person who are teachers* represents a greater internalization of extrinsic reasons, therefore could be situated to the introjection level of extrinsic motivation in SDT theory. The most valuable, yet extrinsic reason is *the advantage of intellectual work*, because reflect the higher degree of internalization of exterior reasons in Deci and Ryan's classification, therefore reaching the identification level of extrinsic motivation. Finally, only *the desire to work with children* meet the exigencies of the genuine intrinsic and altruistic in SDT motivation.

The FIT-choice motivation theory differentiates between perceptions about teaching and motivation for teaching of the subjects. Accordingly, the authors postulate personal and social utility value of motivation for teaching. Perception about teaching was divided into demands and returns of being teacher. The combinations of the two criteria allows to associate the subjects' responses with Factors Influencing Teachers' Choice dimensions: 1) *professional prestige*: perception, and task return is the social status; 2) *financial rewards*: perception; the task return is the salary; 3) *the advantage of intellectual work*: perceptions; the task demands is career expert; also, this reason may corresponds to 'professional development'; 4) *job security*: motivations, an personal utility value; 5) *free time in vacations*: motivations – also an personal utility value: time for family; 6) *relatives or known person who are teachers*: motivations, social utility value, due to social influences; 7) *the desire to work with children*: motivation, an social utility value: Work with children/adolescents.

Table 1. Descriptive statistics for reasons for choosing teaching career

		Statistics						
		professional prestige	financial rewards	the advantage of intellectual work	job security	free time in vacations	relatives or known persons who are teachers	the desire to work with children
N	Valid	319	319	319	319	319	319	319
	Mean	3.28	1.34	4.09	3.20	1.83	.78	4.49
	Median	4.00	1.00	5.00	3.00	2.00	.00	5.00
	Mode	4	0	5	3	0	0	6
	Std. Deviation	1.889	1.475	1.848	1.952	1.628	1.419	1.949

<sup>15</sup> H. M. G. Watt, P. W. Richardson, & K. Wilkins, "Profiles of professional engagement and career development aspirations among USA preservice teachers," p. 23-40.

<sup>16</sup> A. Wigfield, & J. S. Eccles, "Expectancy-value theory of achievement motivation". *Contemporary Educational Psychology*, XXV (2000), p. 68-81.

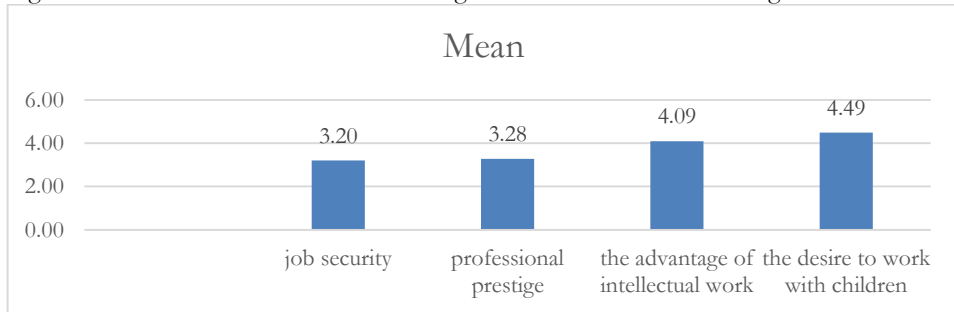
Variance	3.568	2.175	3.414	3.809	2.650	2.015	3.798
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The highest rated reasons for didactic career is *professional prestige* ( $M=3.28$ ;  $SD=1.889$ ), *the advantage of intellectual work* ( $M=4.09$ ;  $SD=1.848$ ), *job security* ( $M=3.20$ ;  $SD=1.952$ ) and *the desire to work with children* ( $M=4.49$ ;  $SD=1.949$ ). The remaining three reasons are not rated too high by the subjects, thus seems not very important for them in the decision of choosing the didactic career.

According with SDT theory (Ryan and Deci, 2000), the four abovementioned reasons falls in extrinsic motivation, but with significant gradual internalization of the reasons. The highest rated reasons – *the desire to work with children*– are also the only intrinsic reason included in this pack. The second highest rated reason is *the advantage of intellectual work*, which it is the most evolved, yet extrinsic motivation reason. The third and the four reasons, *professional prestige* and *job security* rated nearly equal by the participants, corresponds to lower levels of extrinsic motivation in SDT theory.

All four reasons mentioned are rated above mean, but the higher the average, the more integrated and even intrinsic become the subjects' motivation (see Figure 1 below).

Figure 1: The mean rank of the first four higher rated reasons for choosing didactic career



The lecture of the same descriptive statistics through the lens of FIT-choice theory reveal as higher order factor (see FIT-choice Theory, Watt, Richardson and Wilkins) two reasons corresponding of perception of teaching: 1) the *professional prestige* ( $M=3.28$ ) may be conceptually related with perception that teaching and provides social valuable status, as task return; 2) the *advantage of intellectual work* ( $M=4.09$ ) could be related in FIT-Choice theory with perceptions about teaching, being in the same time an advantage for professional development, and a demanding task: to acquire expertise into the didactic career. We may consider that this reason also slightly falls into the second conceptual categories of FIT-choice theory: motivation for teaching, for the very same arguments mentioned above. Motivation for teaching appear more clearly conceptually related whit the next two reasons: 3) the *job security* reason ( $M=3.20$ ) represents motivation for choosing the teaching as career and it is a personal utility value; 4) *the desire to work with children* ( $M=4.49$ ), a social value, belongs of motivation for this career, which, supplementary, provides inherent joy and satisfaction.

II. The second research question – How subjects’ reasons for choosing teaching relate with their socio demographic characteristics and academic profile? For that purpose, we wondered whether different students, according with profiles and demographic data, choose teachers training module considering certain reasons for teacher training module more important than others. After the initial descriptive analyses of data, we computed t and Anova One Way tests) to further explore subjects’ responses.

Considering *the gender* variable, the female subjects appear more motivated than the male subjects by the following reasons: *the desire to work with children* [t (317) =3.26, p=0.01]; *relatives or known person who are teachers* [t (317) =2.27, p=0.02] and *free time in vacations* [t (317) =2.24, p=0.01]. The male students are more motivated by the *financial rewards* [t (317) =2.91, p<0.01].

Considering the residence of the subjects, only the *desire to work with children* reason are marginally more intense among students who lived in rural [t (317) =1.804, p=0.072].

In order to check the relationship between the academic profile and reasons for teaching, we conducted Anova One Way tests. The students from Real, Humanistic and Psycho-pedagogical profile shows significant difference [F (2, 316) =3,222 p=0.04] for the reason *free time of vacations*. Further, to check between which of the three profiles are significant differences, we applied the post-hoc Tukey tests. The results show students from Psycho-pedagogical profile (N=101, M=2.09, SD=1.656) choose didactic career significantly more than their counterparts from Humanities (N=109, M=1.53, SD=1.513) for the *free time in vacations* reason (Tukey t= 2,49 p<0.05, r=0.18).

III. Considering the third research question, we tested if and how subjects’ midterm career projects are related with their socio demographic characteristics and academic profile. We computed the  $\chi^2$  test in order to check the relationship between academic profile and imagined professional future. The academic profile significantly relates with the imagined professional situation over ten years [ $\chi^2$  (6) = 31.304, p<0.001], and the detailed results are presented and discussed in Table 2 and Figure 2 below. On the other hand, the same  $\chi^2$  test shows gender and residence are not significantly related with the students’ projected professional future.

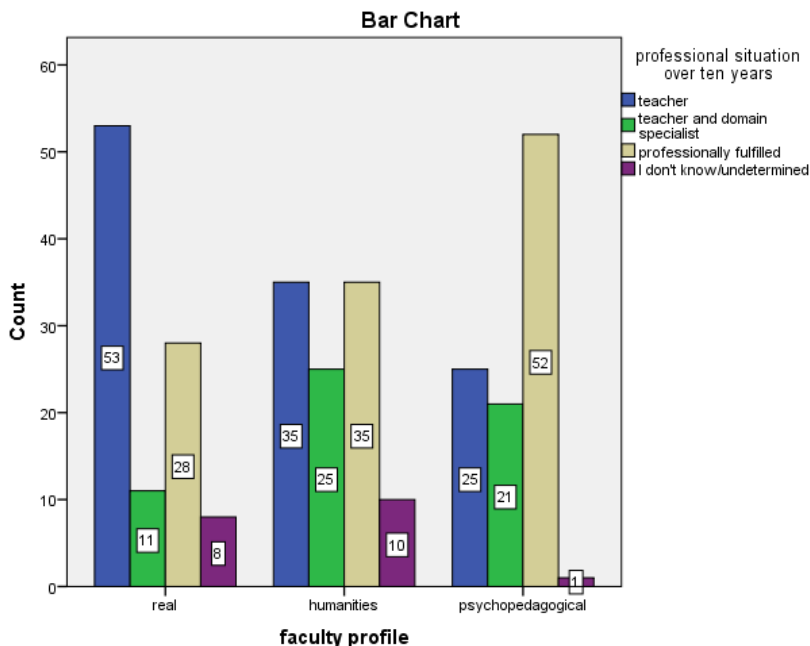
Table 2. Chi square analysis regarding relationship between academic profile and ten years’ professional future

		faculty profile * professional situation over ten years Crosstabulation				Total	
		professional situation over ten years					
		teacher	teacher and domain specialist	professionally fulfilled	I don't know/undetermined		
Faculties profile	Real	Count	53	11	28	8	100
	Humanities	Count	35	25	35	10	105



	Psycho-pedagogical	Count	25	21	52	1	99
Total		Count	113	57	115	19	304

Figure 2. Professional 10 years' future of students from three academic profiles



More than a half (53) and significantly more than expected (37.2) of the Real profile students (faculties as Physics, Chemistry and Mathematics) imagine themselves as *teachers*, and less (11) than expected (18.8) imagined themselves in the same time teachers and domain specialist; on the other hand, the real profile students imagine professionally fulfilled less (28) than expected (37.8). The Humanities profile students are the most balanced in their projected professional future (35 *teachers*, 25 *teachers and domain specialist* and also 35 *professionally fulfilled*). Surprisingly, 52 students from Psycho-pedagogical profile imagined in ten years *professionally fulfilled* significantly more than expected (37.5); more than that, they don't imagine working as *teachers* (only 25 counted, but 36,8 expected), into a faculty with clear educational profile; also, despite the undetermined expression *professionally fulfilled*, shared by near a half of them, the same students seem to know well their professional future, only one (1) respondent *do not know* which he or she will become professionally over 10 years (6.2 expected).

This counterintuitive and somewhat contradictory results will be further discussed and conclusion will be drawn in the next section.

## Conclusions

Our results show a composite and somewhat puzzled picture. Considering the first question of the study, we may observe that, according with Deci and Ryan self-determination theory<sup>17</sup>, the subjects are both intrinsic and extrinsic motivated for didactic career. The highest rated, and intrinsic and even altruistic reason for teaching is *the desire to work with children*. But more important, the next three most rated reasons, although they belong to extrinsic motivation, show a gradually integration by the subjects of extrinsic reasons for teaching. This results reveal subjects' altruistic, but also consistent and realistic image about teaching. The complex FIT-Choice Theory<sup>18</sup> allows us to compound a more nuanced interpretation of this data: didactic career is represented by the subjects as a social valuable and demanding profession, offering social prestige (*professional prestige*), gratifying, but demanding (hard) work and engagement (*advantage of intellectual work*). Also, teaching represents a motivating, yet challenging profession. Teaching have for the subjects also personal utility value (*job security*) and social value (*the desire to work with children*). I think that this composite but balanced combination of perception and motivation for teaching reflects a mature, realistic and in the same time an empathic, humanistic and a little bit idealistic vision of the teaching as career.

The second research question targeted a deeper understanding of subject's teacher training choices. Genre, residence and academic profile helped to have a more nuanced picture of the reasons for teaching. Predictable, it is some differences between male and female regarding their rating in the reasons for choosing teaching: the male students are motivated by anticipated financial rewards more than female, which, in turn, are more motivated by the perspective to work with children, the time of vacancies and the known persons who teach. The students' rural home environment is also related with more interest for working with children, perhaps because educating children is a more traditional value, thus more salient in rural communities. The academic profile of the respondents is relevant only for the reason *free time in vacations*, significantly more preferred by the students from the Psycho-pedagogical profile comparing with their counterparts.

The third research question vised the mid-term career perspective of the respondent, and the relationship of this perspective with the didactic career. The students from Humanities shows a balanced career perspective over ten years, with comparable distribution of their options between three already shaped professional identities: teacher; teacher and domain specialist; professionally fulfilled. A few surprises come from the Real profile, where the

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<sup>17</sup> R. M. Ryan, E. L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", p. 54-67.

<sup>18</sup> H. M. G. Watt, P. W. Richardson, & K. Wilkins, "Profiles of professional engagement and career development aspirations among USA preservice teachers," p. 23.

most students see themselves working as teachers in ten years. This result could be explained by the great number of the students from the Science faculties which opt for the didactic career. On the other hand, only a quarter from the students from Psycho-pedagogical imagine themselves as teachers, but half of them imagine *professionally fulfilled*.<sup>19</sup> This result is even more surprising as much as some students from this profile studying for becoming elementary school teachers. Perhaps the preconceived differences between academic profiles and specialties should be reconsidered; more than that, I'm aware that the expectations and beliefs about being teachers evolve throughout the university studies, this puzzled image about teaching career and personal professional future change over time. Thus, deeper, repeated or longitudinal analyses should be conducted for the evolving motivations for the didactic career.

The present study has some weakness. The descriptive design does not allow us to conclusively ascertain answers to why subjects rate some types of reasons for didactic career more than others. The instrument used for data collection was a self-report instruments which subjects completed to their inscription, in slightly various condition (on the first courses in teacher training, with various teachers and presumably with different instructions). Maybe the design of an instrument purposely designed and validated for testing the motivation for didactic career could provide more consistent and reliable data. Also, one or more personality inventories, applied more times along the initial training for the didactic career will offer significant related variables that could explain the motivational dynamics in choosing teaching as career.

The study implications address teachers' training policies, because the reasons for choosing this career and also the proportion of future teachers over ten years imply appropriate strategies and resources. The valuable motivation of the subjects should be considered and preserved in the academic experiences of these subjects. The quality of the future teachers is a critical factor for a health and developed society and democracy. In contemporary society, whose development is based on knowledge, teachers are one of the most important resources required to respond to its challenges, to ensure modernization and continuous streamlining of efforts devoted to the full exploitation of human potential.<sup>20</sup>

Despite the assumed limits, the study relates the subject's responses to some influent motivation theories and plead for more applied and

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<sup>19</sup> L. Kidd, N. Brown, N. Fitzallen, "Beginning Teachers' Perception of Their Induction into the Teaching Profession," p. 17.

<sup>20</sup> Adriana Denisa Manea, "Innovation in the Management of Educational Institutions", in *Procedia Social and Behavioral Sciences*, CCIX (2015), no. 3, p. 310-315; Adriana Denisa Manea, "Requirements regarding the continuous training of the teachers", in *Astra Salvensis*, II (2014), no. 4, p. 182.

"Reasons for Teaching and Mid-Term Career Predictions among Future Teachers,  
*Astra Salvensis*, VII (2019), no. 14, p. 13-23

instrumentally assisted research in teacher training domain. The expected, but also the unexpected and somewhat contradictory results obtained in our study claim for a more coherent theoretical framework, and also for deeper empirical explorations of the issue of motivation for the teaching career.