

Choosing to Teach: Motivating Factors in Finnish Students' Decisions to Teach

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ABSTRACT

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The quality of an education system hinges on the quality of its teacher workforce. Teacher quality, in turn, is partially determined by who chooses to become a teacher. Finland, with its renowned teacher workforce, provides an interesting context within which to investigate individuals' motivations for becoming a teacher. Thus, the present study seeks to investigate the question: What factors motivate the decisions of Finnish students to become teachers?

To investigate this question, a survey was administered to first-year primary school (class) teacher education students during an orientation session at a medium-sized university in Finland. Summary statistics were calculated for the demographic, Likert scale, and ranking questions, and directed, or theory-driven, content analysis was used to analyze the open-ended survey questions.

Altruistic motivations, including a desire to help society and a desire to work with children, were the most influential factors impacting participants' decisions to teach, followed by intrinsic motivations, such as a passion for pedagogy. Extrinsic motivations, social influences, and Finland-specific factors were generally less influential, but still played a role in participants' decisions.

The results both support and expand upon existing theories of teacher motivation and signal a need for further qualitative investigations into the motivations of Finnish students for becoming teachers. Some observed motivations, including prior teaching experiences and a belief that one possesses a natural talent for teaching, could also be leveraged in the development of teacher recruitment programs in countries struggling to attract teachers to the profession.

Keywords: teacher motivations, teacher recruitment, Finland

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INTRODUCTION

The success of any school system is contingent upon its ability to attract highly motivated, talented individuals to the teaching profession. This positive relationship between educator quality and student achievement is well documented across the globe (Canales & Maldonado, 2018; Fauth et al., 2019; Stronge, 2010). Educator quality, in turn, is impacted by two factors: who applies to become a teacher and what kind of training they receive once admitted (Klassen & Kim, 2017). The focus of the present study is the former factor: who chooses to apply to post-secondary teacher education programs and why. The anomalous success of the Finnish education system, both in terms of student achievement and teacher quality, presents a compelling context to explore students' motivations for becoming teachers.

The Finnish education system gained significant international attention following the release of the Programme for International Student Assessment (PISA) results by the Organisation for Economic Co-operation and Development (OECD) in the year 2000 (Malinen et al., 2012; Sahlberg, 2021). Out of 32 participating countries, Finnish fifteen-year-olds were the top performers in reading literacy (OECD & UNESCO Institute for Statistics, 2000). These results were subsequently confirmed in the 2003 and 2006 PISA results, where Finnish students also performed at or near the top of the pack in mathematics and science (OECD, 2004; OECD, 2008; Sahlberg, 2021). While Finland's performance has dipped slightly in more recent PISA results (Sahlberg, 2021), the Finnish educational system continues to be highly regarded by international audiences (Thrupp et al., 2023).

Many attribute the success of the Finnish education system, in part, to the high quality of the Finnish teacher workforce (Ahtee et al., 2008; Malinen et al., 2012; Sahlberg, 2021). A cornerstone of the Finnish education system is its high level of trust in teachers (Paronen & Lappi, 2018; Toom & Husa, 2016). Teachers at all levels are given significant curricular and pedagogical autonomy to design

their lessons (Myrkä, 2023; Paronen & Lappi, 2018) and afforded a relatively high social status (Juvonen & Toom, 2023; Paronen & Lappi, 2018).

The rigorous, research-based program of study that Finnish teaching students must undertake may also play a role in the success of Finnish teachers. To become a primary school teacher (also called a class teacher) in Finland, students must complete bachelor's and master's level studies in educational science, which include a mandatory thesis and practice teaching (Malinen et al., 2012; Paronen & Lappi, 2018).

However, the types of students who choose to apply and are accepted to Finnish teacher education programs may play an equally important role in the success of the system. The Finnish teaching profession is relatively unique in its popularity (Malinen et al., 2012; Toom & Husa, 2016). For roughly the past decade, acceptance rates for initial teacher education programs in Finland have hovered around 10% (Paronen & Lappi, 2018; Mankki & Kyrö-Ämmälä, 2022; Metsäpelto et al, 2022). In recent years, however, Finland has seen a slight decline in the number of applicants to teacher education programs (Juvonen & Toom, 2023). As Mankki and Kyrö-Ämmälä (2022) report, the number of applications to primary teacher programs in Finland decreased from over 8000 in 2013-2014 to less than 5000 in 2019. Nevertheless, teacher education remains selective. In 2020 only one study place was available for every six primary teacher education applicants (Mankki & Kyrö-Ämmälä, 2022). Furthermore, gaining acceptance to a teacher education program directly after graduating from upper-secondary school is difficult; many students apply multiple times before gaining acceptance (Malinen et al., 2012).

Those who do gain admission into teacher education programs, however, are not necessarily the highest academically achieving students. Recent research by Vilppu et al. (2022) correct the myth that students admitted to teacher education programs in Finland are among the highest grade earners in upper secondary school. Instead, they find that the average exam scores of admitted primary teacher education students fall below the average scores of all students admitted to university programs in Finland (Vilppu et al., 2022). But as the authors explain,

the comparatively low academic performance of students admitted to teacher education programs should not necessarily be viewed in a negative light; instead, it may imply that factors other than past academic performance are perhaps better indicators of a student's potential to become an effective teacher (Vilppu et al., 2022).

The success of the Finnish system and the popularity of the Finnish teaching profession present several questions. What leads so many motivated students to apply for class teacher education programs in Finland? What is it about the profession that, year after year, continues to attract students that will one day become effective educators? Understanding the factors motivating some of the most successful teachers in the world to enter the profession could prove useful to other countries, such as the United States, struggling to attract highly qualified students to the teaching profession (García & Weiss, 2019). A more accurate understanding of what draws successful teachers to the profession in Finland could be applied to create more effective, targeted teacher recruitment policies abroad.

Despite the important insights this line of inquiry could generate, relatively little research has been conducted on the factors motivating Finnish students' decisions to teach, and virtually no studies have taken a qualitative approach. Almost all existing research on the topic employs a primarily quantitative, scale-based methodology. While quantitative studies are certainly useful, they limit participants' range of responses to the motivating factors already theorized in previously developed scales. This does not allow for new, perhaps undiscovered motivations to emerge in the data. Open-ended, qualitatively analyzed responses, however, provide participants the space to voice motivations that may not conform to existing understandings of teacher motivations, and that would not be captured in scale-based, quantitative research. Using survey data gathered from first-year students in the class teacher education bachelor's degree program at a medium-sized university in Finland, the present study seeks to address this gap by investigating, from a qualitative perspective, the following research question: What factors motivate the decisions of Finnish students to become teachers?

1 LITERATURE REVIEW

1.1 Theorizing Teacher Motivations

Most research on teacher motivations conducted over the past three decades divides factors into three distinct, though at times differently defined, categories: intrinsic, extrinsic, and altruistic motivations. Brookhart and Freeman (1992) were among the first to explicitly employ an intrinsic/altruistic categorization of teacher motivations, although these motivations were also addressed in Dan Lortie's landmark *Schoolteacher* (1975). This classification system has since expanded to include extrinsic motivations as well (Fray & Gore, 2018; Goller et al., 2019; Heinz, 2015).

Intrinsic motivations refer to those factors relating directly to the nature of teaching and the internal value that individuals assign to the work of the teacher (Bergmark et al., 2018; Roness & Smith, 2010; Wong et al., 2014). For some, the appeal of teaching is internal to the work itself and reflects a desire to participate in the act of imparting knowledge (Brookhart & Freeman, 1992; Wong et al., 2014). Many pre- and in-service teachers report a love for or enjoyment of the act of teaching as a motivating factor in their career choice (Butt et al., 2010; Heinz, 2015; Roness & Smith, 2010). Similarly, intrinsic motivations may relate to the personal fulfilment brought on by teaching (Lin et al., 2012; Roness & Smith, 2010; Wong et al., 2014). Other frequently explored intrinsic motivations include a desire to continue working with a specific academic subject (Bergmark et al., 2018; Goller et al., 2019; Roness & Smith, 2010), enjoyment of the collaborative and interpersonal nature of teaching (Brookhart & Freeman, 1992; Lin et al., 2012), and a conception of teaching as an intellectually or otherwise challenging endeavour (Jungert et al., 2014; Wong et al., 2014).

In comparison to intrinsic motivations, which reflect the internal, individual satisfaction that one gains from the act of teaching, altruistic motivations face outward, centering on the role of the individual within "the broader social project

of education” (Manuel & Hughes, 2006, p. 10). Altruistic motivations for teaching refer to potential teachers’ desires to make a difference, enact change, and positively impact society through their work (Bergmark et al., 2018; Heinz, 2015; Wong et al., 2014). Frequently examined altruistic motivations for teaching include a desire to work with or help young people (Olsen, 2008; Wong et al., 2014) and a desire to serve society (Jungert et al., 2014; Reimer & Dorf, 2014).

Finally, extrinsic motivations for teaching are those factors influencing individuals’ decisions to teach which are external to the work itself and may provide material benefits to the individual (Rones & Smith, 2011). Perhaps the most frequently investigated of these factors are salary (Bergmark et al., 2018; Cheung & Yuen, 2015; Lin et al., 2012), job security (Heinz, 2015; Jungert et al., 2014), compatibility with family life (Goller et al., 2019; Struyven et al., 2012), and prestige (Bergmark et al., 2018; Heinz, 2015). Other extrinsic motivations include vacation time (Struyven et al., 2012; Wong et al., 2014), transferability of skills (Heinz, 2015), and working conditions (Bergmark et al., 2018; Yüce et al., 2013).

Studies within the extant literature have come to varying conclusions when comparing the effects of intrinsic, altruistic, and extrinsic factors on students’ decisions to teach. A majority of studies find that intrinsic and altruistic factors, such as an enjoyment of the act of teaching (Rones & Smith, 2010) and a desire to serve society (Lin et al., 2012), respectively, are generally more influential in students’ decisions to teach than extrinsic factors, such as salary (Bergmark et al., 2018). This trend is supported by Brookhart and Freeman’s landmark review of literature on the characteristics of teaching candidates (1992); based on their review of 44 studies, they found that “altruistic, service-oriented goals and other intrinsic sources of motivation are the primary reasons entering teacher candidates report for why they chose careers in teaching” (1992, p. 46). More recently, in her international review of studies on the career motivations and commitment levels of student teachers, Heinz (2015) found that “student teachers preparing for primary as well as second-level teaching attached least importance to the perceived extrinsic values of their future jobs” (p. 267). For example, based on questionnaire data from 132 pre-service teachers in Hong Kong, Wong et al. (2014)

found that an altruistic desire “to contribute to the development of their students and society” was the dominant motivating factor in students’ decisions to teach, followed by “intrinsic motivations of subject matter interest and interest in teaching” (p. 88). In their comparison of Canadian and Omani teacher motivations, Klassen et al. (2011) similarly reported that both groups rated intrinsic career values and altruistic values (in the study, “social utility value” (p. 585)) higher than extrinsic factors (reported as “personal utility value” (p. 581)).

Student motivations for teaching, however, are often a mix of intrinsic, altruistic, and extrinsic factors (Bergmark et al., 2018), and the boundaries between these have historically been somewhat blurred. As Manuel and Hughes (2006) explain, the draw of the teaching profession is “deeply anchored in aspects of the subjective inner landscape of the individual and his or her search for meaning through ideas, relationships and hope” (p. 11). The individual, her internal fulfillment, and her search for meaning outside herself are inherently intertwined. An intrinsic enjoyment of teaching or of one’s subject area may overlap with an altruistic motivation to improve society by educating the young, which may also intersect with an appreciation of the profession’s summer holidays or working hours. Furthermore, there is a lack of consensus regarding the classification of specific factors as intrinsic, extrinsic, or altruistic motivations (Watt & Richardson, 2007). As Heinz (2015) explains, the boundaries between intrinsic and altruistic motivations are particularly difficult to discern and often defined differently from study to study.

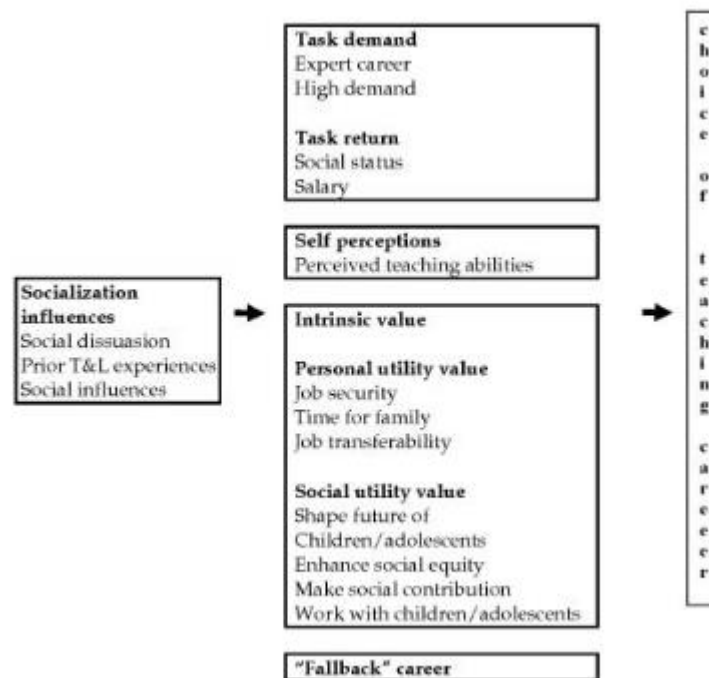
To develop a more systematic approach to studying motivations for teaching, Watt and Richardson (2007) developed the Factors Influencing Teaching-Choice Scale, or the FIT-Choice Scale. This scale is intended to be used as a survey for preservice teacher education students (Watt & Richardson, 2007) and has been validated in various educational contexts, including Australia (Richardson & Watt, 2006), China (Lin et al., 2012), Germany (Goller et al., 2019; Watt et al., 2012), Ghana (Salifu et al., 2018), Finland (Giersch et al., 2021; Goller et al., 2019; Taimalu

et al., 2021), Norway (Watt et al., 2012), and the United States (Lin et al., 2012; Watt et al., 2012), among others.

The FIT-Choice Scale builds on the categories of intrinsic, altruistic, and extrinsic motivations, as well as other previously theorized teacher motivations to create a more nuanced categorization of factors. An illustration of the model is presented below in Figure 1.

Figure 1

FIT-Choice Framework (Richardson & Watt, 2006, p. 32)



The “intrinsic value”, “personal utility value”, and “social utility value” constructs in the FIT-Choice framework map roughly to the previously theorized concepts of intrinsic, extrinsic, and altruistic motivating factors, respectively, with one significant departure from previous theorizations. Where earlier theories of teacher motivation categorized a desire to work with children or young people as an intrinsic motivation (e.g., Guarino et al., 2006; Johnston et al., 1999), Richardson and Watt place this factor within their “social utility value”, or altruistic, category (2006).

In addition to these three factors, Richardson and Watt (2006) expand upon previous theorizations to posit several more higher order constructs of motivations for teaching: socialization influences, task demand, task return, self-perceptions, and “fallback” career. The socialization influences construct consists of three first-order constructs (social dissuasion, prior T&L experiences, and social influences), and refers to the potential impacts of negative coverage of teaching in the media, past experiences in teaching and learning contexts, and the opinions of close family and friends, respectively, on students’ decisions to teach (Richardson & Watt, 2006).

Watt & Richardson’s “task demand” construct seeks to uncover respondents’ perceptions of the demands of the teaching profession, and the authors hypothesize that high demand perceptions may deter students from choosing to teach (2007). Task demand consists of two constructs: expert career, or “individuals’ perceptions of teaching as...requiring high levels of specialized and technical knowledge” (2007, p. 173), and high demand, which refers to individuals’ perceptions of teaching as “generally requiring hard work” (2007, p. 173).

The “task return” construct refers to motivating factors related to the returns offered by a career in teaching (Watt & Richardson, 2007), and consists of two first-order constructs: “social status” and “salary”. The social status construct investigates respondents’ perceptions of teaching as a “respected and...high-status occupation” and the role these perceptions may play in students’ decisions to teach (Watt & Richardson, 2007, p. 173).

The “self perceptions” construct, consisting solely of the “perceived teaching abilities” factor, measures individuals’ beliefs about their teaching abilities (Richardson & Watt, 2006).

Finally, the “‘fallback’ career” construct investigates the extent to which respondents’ failure to pursue their first-choice career led them to become teachers (Watt & Richardson, 2007).

The FIT-Choice scale is perhaps the most widely used measure of students' motivations for teaching today (Heinz, 2015), and its constituent factors, combined with earlier theorizations of intrinsic, altruistic, and extrinsic motivations, form the theoretical basis of the instrument used in the present study and outlined in Section 3.3.1 below.

1.2 Teacher Motivations in the Finnish Context

Cultural context can be a crucial determinant in students' motivations for teaching (Klassen et al., 2011; Watt & Richardson, 2012). As noted above, the teaching profession in Finland is unique, and may produce unique motivations for teaching among university students. The competitive nature of teacher education programs (Malinen et al., 2012), the relatively high social status of teaching (Juvonen & Toom, 2023), and the historical reverence for literacy and education in Finland (Sahlberg, 2021), among other factors, may contribute to teacher motivations unlike those uncovered in other countries.

Despite the importance of cultural specificity in the investigation of students' motivations for teaching and the key lessons that could be learned from an investigation of the motivations behind Finland's high-quality teaching force, relatively little research has been conducted on the motivations of Finnish teachers. A review of the existing literature yielded only five empirical studies on the topic, as well as relevant data collected by the OECD as part of the Teaching and Learning International Survey (TALIS). The five studies and TALIS data were published between 2014 (Reimer & Dorf) and 2021 (Giersch et al., Taimalu et al.).

All five articles and the TALIS data compared the motivations of Finnish teachers to those of students in other countries. Grünthal and Lepajõe (2020), for instance, compare the motivations of Finnish and Estonian students studying to become mother tongue and literature teachers. Similarly, Taimalu et al. (2021) compare the motivations of Finnish and Estonian students in kindergarten through secondary school teacher preparation programs. In their 2014 study,

Reimer and Dorf examine differences in “educational pathways, socio-demographic characteristics, academic self-concepts, and occupational motivations” between Finnish and Danish first-year students in university-level class and subject teacher education programs (p. 669). Giersch et al. examine differences in motivations between primary and middle school teacher education students in Finland, Sweden, and the United States (2021), while Goller et al. examine the same between Finnish and German preschool through upper secondary teacher education students (2019).

Finally, TALIS 2018 is a survey administered by the OECD with the goal of “generat[ing] internationally comparable information relevant to developing and implementing policies focused on school leaders, teachers, and teaching, with an emphasis on those aspects that affect student learning” (2018b). The survey was administered to lower secondary teachers in Finland, as well as teachers in other participating countries (OECD, 2018c).

Sample sizes varied considerably between studies, ranging from $n=61$ (Grünthal & Lepajõe, 2020) to $n > 2500$ (OECD, 2018d). All five studies sampled current Finnish students in various teacher education programs, including subject teachers (Grünthal & Lepajõe, 2020; Reimer & Dorf, 2014), early childhood education teachers (Goller et al., 2019; Taimalu et al., 2021), and class teachers (Giersch et al., 2021; Goller et al., 2019; Reimer & Dorf, 2014; Taimalu et al., 2021). The TALIS data alone sampled in-service teachers, drawing their data from current lower secondary teachers in Finland and other participating countries (OECD, 2018c).

All five studies and the TALIS report used a survey as their data collection method. Both similarities and differences emerged in the instruments used to measure students’ motivations for becoming a teacher. In their study on the motivations of Finnish and Estonian mother tongue and literature teacher education students, Grünthal and Lepajõe (2020) employed a 27-item questionnaire in which students responded to statements touching on intrinsic, extrinsic, status-

related, and research-related motivations with a four-point Likert scale. Statements included, “I have a calling to teach”, “pupils are an important motivator in teaching”, and “It is important to teach mother tongue and literature” (Grünthal & Lepajõe, 2020). After rating their level of agreement with each statement, students also had an opportunity to write comments about their answers (Grünthal & Lepajõe, 2020).

Reimer and Dorf (2014) also employed a questionnaire in their study of Dutch and Finnish teacher education students. The survey asked students to rate, again on a four-point Likert scale, the importance of nine job-specific characteristics and thirteen educational program-specific characteristics in their decisions to become teachers (Reimer & Dorf, 2014). These items were later combined to form four motivation scales: “Status orientation/Extrinsic motives”, “Content of education & social aspects”, “family compatibility”, and “study costs” (Reimer & Dorf, 2014).

The teacher motivations portion of TALIS 2018 consisted of seven possible factors that contributed to respondents’ decisions to become teachers. The survey asked teachers to evaluate the importance of each of these factors in their decisions to teach, again on a four-point Likert scale (OECD, 2018a). Factors touched on extrinsic and altruistic motivations, including “Teaching provided a reliable income” and “Teaching allowed me to provide a contribution to society”, respectively (OECD, 2018a)¹.

The three remaining studies all used modified versions of Richardson and Watt’s FIT-Choice Scale, outlined in Section 2.1 (2006). As explained above, the FIT-Choice Scale separates motivations into socialization influences, task demand, task return, self-perceptions, intrinsic value, personal utility value, social

¹ The other statements to be rated included “Teaching allowed me to influence the development of children and young people”, “Teaching allowed me to benefit the socially disadvantaged”, “Teaching was a secure job”, “The teaching schedule fit with responsibilities in my personal life”, and “Teaching offered a steady career path” (OECD, 2018).

utility value, and “fallback” career (Richardson & Watt, 2006). In the survey, respondents are asked to rate, on a seven-point Likert scale, the importance of different factors within these categories in their decisions to become teachers (Goller et al., 2019). The FIT-Choice Scale was first utilized in the Finnish context by Goller et al. in 2019. In their comparison of the motivations of Finnish and German teaching students, they employ a version of the FIT-Choice Scale translated into Finnish and adjusted for the Finnish context. They remove the “job transferability” subscale from the personal utility value scale, noting its irrelevance in both the Finnish and German contexts, and slightly reword the introduction to the perception factors of the survey (Goller et al., 2019).

Similarly, Taimalu et al. (2021) translated the FIT-Choice Scale from its original English into Finnish for administration to Finnish teaching students. The authors also changed some item phrasings, including one in the “job transferability” subscale, and some items were excluded due to their perceived irrelevance in the Finnish and Estonian contexts (Taimalu et al., 2021).

Giersch et al. (2021), by contrast, based their questionnaire on a short form version of the FIT-Choice model developed by Watt and Richardson (2007). This version consists of thirteen items covering personal utility value, social utility value, intrinsic value, prior teaching and learning experiences, self-perception, and “fallback” career (Giersch et al., 2021). To this short form version of the questionnaire, the authors added questions on task demand, task return, social dissonance, and satisfaction with choice from the original longer form version of the scale (Giersch et al., 2021).

Most recent literature investigating Finnish teacher motivations, including the five studies and TALIS data outlined above, is approached through a comparative lens; the results of these studies focus less on a comparison of potential factors in Finnish students’ decisions to teach, and more on comparisons *between* the teaching motivations of Finnish students and students in other countries. However, because the focus of this study is the motivations for Finnish students’ decisions to teach, a discussion of the above studies’ findings comparing Finnish

students' teaching motivations to those of students in other countries falls somewhat outside its scope. Thus, the following review of results focuses primarily on findings related to the importance of different factors in Finnish students' decisions to teach, not on those related to comparisons of Finnish teachers to teachers in other countries.

In their comparative study of teacher motivations in Finland and Germany using the FIT-Choice Scale (Richardson & Watt, 2006), Goller et al. report that, among Finnish primary (class) teachers, "work with children/adolescents" was the most highly ranked motivation (M=6.29), followed by "intrinsic value" (M=6.27), "high demand" (M=5.84), and "enhance social equity" (M=5.68) (2019).

Among the lowest rated motivations were "fallback career" (M=1.59), "social disuasion" (M=2.64), and "time for family" (M=3.28). Similarly, Reimer & Dorf (2014) found that Finnish class and subject teachers ranked "content of education & social aspects" as their biggest motivation, on average, followed by "status orientation/extrinsic motives", "family compatibility", and "study costs".²

In Grünthall and Lepajõe's (2020) survey of mother tongue and literature teachers' motivations, 100% of Finnish respondents moderately or strongly agreed with the statements, "Teaching the mother tongue and literature is important" and "Teaching mother tongue and literature is an important profession in society". All Finnish students sampled also moderately or strongly agreed with the statement, "Pupils are a strong motivator for teaching" (Grünthal & Le-

² The "Content of education & social aspects" consisted of items relating to nine motives: "people aspect", "important for society", "autonomy/judgment", "Interesting/personal development", "Interesting (Education)", "Close relations with study peers", "many job/educational options", "practical", and "Broad knowledge/skills". The "Status orientation/Extrinsic motives" scale consisted of seven items relating to seven motives: "job security", "High income", "Prestige/respect", "Career/leadership position", "Education placed in university environment", "Educational high status", and "Admission difficult". The "Family compatibility" scale consisted of items relating to three motives: "family/other activity", "time for other activities", and "supplemental work income". The "study costs" scale consisted of two items: "Short duration" and "easy to complete" (Reimer & Dorf, 2014, p. 669).

pajõe, 2020). Additionally, 88% of Finnish students agreed with the statements, “Deepening one’s knowledge continuously is an important motivator for this profession” and “Teaching mother tongue and literature is a valued profession in society”, while 74% agreed with the statement “I have a calling to teach”. Among the lowest rated statements were “I have always wanted to become a mother tongue and literature teacher (32% agreement) and “A good salary is an important factor for a career in teaching (53% agreement) (Grünthal & Lepajõe, 2020).

The TALIS 2018 results show a similar prioritization of altruistic pursuits ahead of potential extrinsic benefits (OECD, 2018c). Of the seven statements, the highest percentage of Finnish lower-secondary teachers attributed “moderate importance” or “high importance” to the statement, “Teaching allowed me to influence the development of children and young people” (82.7%) (OECD, 2018c). Below influencing the development of young people, 74.8% of Finnish respondents attached moderate or high importance to the statement, “Teaching provided a reliable income”, and 73% attributed the same to the statement, “Teaching offered a steady career path” (OECD, 2018c). The smallest percentages of Finnish teachers attributed importance to the statements, “Teaching allowed me to benefit the socially disadvantaged” (59.5%) and “Teaching allowed me to provide a contribution to society” (65.6%)(OECD, 2018c). Taimalu et al. (2021) reported only comparative results between motivations of Finnish and Estonian teaching students and did not report comparisons of motivations within the Finnish sample.

Two trends emerge in the results. First, generally, intrinsic and altruistic factors are ranked more highly than extrinsic factors in Finnish students’ decisions to teach (Giersch et al., 2021; Goller et al., 2019; Grünthal & Lepajõe, 2020; Reimer & Dorf, 2014). Specifically, the altruistic (as defined by Richardson & Watt, 2006) desire to work with children and young people emerged as an important motivator among Finnish teachers and teaching students (Goller et al., Grünthal & Lepajõe, 2020; OECD, 2018c). In the TALIS results alone, respondents ranked extrinsic factors above some altruistic factors (OECD, 2018c). While the

highest percentage of Finnish teachers attached moderate or high importance to the statement “Teaching allowed me to influence the development of children and young people” (82.7%), the next four highest-rated statements referred to extrinsic motivations (OECD, 2018c). The statements related to altruistic motivations for teaching- “Teaching allowed me to make a contribution to society” and “Teaching allowed me to benefit the socially disadvantaged” - had the lowest levels of agreement among Finnish teachers, at 65.6% and 59.5%, respectively (OECD, 2018c).

Although intrinsic and altruistic motivations were most often ranked above extrinsic motivations, Finnish teaching students and teachers still reported some extrinsic factors as significantly impacting their decisions to teach. Giersch et al. reported that Finnish students associated significant task reward, which includes salary and status-related motivations, with teaching (2021). Goller et al. found that the extrinsic “social status” had a relatively high average rating of 4.83 (on a scale of 1 to 7) among Finnish teaching students (2019), as did the extrinsic factors job security (M=4.56) and salary (M=3.67). In their study on the motivations of Finnish and Estonian teaching students, Grünthal & Lepajõe found that 70% of Finnish students agreed with the statement, “Long vacations are a strong motivator” (2020). And, as mentioned above, after the desire to influence children, extrinsic factors including income, a steady career path, a secure job, and career fit with personal responsibilities were the most highly rated by Finnish teachers in the TALIS 2018 survey (OECD, 2018c).

Outside of the intrinsic-altruistic-extrinsic framework, other prevalent factors in Finnish students’ decisions to teach were task demand (expert career, high demand) (Giersch et al., 2021; Goller et al., 2019), perceived teaching abilities (Goller et al., 2019), prior teaching and learning experiences (Goller et al., 2019), and having a teacher as a parent (Reimer & Dorf, 2014).

While these studies help us to understand and compare some factors that motivate Finnish students to become teachers, their general reliance on Likert-scale questions does not accommodate for the possibility that factors not captured in the scale may be impacting students’ decisions to teach. As noted above,

students' motivations for teaching may vary based on cultural context (Klassen et al., 2011; Watt & Richardson, 2012). The reasons students choose to teach in the United States, for instance, may be different from those in Australia which may be different from those in Finland. Using scales and theories developed in other cultural contexts, while useful, may fail to capture culturally specific motivations. Such is the case in Finland. Although the studies outlined above provide useful information on Finnish teaching students' motivations, their general lack of open-ended questions may be causing Finland-specific motivations for teaching to go overlooked, as respondents are not given the opportunity to report motivations not included in the scale being used.

The study outlined below tests existing theorizations of teacher motivations in the Finnish context, while also providing respondents space to report motivations that may not be reflected in the existing theories. In taking this approach, we hope to both examine the relevance of existing teacher motivation theory within Finland, as well as uncover potential motivations specific to the Finnish context that have been overlooked by existing scale-based studies.

2 RESEARCH TASK AND RESEARCH QUESTIONS

Teacher quality is central to student achievement (Fauth et al., 2019), and is determined both by the education that pre-service teachers receive and the population of students who choose to become teachers (Klassen & Kim, 2017). Finland, with its high student achievement (Malinen et al., 2012) and highly popular teaching profession (Mänkki & Kyrö-Ämmälä, 2022), could offer useful insights into what motivates effective teachers to enter the profession. While previous research on the motivations of Finnish teachers provides useful information, the existing literature's general reliance on externally developed, scale-based survey questions and quantitative analysis may be obscuring motivations unique to the Finnish context.

By taking a qualitative, theory-driven approach to the topic, the present study aims to test existing theorizations of teacher motivation in the Finnish context, while also providing space for the potential emergence of new motivations. Specifically, the research question is: What factors motivate the decisions of Finnish students to become class teachers?

To answer the research question, a survey including Likert scale, ranking, and open-ended questions was administered to new students in the class teacher education program at a medium-sized university in Finland in the late summer of 2022. Results were analyzed using a directed, theory-driven content analysis approach in line with Elo & Kyngäs (2008; 2014), Hsieh & Shannon (2005), and Patton (2002).

3 RESEARCH IMPLEMENTATION

3.1 Research Context

This study took place within the Department of Teacher Education at a medium-sized university in Finland- one of eight universities in Finland where students may undertake the required study program to become a class teacher (Malinen et al., 2012).

To apply to the class teacher education program, upper-secondary students must undergo a two-stage process. First, applicants must either sit for a multiple-choice examination (VAKAVA) or submit their grades on the matriculation examination, which is required to apply for higher education in Finland (University of Helsinki, 2023a; University of Helsinki, 2023b; Ylioppilastutkintolautakunta, 2021). Based on their exam performance or matriculation examination grades, a subset of students is then selected to move onto the second phase, during which applicants participate in interviews evaluating their potential teaching abilities (University of Helsinki, 2023c)

3.2 Research Participants

Participants in this study were first-year students beginning their studies within the Finnish language bachelor's degree program in primary school teacher education at a medium-sized university in Finland in the autumn of 2022. Approximately 96 students were present in the survey administration session, and 84 of these students responded to the survey, for an 87.5% response rate. All respondents reported their age; respondent ages ranged from 18 to 32. The average age of respondents was 21.2 years, while the median age was 21.0. All respondents also reported their gender identities; 19 respondents (22.6%) identified as men, while 64 (76.2%) identified as women, and 1 (1.2%) identified as non-binary.

All but one respondent reported their score on the matriculation examination. Only scores for mother tongue examinations taken in Finnish are included

in the table below. The scores of students who did not specify the language of their mother tongue examination or took the examination in a language other than Finnish were not included in the summary statistics. This choice was made because scores in languages other than Finnish would not be comparable to those in Finnish, as they are different examinations, and because the number of students taking the mother tongue examination in a language other than Finnish was insufficient for meaningful comparison or interpretation. In practice, this meant that, of the 83 respondents who reported their mother tongue examination score, 12 responses were excluded. The distribution of included participant scores is presented below in Table 1.

Table 1

Distribution of Participant Scores on Mother Tongue (Finnish) Portion of Matriculation Examination

Score	L	E	M	C	B	A	I
n	3	15	30	21	2	0	0
Percentage	4.2%	21.1%	42.3%	29.6%	2.8%	0.0%	0.0%

3.3 Data Collection

An electronic survey administered in English was used to collect data on participants. The survey was created and administered via the online survey program Webropol. Data was collected during an in-person orientation session of the first-year class teacher students in late August of 2022. The purpose of the study was introduced to the students in Finnish by a faculty member organizing the program. Directions for completing the survey were given to the students in English by the primary researcher. Students were instructed to answer the open-ended questions in either Finnish or English and were given approximately one hour to complete the survey. Paper copies of the survey were available to the participants, but all participants chose to complete the survey electronically.

3.3.1 Instrument

The survey consisted of three main sections, and contained Likert scale, open-ended, and ranking questions. While the responses to the open-ended questions are the primary subject of analysis here, the Likert scale and ranking questions were included to triangulate and thus increase the credibility of the qualitative findings (Tracy, 2013). The full survey can be found in Appendix 1. The first section, which included questions 1 through 3, asked respondents to report demographic information, including their age, gender identity, and the scores they received on their matriculation examination.

The second section of the survey centered on the factors motivating Finnish students' decisions to teach and consisted of four questions. Responses to this section are the primary focus of the present study. The first two questions, questions 4 and 5, were open-ended: "Why do you want to become a teacher?" and "Are there any reasons you hesitated about becoming a teacher?". In question 6, students were asked to evaluate, on a scale of 1 to 5, the extent to which they agreed with a series of statements regarding their motivations for becoming teachers. Next, question 7 asked participants to rank, out of the same statements, the top three factors that influenced their decisions to teach.

The statements included in questions 6 and 7, and later the qualitative analysis of question 4, drew on previous categorizations of intrinsic, extrinsic, and altruistic motivations (Brookhart & Freeman, 1992; Goller et al., 2019), Richardson & Watt's FIT-Choice model (2006), and existing literature on aspects of the teaching profession unique to Finland (Juvonen & Toom, 2023; Malinen et al., 2012; Paronen & Lappi, 2018). Each statement corresponded to a possible motivation behind respondents' decisions to teach, and these motivations were grouped into six categories based on the existing teacher motivation literature: intrinsic motivations, altruistic motivations, extrinsic motivations, natural talent, social influences, and Finland-specific motivations. A full list of statements included in questions 6 and 7 and the motivations they sought to evaluate, alongside their origins in the existing literature, are arranged by category in Table 2.

The intrinsic motivations assessed in questions 6 and 7 were passion for pedagogy, passion for subject, versatility of job, and collaborative nature of teaching. Altruistic motivations included helping society and a desire to work with children. While older research has categorized a desire to work with children or young people as an intrinsic motivation (Guarino et al., 2006; Johnston et al., 1999; Wong et al., 2014), we chose to categorize this motivation as altruistic in line with the majority of recent research on teacher motivations, which employs the FIT-Choice framework (e.g., Eghtesadi Roudi, 2022; Simić et al., 2022), and which categorizes a desire to work with children as altruistic (Richardson & Watt, 2006). Extrinsic motivations evaluated included job security, work schedule, and salary. In line with Richardson & Watt's categorization, natural talent was placed in its own category (2006).

The social influences category consisted of four motivating factors: social influences-positive, social influences-negative, past educational experience-positive, and past educational experience-negative. Social influences were split into two categories to differentiate between students who had been inspired by a close friend or family member to consider teaching (positive), and those who may have been pressured by a close friend or family member to consider teaching (negative). Similarly, past educational experiences were split into positive experiences that may have inspired students to become a teacher out of admiration, and negative experiences that may have led students to become better teachers than those they felt they had.

Finally, Finland-specific motivations included social status, professional autonomy, intellectual challenge, and association with intelligence. These motivations were included and grouped based on a hypothesis that factors unique to the Finnish teaching profession may influence Finnish students' decisions to become teachers. First, as Juvonen and Toom (2023) explain, the teaching profession in Finland possesses a relatively high social status. In 2018, 58% of Finnish teachers surveyed reported that they agreed or strongly agreed that "the teaching profession is valued in society", compared with the OECD average of only 31%

(OECD, 2018b). A question regarding the social status of the profession as a potential motivation for Finnish students was thus included in the survey. A precedent for including social status in studies on the motivations of pre-service teachers exists in the work of Richardson & Watt (2006) and Wong et al. (2014), among others.

Teaching in Finland is also marked by high levels of curricular and pedagogical autonomy (Ministry of Education and Culture & Finnish National Agency of Education, 2022). Teachers have the authority to choose how lessons are taught, what learning materials are used, and how students are assessed (Paronen & Lappi, 2018). We hypothesized that this high level of professional autonomy may attract Finnish students to the profession, and thus chose to include a question on professional autonomy in the survey.

Teaching in Finland is also viewed by many as intellectually challenging. As noted in the introduction, Finnish teaching students undergo a rigorous, research-based joint bachelor's and master's degree program to qualify for most teaching jobs (Malinen et al., 2012). Over the course of the program, which typically lasts five years, students must participate in practice teaching, take courses in pedagogical studies, and complete a master's thesis (Malinen et al., 2012). Once teaching, the high level of autonomy that teachers are provided requires them to deploy their pedagogical skills creatively and extemporaneously to curate classroom content and plan lessons (Malinen et al., 2012). Wong et al. (2014) have also investigated the intellectually challenging nature of teaching as a potential motivation for teaching. Therefore, we included a question investigating this potential factor in our survey.

Relatedly, we hypothesized that an association of teaching in Finland with high intelligence may act as a motivating factor for Finnish students. As mentioned above, teacher education programs in Finland are highly selective (Mankki & Kyrö-Ämmälä, 2022). Only a small portion of those who apply each year are admitted to one of the eight Finnish universities with teacher education programs, and many are not admitted on their first attempt (Malinen et al., 2012).

Those who are accepted must make it through a rigorous, multi-phase application process consisting of a multiple-choice examination and an interview (University of Helsinki, 2023a; University of Helsinki, 2023b; University of Helsinki, 2023c). Based on the competitive nature of teacher education program admissions, we hypothesized that a perception of teaching as a profession for intelligent individuals or high academic achievers may exist, and that this perception may motivate some students to apply to become teachers. To investigate this, we included a question relating to the perception of teaching as a career for intelligent people in the survey.

Two motivations were not included in the Likert scale and ranking questions of the survey because we hypothesized that they would not apply in the Finnish context. First, we did not include the “fallback career” motivation coined in the FIT-Choice Scale by Richardson & Watt (2006) based on our perception of the Finnish teaching profession. As explained above, teacher education programs in Finland are highly selective and require a rigorous application process (Mälinen et al., 2012; Sahlberg, 2021). We thus hypothesized that students’ choice of teaching as a “fallback” or last resort career would be rare given the difficulties and demands associated with becoming a teacher in Finland.

Second, we chose not to include prior teaching experiences, also included in the FIT-Choice Scale (Richardson & Watt, 2006), in the Likert-scale and ranking questions. We made this choice because we hypothesized that the relatively short period of time between when Finnish students complete upper secondary school and when they apply for higher education would not leave enough room for meaningful professional experiences in education that could impact their long-term career choices.

The third section of the survey was not analyzed in the present study but addressed respondents’ views of the social status of the teaching profession in Finland.

Finally, question 10 was open-ended, and asked respondents, “Is there anything else you would like to say about why you chose to become a teacher, or what you think about the social status of teaching in Finland?”.

Table 2*Statements and Motivations Used in Survey*

Category	Statement	Motivation	Basis in Literature
<i>Intrinsic motivations</i>	I enjoy teaching things to people.	Passion for pedagogy	Richardson & Watt, 2006; Roness & Smith, 2010; Wong et al., 2014
	I am passionate about a specific subject I will teach.	Passion for subject	Bergmark et al., 2018; Goller et al., 2019; Roness & Smith, 2010
	I have a lot of interests, and being a teacher allows me to work with many of them.	Versatility of job	Bergmark et al., 2018; Wong et al., 2014
	I want a job where I can collaborate with others.	Collaborative nature of teaching	Bergmark et al., 2018
<i>Altruistic motivations</i>	I see teaching as a way to help society.	Helping society	Jungert et al., 2014; Reimer & Dorf, 2014; Richardson & Watt, 2006
	I want to work with children	Desire to work with children	Jungert et al., 2014; Richardson & Watt, 2006; Yüce et al., 2013
<i>Extrinsic motivations</i>	I know I will be able to find a job.	Job security	Klassen et al., 2011; Richardson & Watt, 2006; Struyven et al., 2013
	I value having a summer holiday.	Work schedule	Richardson & Watt, 2006; Struyven et al., 2013; Yüce et al., 2013
	The teaching salary is reliable and/or relatively high	Salary	Reimer & Dorf, 2014; Richardson & Watt, 2006; Wong et al., 2014
<i>Natural talent</i>	I think I have a talent for teaching	Natural talent	Klassen et al., 2011; Richardson & Watt, 2006; Roness & Smith, 2010
<i>Social Influences</i>	I was inspired by a family member or close friend who is a teacher.	Social influence – Positive	Manuel & Hughes, 2006

(table continues)

	I was pressured by a family member or close friend who is a teacher.	Social influence – Negative	Manuel & Hughes, 2006; Yüce et al., 2013 ³
	I was inspired by one of my own teachers.	Past educational experience – Positive	Richardson & Watt, 2006; Wong et al., 2014; Yüce et al., 2013
	I want to be a better teacher than the teachers I had.	Past educational experience – Negative	Malderez et al., 2007
<i>Finland-Specific Motivations</i>	I like the way teachers are valued by the public.	Social status	Reimer & Dorf, 2014; Richardson & Watt, 2006; Yüce et al., 2013
	I want to decide what I teach and how I teach it.	Professional autonomy	Ministry of Education and Culture & Finnish National Agency of Education, 2022; Paronen & Lappi, 2018
	I see teaching as a positive academic challenge for myself.	Intellectual challenge	Jungert et al., 2014; Richardson & Watt, 2006; Wong et al., 2014
	I think teaching is a career for intelligent people.	Association with intelligence	Malinen et al., 2012

We did not formally pilot the instrument prior to its administration, and this is certainly a limitation. However, the researcher's advisors, who are both fluent in Finnish and English, reviewed the survey. The purpose of this review was to detect any language or wording choices in the survey that may have been confusing or difficult to understand for a native Finnish-speaker. Based on the recommendations from this review, several small wording changes were made to the survey for the sake of clarity.

³ While Manuel and Hughes (2006) and Yüce et al (2013) investigate the role of family pressure in students' choice to become a teacher, neither specify if this pressure is coming from current or former teachers within the family.

3.4 Data Analysis

The summary statistics on the demographic information of participants (age, gender, and mother tongue matriculation examination scores) were generated on Webropol, the survey administration software used in this study. Frequency data for Question 6 (Likert scale question) and Question 7 (ranking question) were calculated in Microsoft Excel.

To analyze the responses to Questions 4 and 10 (open-ended), directed, or theory-driven, qualitative content analysis was employed (Hsieh & Shannon, 2005; Patton, 2002). Because the goal of the analysis was to generate categories that condensed the data and to analyze and potentially extend a “conceptual system” for understanding the motivations of Finnish teaching students (Elo & Kyngäs, 2008, p. 108), content analysis appeared to be an appropriate choice.

Furthermore, as Schreier explains, qualitative content analysis can be a useful tool when analyzing large quantities of data (2014). This is certainly the case in the present study; 83 relevant responses to questions 4 and 10 required coding.

Specifically, a theory-driven, directed content analysis was employed in the present study. In line with Hsieh and Shannon’s definition of directed content analysis, the goal of this study was to validate and potentially extend existing theorizations of teacher motivation (2005). Through Patton’s process of “analytic induction”, the data was first categorized deductively based on the existing theory, and then examined with the goal of identifying new patterns not present in the theory (2002, p. 454). The analysis builds on existing frameworks by using an initial categorization matrix (Elo & Kyngäs, 2014) informed by the intrinsic, extrinsic, altruistic, and FIT-Choice theories of teacher motivation (Goller et al., 2019; Richardson & Watt, 2006). The analysis also extends these frameworks by creating new categories for motivations not captured by these theories.

The open-ended question content analysis consisted of several steps. Atlas.ti was used for analysis. First, because students were permitted to answer the open-ended survey questions in Finnish or English, the Finnish responses required translation into English before the responses could be analyzed. These responses were translated by the researcher’s primary advisor, who is fluent in

both Finnish and English. The English translations were used for all future analyses. Of the 78 responses to question 4 (“Why do you want to become a teacher?”), seven responses were written in Finnish. Of these, six were written entirely in Finnish, and one was written primarily in English but included a Finnish word that required translation. Of the 17 responses to question 10 (“Is there anything else you would like to say about why you chose to become a teacher, or what you think about the social status of teaching in Finland?”), one response was written in Finnish. A full list of Finnish responses and their English translations can be found in Appendix 2.

Next, participant responses to question 4 (“Why do you want to become a teacher?”) and question 10 (“Is there anything else you would like to say about why you chose to become a teacher, or what you think about the social status of teaching in Finland?”) were segmented into units of analysis (Elo & Kyngäs, 2008). Units ranged from a few words⁴ to multiple sentences⁵ and were first coded broadly as “motivations”. This was necessary because not all responses to questions 4 and 10, particularly question 10, related to students’ motivations for teaching.

A primary coding cycle was then carried out on the segments coded as “motivations”. Coding was completed based on the categorization matrix outlined below in Table 3. This matrix mirrors the categorizations outlined in Table 2 and used for the Likert scale and ranking questions. Segments that did not fit into any of the categories below were coded as “motivations: miscellaneous”.

After this, the segments initially coded as miscellaneous were re-examined. New codes not reflected in the existing matrix were created inductively to categorize the miscellaneous motivations. Seven new codes were created during secondary cycle coding: intrinsic: meaningful work, altruistic: important work, al-

⁴ Example: “I love children” (Participant 30, Question 4)

⁵ Example: I want to affect our future. How we as society think and act. I want to affect the values people have (such as green values, taking care of ourselves and others, respecting and tolerating differences).

truistic: impact or help others, extrinsic: personal growth and advancement, miscellaneous: prior teaching experience and exposure, miscellaneous: long-time dream, and miscellaneous: profession gives back. These codes were then placed within existing motivational categories when relevant. For example, “meaningful work” emerged as a common theme among the miscellaneous data. Because the meaningfulness of a job relates to the internal fulfilment an individual gains from it (Manuel & Hughes, 2006), it was placed within the “intrinsic” motivation category. However, some miscellaneous motivations did not fall easily into one of the existing motivation categories. These codes were left within the miscellaneous category.

Finally, data coded within the eighteen preliminary categories were examined to determine if any trends within these categories existed and warranted creation of an additional category. We determined that no new themes warranting the creation of additional categories, although some notable trends emerged in the categories and are discussed below in the results section. After this, based on the examination of data initially coded as miscellaneous and data within the eighteen preliminary categories, a final categorization matrix was created.

The final categorization matrix used to code the data, including definitions and example segments, is presented below in Table 3. New codes generated during secondary cycle coding are italicized. Ten codes were created during secondary cycle coding of the miscellaneous category that only contained one segment each; for the sake of clarity, these codes are excluded from the final categorization matrix below.⁶

The findings from the content analysis of questions 4 and 10 were then compared to the findings of the Likert scale (question 5) and ranking (question 6) questions.

⁶ These codes include ability to give more, create intergenerational dialogue, create memories, feels right, heard good things, high responsibility, human work, passionate about career, positive feedback, and promote equality.

Table 3*Final Categorization Matrix for Coding Open-ended Question Responses*

Code	Definition	Example
Intrinsic: passion for pedagogy	Enjoyment of the act of teaching or imparting knowledge; includes desire to help children/students learn or understand, creative work	"I want to share the knowledge to others" (P15)
Intrinsic: passion for subject	Desire to teach a specific academic or school subject	"I want to teach pe." (P72)
Intrinsic: versatility of job	References the versatility of the work of the teacher-the idea that every day is different, ability to do different types of tasks	"As a teacher, every day is different." (P42)
Intrinsic: collaborative nature	References the collaborative work involved in teaching, working with others, working with adults	"I like to work with people" (P70)
<i>Intrinsic: meaningful work</i>	Belief that teaching is a meaningful job	"It feels like a meaningful job" (P43)
Altruistic: helping society	Desire to have an impact on or improve society, impact or create a better future, desire to make a difference generally	"Being a teacher is a way to have a positive effect on society" (P31)
Altruistic: desire to work with children	Desire to work with children, fondness for children, desire to help children or help children learn or grow, be a role model to children, play a role in children's lives or futures, be a safe adult or create safe learning environment for children	"I love working with kids and teens." (P10)
<i>Altruistic: important work</i>	Belief that teaching is an important job	"I think teaching is one of the most important jobs in the world" (P16).
<i>Altruistic: impact or help others</i>	Desire to impact or help others (not specifically children) or to make a change in others' lives.	"I think that as a teacher I can help many people" (P3).

Extrinsic: job security	Belief that teaching offers a secure line of work.	N/A
Extrinsic: work schedule	References working hours or vacation time of teachers	"Short working days, long holidays" (P5)
Extrinsic: salary	References amount or stability of teacher's salary	N/A
(table continues)		
<i>Extrinsic: personal growth and advancement</i>	Desire to learn, grow, or advance oneself through teaching.	"I am also curious to learn new things myself" (P79).
Natural talent	Possesses a natural talent or gift for teaching or working with children, strengths or skills align with the work of teaching, teaching feels natural, personal experiences make them a good teacher	"teaching has always been natural to me" (P79)
Social influences: positive	Positive influence or encouragement to become a teacher from a close friend or family member	"many of my relatives are teachers" (P6)
Social influences: negative	Negative influence or pressure to become a teacher from a close friend or family member	N/A
Past educ. experience: positive	Positive influence or encouragement to become a teacher from a past teacher, desire to be similar to a past teacher	"I also had this one amazing teacher in grades 1 and 2 and I wanted to become like her" (P14)
Past educ. experience: negative	Negative influence from a past teacher, desire to be a better teacher than their own past teachers	"Also wanna be a better teacher than some of my old teachers." (P39)
Finland: social status	Refers to the social status, prestige, or honor associated with being a teacher in Finland	"but being a teacher is honoured profession in Finland" (P27)
Finland: professional autonomy	Professional autonomy associated with teaching, ability to choose what you teach and how you teach it	"I really enjoy the freedom to express yourself and teach the subjects just like you want to." (P28)
Finland: intellectual challenge	The work of teaching as an intellectual challenge, teaching as a challenge	"I think that this job challenges me" (P32)
Finland: association with intelligence	View of teaching as a job for intelligent people	N/A
<i>Miscellaneous: prior teaching experience or exposure</i>	References past experiences in an educator or mentor role	"Extremely positive experiences from teaching at my high schools

		mandatory work experience week." (P1).
<i>Miscellaneous: long-time dream</i>	References a long-time dream or desire to become a teacher	"Since I was a kid I've wanted to be a teacher" (P77).
<i>Miscellaneous: profession gives back</i>	Belief that teaching is a career that gives back	"it gives Back The most of all Works ive tested during My Life" (P20).

3.5 Ethical Considerations

All University of Jyväskylä research ethics and data privacy guidelines were followed in the present study (University of Jyväskylä, 2023a; University of Jyväskylä, 2023b). Before participating, respondents were provided with access to a privacy notice outlining the processing of personal data for the study and a research notification describing the study, per university policy (University of Jyväskylä, 2023b). Because the legal basis for processing the personal data used in the study was public interest, the participants' decisions to respond to the survey sufficed as informed consent to participation in the study (University of Jyväskylä, 2022). To maintain the anonymity of participants, participant names were not collected.

A primary ethical concern was that the introduction of the survey by one of the teaching students' future teachers (the researcher's primary advisor), and the study's inclusion in the orientation program of the new teaching students would lead students to feel pressured to fill out the survey. This would not have aligned with the Finnish National Board on Research Integrity's (2021) assertion that research participants should not fear negative consequences for not participating in research. In line with a postmodernist approach to research ethics, we seek to explicitly recognize the fact that a power imbalance existed between the participants (students being surveyed) and the researcher (advisee of the students' future professor), that may have impacted the students' decisions to participate in the study (Clegg & Slife, 2013). Nevertheless, to mitigate this risk, students were reminded that participation in the survey was entirely voluntary, both on the first

page of the electronic survey and verbally by the primary researcher before beginning the survey. We also chose to administer the survey primarily electronically on students' own devices to give the students an accessible way to not participate in the study without being observed by the researchers or by their peers.

4 RESULTS

The purpose of this study was to investigate the motivating factors impacting the decisions of Finnish students to become class teachers. The results of the survey found that a desire to help society, a desire to work with children, a passion for pedagogy, and prior teaching experience or exposure were the most frequently cited motivating factors in Finnish students' decisions to become teachers. Other prevalent factors included a belief that one possesses a natural talent or the appropriate skills to be a teacher, the collaborative and versatile nature of teaching, and a long-time dream of becoming a teacher.

Generally, altruistic factors were the most influential motivators in students' decisions to teach, followed by intrinsic factors. Social factors, extrinsic motivations, and motivations specific to the Finnish context were generally less influential in students' decisions, with the exceptions of the teaching work schedule (extrinsic) and the level of professional autonomy in teaching (Finnish context), which ranked considerably higher than other factors in these three categories. Salary, negative social influences, and an association of the profession with intelligence were consistently the least influential motivations among participants.

4.1 Students' Motivations for Teaching

4.1.1 Results of Likert Scale Question

The complete results of Question 6 (Likert scale) are presented below in Table 4. All respondents (n=84) evaluated all eighteen motivations, except for four participants, two of who did not evaluate one of the eighteen motivations and two of who did not evaluate two of the eighteen motivations. The highest percentage of respondents (70.2%) strongly agreed with the statement, "I see teaching as a way to help society", followed closely by the statement "I want to work with children" (69.0%) A high number of respondents (61.9%) also strongly agreed

with the statement, “I enjoy teaching things to people”. Most respondents (80.7%) strongly disagreed with the statement, “I was pressured by a family member or close friend who is a teacher”. The highest percentage of respondents strongly disagreed with this statement. Respondents showed the next highest level of strong disagreement (21.4%) to the statement, “I was inspired by a family member or close friend who is a teacher”.

Figure 2 displays the percentages of respondents who agreed or strongly agreed that each of the motivations impacted their decision to become a teacher. These results are similar to the trends present in Table 7. The highest percentage of respondents (97.6%) agreed or strongly agreed with the statement, “I see teaching as a way to help society”. The next highest percentage of students (94.0%) agreed or strongly agreed with the statement, “I enjoy teaching things to people”, followed by “I want to work with children” (92.8%).

Figure 2

Percent of Students Agreeing or Strongly Agreeing with Motivations for Teaching

I chose to become a teacher because...

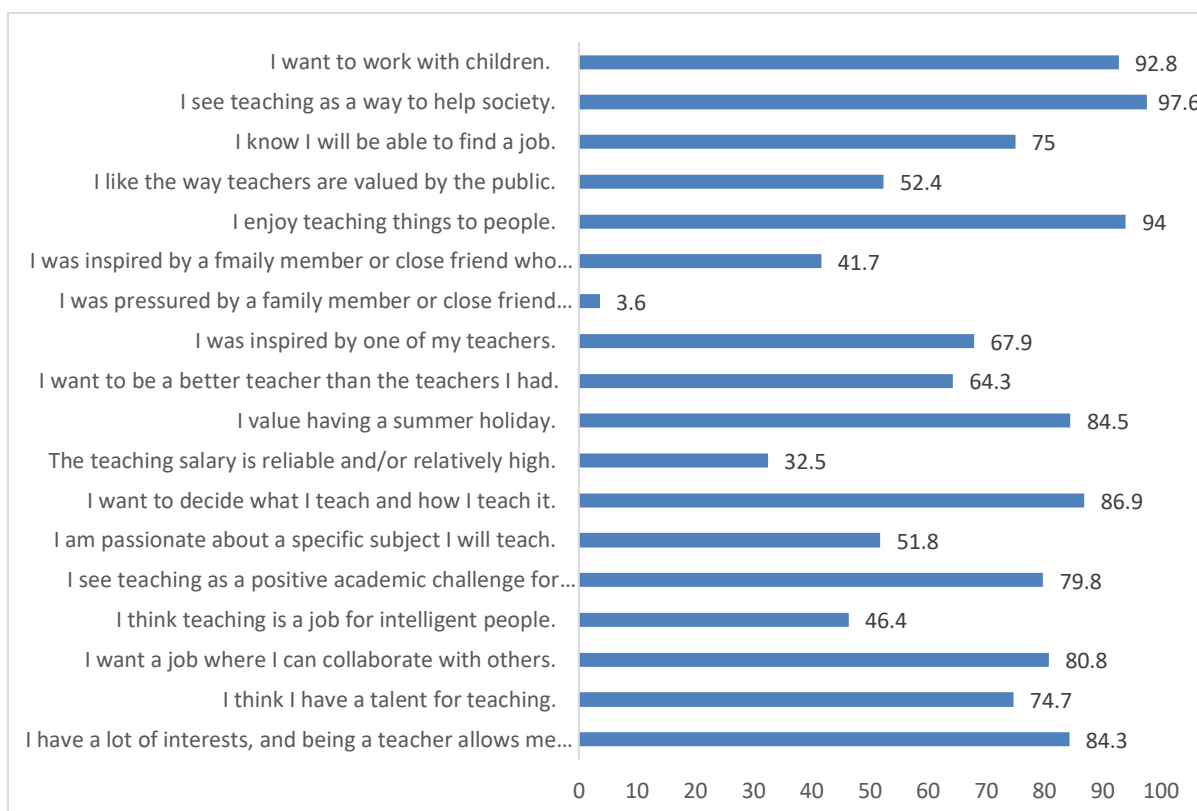


Table 4*Responses to Likert Scale Question on Motivations for Teaching*

I chose to become a teacher because...					
Motivation	% Strongly disagree	% Somewhat disagree	% Neutral	% Somewhat agree	% Strongly agree
I want to work with children	0	3.6	3.6	23.8	69.0
I see teaching as a way to help society.	2.4	0	0	27.4	70.2
I know I will be able to find a job.	1.2	0	23.8	42.9	32.1
I like the way teachers are valued by the public.	3.6	11.9	32.1	41.7	10.7
I enjoy teaching things to people.	0	1.2	4.8	32.1	61.9
I was inspired by a family member or close friend who is a teacher.	21.4	21.4	15.5	27.4	14.3
I was pressured by a family member or close friend who is a teacher.	80.7	10.9	4.8	3.6	0
I was inspired by one of my own teachers.	2.4	5.9	23.8	41.7	26.2
I want to be a better teacher than the teachers I had.	3.6	9.5	22.6	42.9	21.4
I value having a summer holiday.	1.2	3.6	10.7	48.8	35.7
The teaching salary is reliable and/or relatively high.	4.8	25.3	37.4	32.5	0
I want to decide what I teach and how I teach it.	0	6.0	7.1	59.5	27.4
I am passionate about a specific subject I will teach.	2.4	21.7	24.1	42.2	9.6
I see teaching as a positive academic challenge for myself.	0	4.7	15.5	53.6	26.2
I think teaching is a career for intelligent people.	6.0	13.1	34.5	34.5	11.9
I want a job where I can collaborate with others.	0	7.2	12.0	42.2	38.6
I think I have a talent for teaching.	0	4.8	20.5	44.6	30.1
I have a lot of interests, and being a teacher allows me to work with many of them.	0	4.8	10.9	51.8	32.5

Interestingly, the percentage of respondents who either somewhat or strongly agreed with the statement “I chose to become a teacher because I want to decide what I teach and how I teach it” was much higher than the percentage who strongly agreed with this statement. Only 27.4% of respondents strongly agreed with the statement “I chose to become a teacher because I want to decide what I teach and how I teach it”. Professional autonomy ranked ninth among the motivating factors that students reported strongly agreeing with. However, when comparing the percentages of participants who somewhat *or* strongly agreed with each of the motivational factors, professional autonomy ranked considerably higher. 86.9% of respondents somewhat or strongly agreed that they chose teaching because of the professional autonomy; out of all factors listed in Question 6, professional autonomy had the fourth highest level of combined somewhat and strong agreement.

4.1.2 Results of Ranking Question

As explained in Section 3.3.1, Question 7 (ranking) presented participants with a list of potential motivations for teaching and asked them to rank the three motivations that most impacted their decision to teach. Of the 84 survey respondents, 81 participants responded correctly to this question and are included in the analysis below; two participants did not respond to the question at all. One participant did not follow the instructions correctly, and their response was excluded.

Table 8 displays the frequency with which each motivation was ranked first, second, or third, and the total number of times each motivation was included in respondents’ rankings. “I want to work with children” was both the most frequently ranked motivation (50 rankings) and the most frequent top-ranked motivation (30 rankings). “I see teaching as a way to help society” was both the next most frequently ranked motivation (39 rankings) and the next most frequently top-ranked motivation (12 rankings). The next most frequently ranked motivations were “I enjoy teaching things to people” (27 rankings), “I think I

have a talent for teaching” (23 rankings), and “ I was inspired by one of my own teachers” (21 rankings).

The least frequently ranked motivations were “I think teaching is a career for intelligent people” and “I was pressured by a family member or close friend who is a teacher” with no rankings. The statements “I like the way teachers are valued by the public” and “the teaching salary is reliable and/or relatively high” both only received two rankings, and “I am passionate about a specific subject I will teach” received three rankings.

Table 5

Frequencies of Rankings of Motivations for Teaching

Motivation	#1 Ranking frequency	#2 Ranking frequency	#3 Ranking frequency	Total rankings
I want to work with children.	30	11	9	50
I see teaching as a way to help society.	12	15	12	39
I know I will be able to find a job.	0	4	4	8
I like the way teachers are valued by the public.	0	0	2	2
I enjoy teaching things to people.	11	10	6	27
I was inspired by a family member or close friend who is a teacher.	1	4	5	10
I was pressured by a family member or close friend who is a teacher.	0	0	0	0
I was inspired by one of my own teachers.	9	4	8	21
I want to be a better teacher than the teachers I had.	2	4	1	7
I value having a summer holiday.	1	0	4	5
The teaching salary is reliable and/or relatively high.	0	0	2	2
I want to decide what I teach and how I teach it.	2	5	4	11
I am passionate about a specific subject I will teach.	2	1	0	3
I see teaching as a positive academic challenge for myself.	2	1	5	8
I think teaching is a career for intelligent people.	0	0	0	0
I want a job where I can collaborate with others.	1	8	4	13

I think I have a talent for teaching.	3	10	10	23
I have a lot of interests, and being a teacher allows me to work with many of them.	5	4	5	14

4.1.3 Results of Open-Ended Questions

As noted above, Question 4 asked participants, “Why do you want to become a teacher?” and Question 10 asked, “Is there anything else you would like to say about why you chose to become a teacher, or what you think about the social status of teaching in Finland?”. Both questions were open-ended. The responses were analyzed within a framework of theory-driven content analysis, in line with the coding procedure outlined in Section 4.4. The final codes generated from the analysis, alongside their frequencies, are displayed below in Table 6.

As in Table 3, new codes generated during secondary cycle coding are italicized. The most common code was the altruistic “desire to work with children” with a frequency of 85. The next most common codes were “intrinsic: passion for pedagogy” and “altruistic: helping society”, both with frequencies of 22. The miscellaneous, inductively created coded, “prior teaching experience or exposure” was the next most frequently occurring code, with 17 instances. The codes “Extrinsic: job security”, “Extrinsic: salary”, “Social influences: negative”, and “Finland: association with intelligence” all had frequencies of zero. Altruistic motivations appeared with the highest frequency (124), followed by intrinsic motivations (54) and miscellaneous motivations (29).

Several themes emerged within the categories. First, of the 22 segments coded as “helping society”, twelve referred to the future of working toward creating a better future: Answers such as Participant 76’s- “I want to...encourage people to dream about a better future and make it come true”-were frequent.

Also in Question 4, within the altruistic coding category “desire to work with children”, the desire to be a “safe adult” or create a “safe space” for children emerged as a common motivation for becoming a teacher. Eighteen references to

being a safe, trusted, or reliable adult to children or to creating a safe space appeared in the data. One participant explained, “I want to be the safe adult everyone can talk to freely, since everyone does not have one at home” (P16). Another participant wrote, “I want to be the safe adult in children’s life” (P59). Other answers centered on creating a safe learning space. One participant wrote, “I want my classroom to be safe place to everyone (P15). Similarly, another responded, “I want to be part of making safe environment [environment] for children” (P51).

Table 6

Code Frequency After Secondary Cycle Coding

Code	Frequency
Intrinsic	54
Intrinsic: passion for pedagogy	22
Intrinsic: passion for subject	2
Intrinsic: versatility of job	8
Intrinsic: collaborative nature	11
<i>Intrinsic: meaningful work</i>	11
Altruistic	124
Altruistic: helping society	22
Altruistic: desire to work with children	85
<i>Altruistic: important work</i>	10
<i>Altruistic: impact or help others</i>	8
Extrinsic	5
Extrinsic: job security	0
Extrinsic: work schedule	2
Extrinsic: salary	0
<i>Extrinsic: personal growth and advancement</i>	3
Natural talent	14
Social influences	12
Social influences: positive	4
Social influences: negative	0
Past educ. experience: positive	6
Past educ. experience: negative	2
Finland-specific motivations	10
Finland: social status	4
Finland: professional autonomy	4
Finland: intellectual challenge	2
Finland: association with intelligence	0

Motivations: miscellaneous	29
<i>Prior teaching experience or exposure</i>	17
<i>Long-time dream</i>	10
<i>Profession gives back</i>	2

Another interesting finding from question 4 was the emergence of prior teaching experience and exposure as a very common motivation for participants. Many students referenced significant periods of work experience in classrooms or other teaching environments as factors that influenced their decision to enter the class teacher bachelor's degree program. One participant wrote, "I have done substitute teacher work and I liked it a lot!" (P1). Another responded, "I have taught riding so I got some experience. While teaching how to ride for kids I realised that teaching is really my kind of thing!" (P50).

Finally, the frequency with which respondents cited the fulfilment of a life-long or childhood dream as a motivation for becoming a teacher was also notable and unexpected. Of the 78 respondents to question 4, ten referenced their dreams of becoming a teacher; one participant wrote, "It has kind of been a dream of mine since I was a child" (P70). Similarly, another participant responded, "Being a teacher has always been my dream job...like since the first grade" (P23).

5 DISCUSSION

Generally, the results of the survey aligned with one another and with prior research on teacher motivations, although several unexpected findings did emerge. Several limitations must also be taken into consideration when assessing the results of the present study, including the risks of priming for the open-ended questions and retrospective rationalization (Reimer & Dorf, 2014), the language barrier between the researcher and participants, and the lack of a pilot process for the survey. Nonetheless, the results provide us with valuable insights into the motivations of Finnish students for becoming teachers and could serve as a basis for future teacher recruitment policies abroad.

5.1 Examination of Results

Overall, the findings of the present study confirm and expand upon existing theories of teacher motivations, both globally and in the Finnish context. The higher importance that respondents attributed to altruistic and intrinsic motivations compared to extrinsic factors mirror international findings such as those of Brookhart & Freeman (1992), Klassen et al. (2011), and Wong (2014), as well as teacher motivation research in the Finnish context (Giersch et al., 2021; Goller et al., 2019; Grünthal & Lepajõe, 2020; Reimer & Dorf, 2014).

The results also support findings from previous studies, such as those by Goller et al. (2019) and Grünthal & Lepajõe (2020), that a desire to work with children and a desire to help society are some of the most significant motivating factors for Finnish teaching students. The modest impact of the presence of a summer holiday on participants' decisions to teach also echoes previous findings by Grünthal & Lepajõe (2020), Reimer & Dorf (2014), and TALIS 2018 (OECD, 2018c) that holidays and the profession's family compatibility moderately impact student career choices. Unexpected findings related to the role of professional

autonomy, prior teaching experience and exposure, the desire to be a “safe adult”, an orientation toward the future, and long-time dreams of teaching also warrant discussion.

The difference between the percentage of students who strongly agreed that professional autonomy impacted their decision to teach and the percentage of students who strongly or moderately agreed with the same statement raises interesting questions about the interactions between different motivations for teaching. While few participants reported entering teaching primarily because it offered professional autonomy, it nonetheless appears to have played *some* role in the decisions of many students, as demonstrated in the results of Question 6. Because the primary motivations of Finnish students appear to be generally intrinsic, and thus difficult to affect via policy levers or incentive programs, more external, moderately influential motivations such as professional autonomy could play a key role in shaping teaching to attract more effective educators. Professional autonomy may act as a sort of “threshold motivation”; perhaps for Finnish students to act on their primary, intrinsic motivations (such as a desire to work with children), teaching must also offer a certain level of professional autonomy for students to consider the profession.

Although previously investigated in the Finnish context (Goller et al., 2019; Taimalu et al., 2021), prior teaching experience and exposure was not included in the Likert scale or ranking questions or the initial categorization matrix. This choice was made because we hypothesized that Finnish students would not have time between the completion of their upper secondary education and the beginning of their bachelor’s studies to participate in meaningful work experiences. The high frequency of prior teaching experience and exposure in responses to Question 4 demonstrate that this assumption was flawed. Contrary to our hypothesis, prior experiences in teaching, mentoring, and coaching settings appear to play a significant role in Finnish students’ decisions to teach. This conclusion aligns with Goller et al.’s finding that prior teaching and learning experiences have a moderately high impact on Finnish students’ decisions to teach (2019).

The findings also revealed student motivations for teaching that are relatively unstudied in the Finnish context. First, the desire to be a safe adult or create safe spaces for children is largely absent from existing studies on teacher motivations, both within and outside Finland. Despite this, answers relating to safety appeared frequently in responses to Question 4. One possible explanation for why being a safe adult or creating a safe space has not emerged as a motivation for teaching in past studies is that it is a motivation unique to the Finnish context. If this were the case, this motivation would not have appeared in past studies conducted in educational settings outside of Finland and may not have appeared in the few studies that have been conducted on teacher motivations in the Finnish context due to their use of pre-existing, internationally based scales, and the failure of this method to create spaces for new motivations to emerge inductively.

The frequency of responses to Question 4 within the “altruistic: helping society” category that referred to the future or helping to create a better future was also unexpected. This suggests a connection in the minds of Finnish teaching students between helping society and a future-oriented perspective toward their work.

Finally, the frequency of responses to Question 4 that referenced a lifelong or childhood dream of becoming a teacher was unexpected, as it does not figure prominently in the existing literature on teacher motivations. While some research has found that fulfilment of a dream was a prevalent motivation among teaching students in Australia and the United Kingdom (Manuel & Brindley, 2005; Manuel & Hughes, 2006), there is a general lack of empirical research specifically investigating the role of long-time dreams in students’ decisions to teach in Finland. These results indicate that the role of long-time dreams in Finnish students’ decisions to teach may warrant further study.

5.2 Inter-question reliability

As explained in Section 3.3.1, we included Likert scale, ranking, and open-ended questions on the same topic to triangulate the data and increase the reliability of

the findings (Tracy, 2013). Generally, the results of the three questions aligned with one another. The same top three motivations emerged in all three questions (helping society, desire to work with children, and passion for pedagogy), although in slightly different orders.

The general orderings of the remaining motivations were relatively consistent between the three questions, but not identical. One notable difference between questions was the placement of work schedule and job security motivations, which were ranked considerably higher on the Likert scale question (by percentage of agreement) than on the ranking question or the open-ended question.

5.3 Limitations

Several limitations may have impacted the outcomes of the study. First, participant responses to Question 4 (open-ended) may have been primed by viewing the potential motivations listed on the same page of the survey as part of Question 6 (Likert scale) and Question 7 (ranking). Viewing the list of potential factors listed under Questions 6 and 7 before answering Question 4 may have brought certain motivations to the front of students' minds while causing them to ignore other, unlisted motivations in their open-ended responses. We attempted to mitigate this by placing the open-ended question above the Likert scale and ranking questions in the hope that the students would complete each question before scrolling down to the following one. If this were true, students would not view the potentially priming list of motivations in Questions 6 and 7 until after they had completed their open-ended answers to Question 4.

A related issue is that of "retrospective rationalization" (Reimer & Dorf, 2014). As Reimer and Dorf explain, retrospective rationalization may occur in post-fact studies when participants adapt their question responses to retrospectively justify the choices they have made (2014). In this case, it is possible that students engaged in retrospective rationalization to assign logical reasons for

their choice of entering the class teacher education program that do not actually reflect the reasons they chose to become teachers.

Another significant limitation is the language barrier between the primary researcher and the research participants. Although the mother tongue of most if not all respondents was Finnish, the survey was administered in English. It is possible that specific questions or parts of questions were not correctly or fully understood by the participants because the survey was not administered in their native language. To mitigate the impact of this language barrier, two bilingual Finnish-English speakers reviewed the survey questions for words or phrases that may have been unclear to a native Finnish speaker.

Further, we chose to allow students to answer the open-ended questions either in English or Finnish with the hope that students uncomfortable writing in English would not be dissuaded from answering the open-ended questions. While hopefully increasing response rates, this choice presented an additional limitation in requiring that some participant responses be translated. As noted in Section 4.2.3, seven responses to Question 4 required translation from Finnish to English prior to analysis. It is possible that some subtleties in participant answers may have been lost in this translation.

Finally, due to time constraints, the survey was not piloted prior to administration in the Autumn of 2022. While piloting may have revealed the significance of some motivational factors, such as long-time dream or prior teaching experience, and thus led to their inclusion in the Likert scale and ranking questions, the impact of this addition would have been minor. The role of factors not included in the initial categorization matrix and their comparisons to factors that *were* included in the initial matrix are still reflected in the results of Question 4.

5.4 Implications

As socioeconomic inequalities and globalization continue to complicate the work of teaching, it is more important than ever that we understand how to attract effective and motivated teachers to the profession. The high quality of the teacher

workforce in Finland provides useful insights for countries, such as the United States, struggling to attract teachers to the profession; understanding what motivates effective educators to enter the profession in Finland could contribute to the creation of policies or programs designed to draw similar individuals to teaching in other countries.

Perhaps the biggest takeaway from the present study is that, in line with existing research, Finnish teachers are primarily motivated by intrinsic and altruistic factors, such as a desire to work with children and a desire to improve society. And that may be, in part, a key to the success of Finnish teachers. Intuitively, we want teachers who are led to teach by an ethos of a care, a desire to impart knowledge. It is possible that teachers drawn to the profession primarily by extrinsic rewards may not be the most effective educators and may not stay in the field of education long-term.

However, this is not to say extrinsic factors do not play a role in Finnish students' decisions to teach, and that the findings of the present study do not present potential avenues for attracting more young people to teaching. While intrinsic and altruistic factors are the primary motivators for Finnish students, other factors, such as a belief that one possesses a natural talent for teaching and prior teaching and mentoring experiences, matter as well and could be leveraged to help other education systems attract teachers to the profession. Creating more opportunities for students to "try on" teaching, through mentoring programs or career experience internships, could expose more students to the work of teaching, leading more students to realize their natural talent for or enjoyment of the profession.

The results also signal a need for increased qualitative study of Finnish teacher motivations. While the study affirmed the importance of several motivations included in the initial Likert-scale and ranking questions, the open-ended question also revealed several important motivating factors, such as long-time dreams and the desire to be a safe adult, not included in the initial matrix. The inclusion of an open-ended question thus created a crucial opportunity for participants to share their motivations for teaching that were not reflected in the instrument. Because it only approaches the study of teacher motivations through the lens of pre-existing scales and quantitative analysis, it is likely that current research on the topic is missing key insights into why Finnish teachers choose to teach. Integrating more open-ended survey questions and qualitative analysis into future research may offer a more accurate picture of teacher motivations both in Finland and internationally.

The results of the study both provide useful insights into the factors motivating Finnish students' decisions to teach and offer new avenues for recruiting more talented individuals to the crucial work of teaching.

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APPENDICES

Appendix 1 Survey Administered to Students

The Role of Social Status and Other Factors in Finnish Students' Motivations for Teaching

The purpose of this study is to investigate what factors have motivated you to become a teacher, how you view the social status of teachers in Finland, and how the social status of teaching in Finland has influenced your decision to become a teacher.

This survey is ONLY to be taken by first year students beginning their bachelor's degree studies in primary school teaching (class teaching) at the University of Jyväskylä in the autumn of 2022.

The survey will take approximately fifteen minutes to complete. If you have a question about the survey at any time, please raise your hand. Your participation in this survey is entirely voluntary. You can stop filling out the survey at any time, and you can skip any questions that you do not wish to answer.

Please answer the following questions as honestly as possible. Your answers will be completely anonymous and confidential.

If you feel comfortable, please respond to the open-ended questions in English. If you do not feel comfortable answering in English, feel free to answer the open-ended questions in Finnish.

The full research notification can be found at this link:

<https://docs.google.com/document/d/1GZLQAsUMDGinXyRojJ3VyETI9Izc7DBM2vI2QCEWghA/edit?usp=sharing>

The privacy notice can be found at this link:

<https://docs.google.com/document/d/1KtZyuRN1Bz-YXIJxAKmlPF7UPtEiYu9OOLuQnAAXgol/edit?usp=sharing>

Seuraava

20% Valmis (1 / 5)

The Role of Social Status and Other Factors in Finnish Students' Motivations for Teaching

1. Age:

2. Gender Identity:

Woman

Man

Other

3. What scores did you receive on the tests of the matriculation examination, if you took them?

	L	E	M	C	B	A	I
Mother Tongue (Please specify language) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test 2 (Please specify below) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test 3 (Please specify below) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test 4 (Please specify below) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test 5 (Please specify below) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you took more than five tests as part of the matriculation examination, please report your score on the mother tongue (first language) exam, and your four highest scores.

Edellinen

Seuraava

% Valmis (2 / 5)

The Role of Social Status and Other Factors in Finnish Students' Motivations for Teaching

4. Why do you want to become a teacher?

5. Are there any reasons you hesitated about becoming a teacher?

6. On a scale of 1 to 5, where 1 is "strongly disagree" and 5 is "strongly agree", how strongly do you agree with the following statements?

I chose to become a teacher because ...

	1 (Strongly disagree)	2 (Somewhat disagree)	3 (Neutral)	4 (Somewhat agree)	5 (Strongly agree)
I want to work with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see teaching as a way to help society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know I will be able to find a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the way teachers are valued by the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy teaching things to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was inspired by a family member or close friend who is a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was pressured by a family member or close friend who is a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was inspired by one of my own teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to be a better teacher than the teachers I had.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value having a summer holiday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching salary is reliable and/or relatively high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to decide what I teach and how I teach it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am passionate about a specific subject I will teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see teaching as a positive academic challenge for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think teaching is a career for intelligent people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want a job where I can collaborate with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I have a talent for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot of interests, and being a teacher allows me to work with many of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please list the top three factors that influenced your decision to become a teacher by writing a "1" next to the most important factor influencing your decision to become a teacher, a "2" next to the second most important factor influencing your decision to become a teacher, and a "3" next to the third most important factor influencing your decision to become a teacher. Please leave the boxes next to the factors not among your top three blank.

I want to work with children.	<input type="text"/>
I see teaching as a way to help society.	<input type="text"/>
I know I will be able to find a job.	<input type="text"/>
I like the way teachers are valued by the public.	<input type="text"/>
I enjoy teaching things to people.	<input type="text"/>
I was inspired by a family member or close friend who is a teacher.	<input type="text"/>
I was pressured by a family member or close friend who is a teacher.	<input type="text"/>
I was inspired by one of my own teachers.	<input type="text"/>
I want to be a better teacher than the teachers I had.	<input type="text"/>
I value having a summer holiday.	<input type="text"/>
The teaching salary is reliable and/or relatively high.	<input type="text"/>
I want to decide what I teach and how I teach it.	<input type="text"/>
I am passionate about a specific subject I will teach.	<input type="text"/>
I see teaching as a positive academic challenge for myself.	<input type="text"/>
I think teaching is a career for intelligent people.	<input type="text"/>
I want a job where I can collaborate with others.	<input type="text"/>
I think I have a talent for teaching.	<input type="text"/>
I have a lot of interests, and being a teacher allows me to work with many of them.	<input type="text"/>

Edellinen

Seuraava

The Role of Social Status and Other Factors in Finnish Students' Motivations for Teaching

8. Some experts say that teachers in Finland have a uniquely high social status. Do you agree or disagree with this statement? Why?

9.

On a scale of 1 to 5, where 1 is "strongly disagree", 5 is "strongly agree", how strongly do you agree with the following statements?

	1 (Strongly disagree)	2 (Somewhat disagree)	3 (Neutral)	4 (Somewhat agree)	5 (Strongly agree)
Teachers are highly valued in Finland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel lucky that I get to become a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud of myself for being admitted into a class teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is seen as a selective profession in Finland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is seen as a successful profession in Finland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is viewed as an intellectually difficult job in Finland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to tell people that I am a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents and friends are proud of me for being admitted into a class teacher education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Edellinen

Seuraava



The Role of Social Status and Other Factors in Finnish Students' Motivations for Teaching

10. Is there anything else you would like to say about why you chose to become a teacher, or what you think about the social status of teaching in Finland?

Edellinen

Lähetä



Appendix 2 Finnish Responses and Translations

Participant	Question	Response in Finnish	English Translation
P26	4	Haluan luoda parempaa tulevaisuutta sekä tarjota lapsille ja nuorille turvallisen oppimisympäristön	I want to construct better future and offer children and young people safe learning environment.
P44	4	Voin käyttää opettajana luovuutta opettamalla tietyn asian eri tavoilla, toki opetussuunnitelman puitteissa. Mahdollisuus vaikuttaa laajasti työpäivän sisältöön. - Lasten kanssa työskentely on antoisaa. Minulla on kokemusta heidän kanssaan työskentelystä, joka vahvasti haluani hakeutua tälle alalle. - Haluan työn, jossa saan vastuuta. - Halu vaikuttaa lasten tulevaisuuteen. Tuoda lapsille onnistumisen kokemuksia ja autta heitä oppimaan.	I can be creative by teaching same topic in a different way, in the frame of curriculum. Possibility to influence your own work during the working day. Working with children is rewarding. I have experience of working with children and it strengthened my will to apply in primary teacher program. I want to have a work having lot of responsibilities. I want to influence the future of children by giving them experiences of success and help them to learn.
P49	4	Halua olla läsnä lasten kehityksessä ja olla se turvallinen aikuinen, johon voi luottaa	I want to be part of children's growing and be safe adult.
P53	4	I Haven Been a football couch for the past five years and I really enjoyed being with children. You also get share your tietosi to younger people. This job also has	tietosi = knowledge

		good vacations and sometimes those are needed.	
P57	4	Se on ihmisläheinen ammatti ja todella merkityksellinen. On mukavaa olla osana lapsen kehitystä.	It is very human and meaningful profession. It is a pleasure to be part of children's growth.
P58	4	Haluan opettajaksi, koska lasten ja nuorten kanssa työskentely on motivoivaa. Itselläni on ollut elämässä hyvin erilaisia opettajia ja heidän kauttaan olen tajunnut, miten eri tavoin opettajan työtä voi tehdä. Kädentaitoja, musiikkia, liikuntaa ja yhdessä oloa pääsee hyödyntämään tällä alalla.	I want to become a teacher because working with children and young people is motivating. I have had lot of different teachers and via this experience I have understood, how different ways of teaching exist. Craft, music, sport and being together in this field as a teacher.
P82	4	Haluaisin opettajaksi, koska se on todella merkityksellinen ja tärkeä ammatti. Työ on monipuolista ja sitä saa tehdä lasten ja nuorten parissa.	I want to become a teacher because it is important and significant profession. Work is versatile and I can do it among children and young people.
P57	10	Koen olevani soveltuvin juuri tähän ammattiin (omat heikkoudet ja vahvuudet tukevat tätä ammattia).	I feel I'm at best in this work (my strengths and weaknesses support this profession).

