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ABSTRACT

Over the last few decades, the Netherlands has been experiencing that numerous student teachers (i.e., pre-service teachers) leave teacher training after a short period of time. To address this attrition problem the current study aimed to gain insight into student teachers' motives for enrolling, continuing or withdrawing from a primary teacher education program, and compare these motives between continuing students and switch students before and after their enrolment. Twenty-two Dutch student teachers (continuing students: $N = 10$; 70.0% females, $M_{age} = 20.00$, switch students: $N = 12$; 66.7% females, $M_{age} = 20.83$) participated in this interview study. Several motives regarding the teacher education program were identified. Both groups primarily cited intrinsic motives for enrolling in the program. Disappointment in the profession, as well as content of the program and difficulty level of the program, were the main motives to leave. Enthusiasm about the profession and the social environment were the primary motives to continue in the program.

1. Introduction

As in many other countries, the Netherlands is facing a shortage of teachers in primary and secondary education (Moses et al. 2017), presumably because many teachers are approaching the retirement age (OECD 2016). Over the last few decades, the Netherlands has experienced three other problems with regard to teacher shortages: too few candidates entering teacher education (recruitment problem), too many teachers leaving teacher training or the profession after a short period (attrition problem; Day and Gu 2010), and a considerable proportion of teacher education graduates not entering the teaching profession (job entry problem; Rots, Aelterman, and Devos 2014). In the current study, we focus on the problem of attrition during teacher education.

In order to gain more insight into the attrition problem in teacher education it is important to gain insight into the *motivations for withdrawal* (Spear, Gould, and Lee 2000; Chambers, Coles, and Roper 2002) as well as into *motivations for entering* teacher

training, because the latter may explain why student teachers decide to stay in or leave teacher education (Bruinsma and Jansen 2010; Eren and Tezel 2010; Fokkens-Bruinsma and Canrinus 2014; Gu and Day 2013; Roness 2011; Roness and Smith 2009; Watt and Richardson 2012). Furthermore, understanding successful students' *motives for continuing* in the program or their motives to teach while in the program (e.g., Nesje, Brandmo, and Berger 2018) are also considered to be useful as a benchmark for increased retention (Van Bragt et al. 2011), but not as much investigated. Combining the motives for enrolment, withdrawal, and continuing in a teacher education program in one study can be of interest and added value to an even better understanding of the attrition problem in teacher education. Our study might reveal some insights that can be used as starting points to make amendments or developing interventions in order to have more students successfully complete teacher education.

Furthermore, it is useful to gather information on the motives of different groups of student teachers in order to set up and improve policies specifically targeted towards retention (De Cooman et al. 2007; Richardson and Watt 2006). A profile of different student groups regarding their motivations was conducted by Struyven, Jacobs, and Dochy (2013) and examined in terms of students' gender, age, and educational background. However, few studies have profiled students in terms of 1) student teachers who continue their education after the first year (continuing students) and 2) student teachers who withdraw from the teacher education program and switch to another program within the university in or after the first year (from now on referred to as switch students).

The central goal of this study is to gain insight into the differences between the motives given by continuing students and switch students for enrolling, continuing or leaving a primary teacher education program (from now on referred to as a *teacher education program*) and to compare these motives before and after enrolment. Such insights can add knowledge to the current literature on the topic and could be of practical use for developing necessary interventions to reduce attrition problems. Before we present our specific research questions, we now turn to the existing literature on student teachers' motives.

1.1 Theoretical background

1.1.1 Student teachers' motives

Motives for choosing teaching as a career have been studied for several decades (Heinz 2015) and have been addressed from different theoretical frameworks (Watt and Richardson 2015). In Fray & Gore's review (Fray and Gore 2018) of empirical studies published between 2007 and 2016, more than half of the articles (*N* = 43) related to motivation utilising traditional conceptualisations of altruistic, intrinsic, and/or extrinsic motivation (e.g., Bastick 2000). Moreover, Bruinsma and Jansen (2010) expanded the aforementioned taxonomy by making a distinction between adaptive and maladaptive extrinsic motivation, which was also used by Wong, Tang, and Cheng (2014). Fray & Gore's review (Fray and Gore 2018) provides evidence of the substantial role this scholarship has played in understanding influences on the choice of teaching as a career.

Altruistic motives refer to individual perceptions of teaching as a socially valuable or important job, to the desire to help children and young people succeed, and to improve society. Intrinsic motives contain reasons inherent to the job itself. Student teachers cite

intrinsic reasons when they refer to their passion and vocation for the activity of teaching children in general (e.g., 'I have always wanted to teach'; Fokkens-Bruinsma and Canrinus 2014). Extrinsic motives are related to job characteristics not inherent to the job itself, such as level of salary and employment opportunities (Struyven, Jacobs, and Dochy 2013). Bruinsma and Jansen (2010) divided the extrinsic motives into two subcategories; adaptive extrinsic motives and maladaptive extrinsic motives. When extrinsic motives promote lasting and effective engagement in a task (e.g., a student wants to become a teacher because it offers him good career opportunities) this extrinsic motive is considered to be adaptive. Maladaptive motives, on the other hand, promote only superficial engagement in an activity or the profession (e.g., a student wants to become a teacher because he could not get into the first choice of study), or do not promote engagement at all. To our knowledge, in studies on altruistic, intrinsic, and/or extrinsic motivation, researchers have not theoretically linked current motivational models to these three conceptualisations. Nevertheless we reckon, just like Spittle and Spittle (2014), that these motives can be understood in relation to Self-Determination Theory (SDT; Reeve, Ryan, and Deci 2018; Stupnisky et al. 2018).

SDT is based on a multidimensional view of motivation that distinguishes autonomous types of motivation from controlled types of motivation. The most autonomous type of motivation, intrinsic motivation, is demonstrated when an activity is undertaken out of interest, enjoyment, or inherent satisfaction (e.g., a student who is in the teacher education program because (s)he finds it interesting or is curious about it). The second type of autonomous motivation, integration, is demonstrated when the activity is recognised as worthwhile because it represents the individual's value-system (e.g., a student who is in the teacher education program, because (s)he wants to contribute to a better society). This type of motivation relates to the altruistic motive of Bastick (2000). Identification, the last type of autonomous motivation, relates to activities that are undertaken as a means to an end (e.g. a student who is in the teacher education program, because of the ultimate aim to become a teacher). Introjection, a controlled type of motivation, relates to actions in order to avoid guilt or anxiety or to attain ego-enhancements or pride (Ryan and Deci 2000a; e.g., a student who is in the teacher education program, because (s)he would feel ashamed if (s)he did not). External regulation, another type of controlled motivation, represents behaviours initiated to attain a desired consequence or to avoid punishment (Ryan and Deci 2000b; e.g., a student who is in the teacher education program because (s)he assured to get a job after graduation). External regulation refers to the extrinsic motive of Bastick (2000). Amotivation is the lack of any self-determination (Vallerand and Ratelle 2002; e.g., a student who is in the teacher education program because the university is nearby).

In general, studies on motives for *enrolling* consistently show that, altruistic and intrinsic motivations, such as the desire to make a difference to society, working with young people, and reasons related to the profession itself, are central. But also extrinsic motives like job security, holidays and teaching as a fall-back career are considered to be important (Hobson and Malderez 2005; König and Rothland 2012; Younger et al. 2004). Another body of research focuses on the motives for *withdrawal* (Chambers, Coles, and Roper 2002; Spear, Gould, and Lee 2000). Murtagh, Morris, and Thorpe (2013) found that 1) an idealised perception of the workload of teachers (i.e., a lack of recognition among some student teachers of the complexities involved in learning to teach; Younger et al.

2004), and 2) concerns regarding the behaviour of children, were two of these factors. Furthermore, Hobson et al. (2006) discovered that 1) inability to manage the workload (i.e., the different requirements students experience from the training program on the one hand and the traineeship at the school placement on the other hand), 2) changing one's mind regarding teaching as a career, and 3) non-enjoyment of one's school placement were three main reasons for withdrawal from the teacher education program. Additionally, Chambers and Roper (2002) cited that student teachers who withdrew were the ones who figured out that the demands and reality of teaching were more than they could cope with.

However, to our knowledge, a smaller amount of research has examined why student teachers *continue* in or are motivated for the program after their first year (e.g., Fokkens-Bruinsma and Canrinus 2015; Nesje, Brandmo, and Berger 2018), probably because a lot of the teacher education programs only take one year. The comparison between motives for enrolling the program on the one hand, and continuing/withdrawing after the first year on the other hand, may be a key factor for explaining why many students do not complete their studies (Bruinsma and Jansen 2010).

A small body of research focused on motives for enrolling and continuing/leaving the teacher education program within the same study. Watt and Richardson (2007) found that there was a positive correlation between reasons for entering a teacher education program and aspirations on completing a teaching qualification. Furthermore, Su (1997) examined reasons for choosing and leaving the teacher education program. The current study also focuses on motives for enrolling and continuing/leaving the teacher education program in continuing students and switch students, but specifically focuses on the *comparison* of motives between the two student groups. This approach has two advantages.

First, we can compare two types of students (i.e., continuing students versus switch students) and their motives. For example, motives for satisfaction/retention might be different from motives for dissatisfaction/dropout. Previous research already indicated that two types of motives regarding satisfaction and retention exist, also known as 'satisfiers' versus 'dissatisfiers' (Herzberg 2008, 2017). Facets of satisfaction and dissatisfaction have been mentioned or investigated in educational research regarding the teacher profession (e.g., Eren 2015; Joseph et al. 2016). Satisfiers result in satisfaction and commitment when adequately fulfiled, dissatisfiers are a potential source of dissatisfaction and withdrawal when deficient (Cryer and Elton 1990). Taken together, satisfiers make individuals more motivated when present but not demotivated when absent. Dissatisfiers make individuals demotivated when absent, but not more motivated when present. Although both are important, for a university it is important to know what the results might be when developing interventions regarding these two types of motives. Furthermore, the motives for choosing a teacher education program in the first place might have been different for continuing students than for switch students. This might be important information for universities to consider when giving information to prospective students.

The second advantage of our approach is that a comparison between the motives *before* and *after* enrolment can be made. For example, if the type of motive for enrolling in the program (e.g., the curriculum is interesting) is the same as for leaving the program (the curriculum is not interesting), the information of the program that was given before enrolment might not have been perceived correctly by the prospective student. On the other hand, if the reason for enrolling in the program (e.g., the curriculum is interesting)

was different from the reason to leave the program (e.g., the style of education is not preferred), the information that prospective students used to base one's educational choices on might not have been complete at that moment. In this example, essential information about the style of education might not have been part of the information given beforehand. Of course, it is also possible that the student and her/his motives might have changed during the first year (e.g., Roness and Smith 2010; Rots, Kelchtermans, and Aelterman 2012).

1.2 *The context of the study: teacher education in the netherlands*

In the Netherlands, teachers in primary schools instruct pupils from when they are four-years-old until they are 12-years-old. To become a qualified teacher in primary education, students must complete a 4-year bachelor's program (4 x 60 credit points) at a university of applied sciences. Students from pre-university education, higher general secondary education, or intermediate vocational education can apply for this bachelor's program. Since August 2015, new admission requirements are used: students who want to enter the program for primary school teachers, need to successfully complete a set of assessments (tests on language, arithmetic, geography, history and science & technology) before enrolment (OCW, 2014). Due to these assessments, the amount of applications for the bachelor's program entitled Teaching in Primary Education has declined with 30% since August 2015. On average, after four years, only 45% of the students graduate (CPB 2017). The declining amount of applications, combined with high drop-out rates and many in-service teachers approaching their retirement age, has led to a shortage of teachers in primary education in the Netherlands (OECD 2016).

The first year of the program contains a number of courses (e.g., Dutch language, English language, music, history) given at the university and a traineeship (school placement) at a primary school. By doing a traineeship, the student teachers experience what it is like to be a teacher in real life and they can conduct their practical assignments. Furthermore, in this first year, it is obligatory to pass a calculation test, which contains tasks like mental arithmetic, geometry, and fracture calculation. If student teachers do not pass this calculation test within the first year, they are obliged to leave the program.

Secondary and tertiary education offer prospective students the opportunity to explore teacher education programs before enrolment. In general, activities like open days and educational fairs are organised by administrators of tertiary education (Van Den Broek et al. 2017). Additionally, secondary education gives prospective students information about these programs. In some cases, however, the student takes the initiative to organise a short traineeship to experience the profession of teacher before starting the program.

2. The present study

The primary objective of this study is to gain insight into the differences between the motives given by continuing students and switch students for enrolling, continuing or leaving the teacher education program, and to compare these motives before and after enrolment. These motives well be categorised into two taxonomies.

The first taxonomy used was the one of altruistic, intrinsic, adaptive extrinsic, and maladaptive extrinsic motives. This taxonomy combines the three categories of Bastick (2000) and the distinction between adaptive and maladaptive extrinsic motives of Bruinsma and Jansen (2010). The reason for using this taxonomy was that it is one of the most used regarding (student) teacher motives (Fray and Gore 2018). Thus, it seems obvious to adopt the same taxonomy within this study in order to facilitate comparison of our findings with findings in other studies. On the other hand, these motives seem to have clear associations with SDT's types of motivation, the second taxonomy used. However, these associations are not validated as such yet. Therefore, we will use both taxonomies when categorising the identified themes in the method section and interpreting these themes in the result section. Considering all this, the following three research questions were addressed:

Research Question 1. What motives are reported for enrolling in the teacher education program, and what are the differences between continuing students and switch students?

Research Question 2. What motives are reported for continuing in or leaving the teacher education program, and what are the differences between continuing students and switch students?

Research Question 3. What differences can be identified when comparing the motives for enrolling in and continuing in or leaving the teacher education program among continuing students and switch students?

3. Method

The three research questions were addressed by means of a qualitative semi-structured interview study. The motives for enrolling and withdrawal from the program, are rather well-known by previous research. However, the motives for continuing in the program are less often examined and could give more insights when using a qualitative approach by means of 'grounded theory'. Grounded theory is a method for collecting data that have largely remained unaddressed (Charmaz, & Belgrave, 2012). However, studies informed us already on theory on (student) teacher motives (e.g., Bastick 2000; König and Rothland 2012), so an 'informed grounded theory' approach seems more appropriate here. Informed grounded theory refers to a product of a research process as well as to the research process itself, in which both the process and the product have been thoroughly grounded in data by grounded theory methods while being informed by existing research literature and theoretical frameworks' (Thornberg 2012, p. 249).

3.1 Participants

In order to conduct this interview study, we interviewed continuing students and switch students of a four-year primary teacher education bachelor's program at a Dutch university of applied sciences. Switch students are students who withdrew from the teacher education

program, but did not leave tertiary education. They changed from one program to another within the same university.

We recruited 10 continuing students from a lecture for second year students. Of the 78 students present, 32 volunteered. We selected ten continuing students from one location in order to minimise the influence of factors that differ between various locations (e.g., different teachers). To recruit switch students, we asked the aforementioned volunteers to give names of past fellow students who switched programs in/after their first year. Beside the students mentioned, we contacted other switch students, who were identified in the registration system by email. The 13 switch students who expressed interest in participating had changed to another bachelor's program within the same university. The ten continuing students and thirteen switch students together resulted in a sample of 23 participants before the member cheque (see below). Each of these participants signed a consent form which stated the goal of the research, the description of the project and information on participation, privacy of data, and the results of the interview.

3.2 Instruments

A semi-structured interview guideline was developed for interviewing the 23 participants. The goal of the interview was to find out why certain students stayed in the program and why others did not. The two main questions that we asked in this study were: 1) What are the three most important reasons for enrolling in this teacher education program? 2) What were your motives for continuing/leaving this program within/after the first year? Thus, regarding the second question, we operationalised satisfiers by asking students to explain about their reasons for continuing in the program (assuming that they continue because they are (sufficiently) satisfied with the teacher education program) and dissatisfiers by asking students about their reasons for leaving the educational program (assuming that these reasons relate to dissatisfiers). This line of reasoning was based on the argument that (dis)satisfaction influences students' intentions to stay at or leave the institution (DeShields, Kara, and Kaynak 2005).

3.3 Procedure

All interviews were conducted by the first author and another researcher. These two researchers were not part of the teacher education staff of the program. To be sure that the two interviewers asked the exact same questions in the same order, an interview protocol was developed with a semi-structured script. Students were interviewed individually during face-to-face meetings of about 30 minutes; the interviews were audio taped and transcribed. A member cheque procedure was used to cheque the correctness of the transcripts (e.g., Hoffart 1991) such that each interviewee was asked to give his/her consent, stating that the transcript was indeed the input of the interviewee, and accurate for use in the study. The transcripts were approved by all participants, except for one participant who did not reply at all. Therefore, we decided to not include this interviewee in the final sample of 22 participants (continuing students: $N = 10$; 70.0% females, $M_{age} = 20.00$, switch students: $N = 12$; 66.7% females, $M_{age} = 20.83$). One student suggested a small change, which we adopted.

3.4 Data analysis

As a part of our study was rather new, namely investigating the motives for continuing in the teacher education program after the first year (which might not always be the same as the motives for becoming a teacher which was already investigated in previous studies), we wanted to use an approach that was exploratory to some extent rather than just confining. Thus, when conducting this study, we were aware of existing theoretical knowledge and took advantage of pre-existing research and theories, but also remained free and open when analysing data. Therefore, we used an informed grounded theory approach (Thornberg 2012), by making use of sensitising concepts. Charmaz (2003, p. 259) has referred to sensitising concepts as 'those background ideas that inform the overall research problem' and stated further offering ways of seeing, organising, and understanding the data. Hence, when analysing the data we were open, but used these sensitising concepts as a 'spotlight'.

For the initial coding of the data, 'In Vivo' coding as a first cycle coding method was used (Saldaña 2015). This code refers to a word or short phrase from the actual language found in the qualitative data record – 'the terms used by participants themselves' (Strauss 1987, p. 33). Second, ´Focused Coding´ was applied to search for the most frequent or significant initial codes to develop the most salient categories in the data (Charmaz 2006, p. 46, 57). The first author and the other interviewer independently coded the answers on the questions with respect to half of the interviews. After this, their themes (codes) were compared and temporary (sub)themes were determined using consensus. Using these temporary themes, a coding manual was written to ensure agreement about what was understood by a certain theme. This coding manual contained definitions and an example for every theme. After coming to a consensus for all themes, definitions, and examples, the coding manual was finalised (see Table 1 for an example) after which interview fragments were colour-highlighted according to these themes.

A reliability cheque was conducted according to the gold standard/master coder approach (Syed and Nelson 2015). In this approach, one coder serves as the gold standard or master coder (the first author in this study) and someone else serves as the reliability coder (the other interviewer in this study). The master coder assigned 50% of the data, randomly assigned using SPSS, to the reliability coder for an interrater reliability cheque, satisfying the suggested 20% by Lilgendahl and McAdams (2011). Similarities and differences in coding were noted down in a matrix and statistically examined using Cohen's kappa (κ). The definition of κ is the proportion of agreement between raters that is not due to chance[1]. The components of the formula were computed with two tables per question, separately for continuing students and switch students (see for an example, Table 2 and Table 3). The reliabilities were computed by summing up the kappa's for the continuing students and switch students (per question) and then divided by two. For Research Question 1 and 2 the kappa's were $\kappa = .93$, and $\kappa = .88$, respectively.

After the reliability cheque, the master coder coded all interviews. The rationale for this was that a certain percentage of the data cannot be coded before reliability is reached. By counting the number of times particular themes were mentioned by either continuing students or switch students, it was possible to see differences between these two types of students.

Table 1. Themes for continuing in or leaving the program (RQ 2).

Themes	Description
Intrinsic motivation for the profession	The activities belonging to the profession are deemed to be enjoyable. ('I like to work with children', 'I find my traineeship enjoyable')
Disappointment in the profession	The activities belonging to the profession are deemed to be hard and difficult. ('I am getting extremely tired after a traineeship day', 'I could not explain things to the children in the way that was needed')
Social environment	The environment in which students learn and the way they are (not) connected to their peer-students or teachers. ('I like my classmates', 'I like that fact that everybody knows each other').
Organisation of the program	The logistics of the program, the way of teaching, and/or the order in which courses were offered and communication about the program.
Content of the program	The content of the courses offered (e.g., Dutch language, English language, Music, and History).
Level of the program – Too high	The level of the program is deemed to be too difficult. For example, students did not pass tests like the obligatory calculation test.
Level of the program – Too low	The level of the program is deemed to be easy. Students experienced that they were not challenged enough and got bored in class.
Level of the program – Adequate	The level of the program is deemed to be just right. The fact that students could cope with the speed and level of the program gave them a feeling of self-efficacy.
Personal characteristics or considerations	These individual differences between students differ from personal characteristics (e.g., persistence) to personal considerations (e.g., a student wanted to move on purpose to another city, to get away from his parents).
External forces regarding the future	Extrinsic motives like for instance having job security, and getting a bachelor's diploma as opposed to the inherent appeal of the profession.
Identification with future profession	Following the teacher education program to become a teacher in primary education in the future. So, nothing is said about the inherent appeal of the profession here.
Congruence with one's interests	The congruence between the student's interests and the content of the program or profession. ('The study is too broad', 'I like the social content of the profession', 'I am doubting whether I find the program interesting enough')

Table 2. Calculation of the observed proportionate agreement (an example).

Rater 1	Theme 1	Theme 2	Theme 3	Theme 4	Total
Rater 2					
Theme 1	5				5*
Theme 2	1	1			1
Theme 3			2		2
Theme 4				1	1
Total	6**	1	2	1	10***

Note. Observed proportionate agreement = (5 + 1 + 2 + 1)/10 = .90

Table 3. Chance frequencies for calculation of the probability of random agreement belonging to Table 2.

Rater 1	Theme 1	Theme 2	Theme 3	Theme 4
Rater 2				
Theme 1	(5* x 6**)/10*** = 3			
Theme 2		(1*1)/10 = .2		
Theme 3			(2*2)/10 = .4	
Theme 4				(1*1)/10 = .1

Note. Probability of random agreement = 3 + .2 + .2 + .1 = 3.7

Finally, as a last step, the master coder and reliability coder individually applied 'Theoretical coding' by reorganising the identified themes into the theoretical core categories of the two taxonomies earlier mentioned (i.e., altruistic, intrinsic and (mal)adaptive extrinsic motives on the one hand, and SDT's type of motivations on the other hand). In theoretical coding, all categories and subcategories become systematically linked with the

Table 4. Themes identified for RQ 1 and 2.

Teacher motives[1]	Types of motivation SDT[2]	Themes identified in this study
Research Question 1: Motives reported for enrolling in the teacher education program		
Altruistic	Integrated regulation	Ideological motives
Intrinsic	Intrinsic motivation	Previous experiences with similar activities
Intrinsic	Intrinsic motivation	Expectations of the profession
Intrinsic	Identified regulation	Identification with the profession
Intrinsic	Identified regulation	Expectations of the program
Intrinsic	Intrinsic motivation	Congruence with interests
Adaptive extrinsic	Extrinsic regulation	Expectations of the social environment
Adaptive extrinsic	Extrinsic regulation	External forces regarding the future
Maladaptive extrinsic	Extrinsic regulation	Practical considerations
Research Question 2: Motives reported for continuing in or leaving the teacher education program		
Intrinsic	Intrinsic motivation	Intrinsic motivation/disappointment in the profession
Intrinsic	Identified regulation	Identification with profession
Intrinsic	Identified regulation	Content of the program
Intrinsic	Intrinsic motivation	Congruence with interests
Adaptive extrinsic	Extrinsic regulation	Social environment
Adaptive extrinsic	Extrinsic regulation	External forces regarding the future
Adaptive extrinsic	Extrinsic regulation	organisation of the program
Adaptive extrinsic	Other	Level of the program: too high/too low/adequate
Maladaptive extrinsic	Extrinsic regulation	Personal practical considerations

[1] According to the taxonomies of Bastick (2000) and Bruinsma and Jansen (2010)
[2] According to the taxonomy of SDT; Reeve, Ryan, and Deci (2018)

central core category, the one 'that appears to have the greatest explanatory relevance for the phenomenon' (Corbin and Strauss 2007, p. 104). According to Bruinsma and Jansen (2010) adaptive and maladaptive extrinsic motives the coders aimed to identify which of the motives of the student teachers were beneficial (adaptive) and which were detrimental (maladaptive) when it comes to the effort students are willing to put into their training and profession, as well as their level of involvement in and commitment to their training and profession. After individually assigning the identified themes to the categories of altruistic, intrinsic and (mal)adaptive extrinsic motives, these assignments were compared (themes for enrolling; $\kappa = .89$, themes for continuing/leaving: $\kappa = .81$). The kappa's for assigning the identified themes to SDT's taxonomy were $\kappa = .89$ for themes regarding enrolment, and $\kappa = .91$ for the themes regarding continuing/leaving.

The process of data analysis resulted in several themes per research question. For Research Question 1 as well as for Research Question 2 nine themes were found, subdivided in several categories of the two taxonomies mentioned earlier (see Table 4).

4. Findings

4.1 Motives for enrolling in the program

In order to answer Research Question 1, first, motives for enrolling in the program had to be identified, followed by comparing continuing students and switch students regarding these motives. Twenty students, continuing students as well as switch students, mentioned the theme of *(expectations of) the profession* as a motive for enrolling in the teacher education program (see Table 5). This theme represents the inherent appeal of the tasks of the job, which is an intrinsic motive according to Bastick's (2000) as well as SDT's taxonomy. 'I like to work with children', was a phrase that was very often used.

Others were somewhat more comprehensive in their explanation of this intrinsic motive, for example: 'I really like to associate with children and to learn them something. It seemed a challenge to me to give every pupil the kind of education that suits them.'

Four continuing students and two switch students mentioned motives with an *ideological standpoint* of view. 'I want to contribute something to society', or 'I want to be a teacher that is different from the rest and who really sees the child' were answers that were categorised into this theme. According to Bastick (2000) this theme is regarded as an altruistic motive. In relation to SDT this motive is considered as an integrated type of motive because ideological standpoints relate to someone's value system. Third, *identification with the profession* was mentioned by eight students and is very typical for prospective student teachers to mention as a motive for enrolling in the teacher education program. 'I have always wanted to become a teacher, since I was a kid' was a phrase that was often said. *External forces regarding the future*, mentioned by two continuing students, entails aspects like job security and growth opportunities. These are extrinsic types of motivation, but in such a way that, in most cases, it gives the student a certain goal to strive for (and therefore an *adaptive* extrinsic motive). The theme *expectations of the program* (e.g., curriculum, way of teaching) was mentioned by two students as a reason for enrolling. *Practical considerations*, considered as extrinsic motivation/regulation, was a theme that was mentioned only by two switch students, containing motives that were very practical and of maladaptive nature: 'Well, it is not a real motive maybe, but it is real close by, just five minutes by bike, so that is a nice bonus. (...) and because my sister already enrolled in the same program.'

Themes like *expectations of the social environment* (e.g., 'I really enjoyed myself during the taster days and really felt in place') and *congruence with one's interests* (e.g., being interested in a profession that comprises much social interaction) were mentioned sporadically. According to the two taxonomies the former is seen as an extrinsic adaptive motive (called extrinsic regulation in SDT). The latter is regarded as an intrinsic motivation by both taxonomies.

4.1.1 Differences in motives for enrolling in the program

When comparing the motives for enrolling in the program between continuing students and switch students, large differences could not be identified. The percentages in column 1 and column 3 of Table 6 are based on the frequencies in Table 5. Only the proportion of continuing students (or switch students) is presented here, ignoring the fact that a particular student had more than one example/quotes on a particular theme.

In general, the three main reasons for enrolling in the teacher education program were the *expectations of the profession, ideological motives*, and *identification with the profession*. The only difference worth mentioning was that the motive of ideology was indicated by twice as many continuing students (four) opposed to switch students (two). A motive only referred to by continuing students was the motive of *external forces with respect to the future job*. Furthermore, three themes only mentioned by switch students were *practical considerations, the social environmen*t, and *congruence with one's interests*. In general, the most mentioned motives by both types of students were altruistic of nature or intrinsically driven ones. Thus, no real differences were found when comparing the motives between the two groups of students.

Table 5. Frequency table of all themes mentioned regarding motives for enrolling in the program (RQ 1).

Themes (Motives)	Continuing students (N = 10)		Switch students (N = 12)	
	Number of times mentioned in the interviews	Number of students that mentioned this motive	Number of times mentioned in the interviews	Number of students that mentioned this motive
Ideological motives	4	4	2	2
Previous experiences with similar activities	0	0	1	1
Expectations of the profession	12	9	13	11
Identification with the profession	3	3	5	5
Expectations of the program	1	1	2	1
Congruence with interests	0	0	1	1
Expectations of the social environment	0	0	2	2
External forces regarding the future	3	2	0	0
Practical considerations	0	0	3	2

4.2 Motives for continuing in or leaving the program

In order to answer Research Question 2, motives for continuing in or leaving the program had to be identified, followed by comparing continuing students and switch students regarding these motives. The most mentioned theme was *the profession* itself (see Table 7). Continuing students mentioned the positive experiences of their first-year traineeship and enjoyed the tasks accompanying the profession of a teacher in primary education (*intrinsic motivation for the profession*), but switch students indicated that they were disappointed in the profession due to experiences gained during their first-year traineeship (*disappointment in the profession*).

Furthermore, the *organisation of the program* was a reason for three continuing students to remain in the program and for three switch students to leave the program. Whereas the first type of student enjoyed the freedom and autonomy in the way of teaching ('I am allowed to be creative in the delivery of an assignment'), the latter type of student indicated that (s)he experienced it as 'chaotic' and 'unstructured'. The organisation of the program is seen as an extrinsic motive, because it has nothing to do with the program/profession itself and because it is a relatively external force when it comes down to being interested in be(com)ing a teacher. Since it is related to the student's level of involvement in and commitment to the training it is considered as an *adaptive* extrinsic motive.

One theme that was mentioned mostly by switch students was *the difficulty level of the program*. Most of them pointed out that the difficulty level was too high, evidenced by not passing obligatory tests. Because many students in the past years have had difficulties passing the 'calculation test', it has become obligatory to pass it in the first year. Three switch students mentioned this test explicitly as the reason they had

Table 6. Comparison regarding motives for enrolling, continuing/leaving among continuing students and switchers.

Themes (Motives)	Continuing students (N = 10)		Switch students (N = 12)	
	Motives for enrolling (%)	Motives for continuing (%)	Motives for enrolling (%)	Motives for leaving (%)
Ideological motives	40	0	17	0
(Expectations of) the profession	90	40	92	33
Identification with the profession	30	30	42	8
(Expectations of) the program	10	0	8	33
Congruence with interests	0	20	8	8
(Expectations of) the social environment	0	60	17	8
External forces regarding the future	20	20	0	0
Practical considerations	0	10	17	17
Organisation of the program	0	30	0	25
Level of the program: too high	0	0	0	42
Level of the program: too low	0	0	0	17
Level of the program: adequate	0	10	0	0

to leave the program involuntarily. On the other hand, for two switch students, the level was too low and they did not find the program challenging enough. One student said, 'For me, it felt like I was not learning anything, but that we were repeating things over and over again'. As the difficulty level is related to the student's willingness to put effort in the training it is considered as an adaptive extrinsic motive. However, according to SDT we could not find a proper category to assign this theme to. This will be discussed in the discussion section.

A theme that was mentioned by six continuing students and by only one switch student was the *social environment*. An example that was mentioned by one continuing student: 'The ambience at the university pleases me. It is a small university in which everyone knows each other, I like that. (…) I like the fact that you can address every teacher and the fact that the teachers want to invest time in you, because they know you.' The social environment is seen as an extrinsic motive, because it has nothing to do with the content of the program/profession and because it is a relatively external force when it comes down to being interested in be(com)ing a teacher. Since it is related to the student's level of involvement in and commitment to the training it is considered as an *adaptive* extrinsic motive.

Another theme mostly mentioned by continuing students was the *identification with the profession* (e.g., 'I wanted to become a teacher in primary education, since I was a kid'). Finally, three other themes were *external forces regarding the future* (e.g., 'This is an intermediate step for the profession I really want to practice'), *personal considerations* (e.g., 'I wanted to move to another city') and *congruence with one´s interests* (e.g., 'I did not find it interesting anymore').

4.2.1 Differences in motives for continuing/leaving the program

By comparing the motives for either continuing or leaving the program, we can distinguish satisfiers from dissatisfiers. The percentages mentioned in column 2 and

column 4 of Table 6 are based on the frequencies in Table 7. The largest differences that we noted are discussed here.

Four continuing students as well as four switch students mentioned *the profession* itself as a reason to stay or leave. At the beginning of training, student teachers have to participate in a traineeship for two days a week to experience what it is like to teach a class of toddlers. Where the continuing students mentioned they really liked the traineeship and that it confirmed their commitment to become a teacher, the switch students mentioned this as a reason to leave because they were disappointed in the job. Thus, it appears that gaining real-life experience with the profession either confirmed or disconfirmed student teachers' original educational choice.

The second reason for staying in the program was the *social environment*. Only continuing students (with one exception) mentioned the social environment as one of their reasons to continue in the program. They really liked the learning environment in which peer students and teachers all know and help each other. Because this motive was mentioned largely by continuing students, the social environment could be defined as a satisfier; the presence of a nice social environment makes people more motivated, whereas the absence of it does not seem to decrease motivation or a reason to leave.

Furthermore, the *content of the program* was a reason for withdrawal for four switch students (no continuing students mentioned this theme as a reason to stay). They experienced that the content of the courses (i.e., the curriculum) was not something they found interesting. Therefore, it seems that the content of the program is a dissatisfier, because absence of an interesting curriculum obviously leads to withdrawal. However, this was not mentioned specifically as a reason to continue in the program by continuing students.

Table 7. Frequency table of themes mentioned regarding motives for continuing in/leaving (RQ 2).

Themes (Motives)	Continuing students (N = 10)		Switch students (N = 12)	
	Number of times mentioned in the interviews	Number of students that mentioned this motive	Number of times mentioned in the interviews	Number of students that mentioned this motive
Profession: intrinsic motivation/ disappointment	5	4	5	4
Identification with profession	3	3	1	1
Content of the program	0	0	4	4
Congruence with interests	2	2	1	1
Social environment	6	6	1	1
External forces regarding the future	2	2	0	0
organisation of the program	3	3	3	3
Level of the program: too high	0	0	5	5
Level of the program: too low	0	0	2	2
Level of the program: adequate	1	1	0	0
Personal/practical considerations	1	1	2	2

Another noteworthy difference, and mostly mentioned by switch students, was *the difficulty level of the program* being too high (for five switch students) or too low (for two switch students). Only one continuing student mentioned an adequate difficulty level as a reason to stay. Similar to an interesting content of the program it seems that the difficulty of level of education is a dissatisfier. Absence of an adequate difficulty level of education apparently leads to withdrawal, while presence of an adequate difficulty level of education is not an obvious remedy to get students more motivated to stay.

4.3 Comparing motives before and after enrolment

In order to answer Research Question 3 we also compared the motives for enrolling in the teacher education program and the reasons for continuing in or leaving the program for continuing students and switch students separately (comparing column 1 and 2, and comparing column 3 and 4 in Table 6, respectively). Regarding continuing students, we can infer from columns 1 and 2 in Table 6 that the initial reason to enrol in a teacher education program were the expectations of the profession. 40% of the continuing students also mentioned this theme (i.e., the enjoyment of the job) as a reason to stay, and felt reinforced in their educational choice. Furthermore, the social environment was another obvious reason to continue in the program, but this motive was not initially mentioned as a motive for enrolling. Additionally, ideological motives were mentioned initially, but not as a reason to stay.

Regarding switch students, we can infer from columns 3 and 4 in Table 6 that the initial reason for enrolling in the teacher education program were the expectations of the job, just like for many continuing students. However, a third of the switch students cited disappointment in the profession and considered this as a reason to quit the program. Although most students (i.e., continuing students and switch students) did not mention the content of the teacher program as a reason for enrolment, switch students (33%) mentioned the content of the program as a reason for withdrawal (e.g., 'I considered a very small part of the courses offered interesting'). Furthermore, the difficulty level of the program (being too high or low) was mentioned by almost 60% of the switch students as a reason to quit but not as a reason for enrolment.

5. Discussion & conclusions

In order to deal with the attrition problem in primary teacher education we wished to gain more insight into the motives of student teachers who either continued or left the program within or after the first year.

5.1 Research questions

Regarding Research Question 1, the identified motives for enrolling in the teacher education program generally reflected altruistic and intrinsic motives for both groups of students. 'I want to contribute something to society', an altruistic motive was also found by many another studies (e.g., Flores and Niklasson 2014; Jungert, Alm, and Thornberg 2014). The most cited phrase in our study was 'I like to work with children' which also found by Flores and Niklasson (2014) and Roness and Smith (2010), among

others. Although most reasons for enrolment were intrinsically driven ones, the expressions of these intrinsic reasons were not always comprehensive, but seemed to be based on expectations of the profession, and not on real experiences. Overall, when comparing the motives for enrolling in the program between continuing students and switch students, no large differences could be identified.

Regarding motives for continuing in or leaving the program (Research Question 2), the experiences during the traineeship were, for some student teachers, a reason to continue their studies, and for others, a reason to withdraw, as these students became disappointed in the profession. Continuing students expressed that their positive teaching experiences were a reason to remain in the program. This finding supports previous research by Bruinsma and Jansen (2010), who also found this positive relation. Of note, all switch students that mentioned a disappointing experience during their traineeship had not had a real-life experience in their orientation phase. In other words, their initial intrinsic reason for enrolment was not based on real-life experiences, thereby increasing the probability for disillusionment. Thus, the disappointing experience during the traineeship could have been prevented by exposing prospective student teachers to real-life experiences during their orientation on teacher education programs. Likewise, other studies considered the mismatch between student teachers' expectations and the 'classroom reality' they encountered, as a major reason for withdrawal (e.g., Chambers, Coles, and Roper 2002).

Overall, there was not a lot of literature to compare our findings on first year students' withdrawal motives with. Many of the teacher education programs abroad only take one year, whereas the Dutch bachelor's program takes four years. However, more literature was found on motives for teacher attrition of newly qualified teachers (Botha and Rens 2018). According to some authors exiting the teaching profession is often based on the aforementioned discrepancy between expectations and reality. Recent qualified teachers expect that they will successfully transition from a theory-orientated pre-service teacher to a well-rounded practice-based teacher. Reality shock, however, often quickly sets in for most of them (DiCicco et al. 2014; Botha and Rens 2018; Kim and Cho 2014; Struyven and Vanthournout 2014). Other studies suggests that student teachers are unaware of some of the stresses that come with a teaching job until they experience these themselves (DiCicco et al. 2014; Kirkland 2014; MacDonald 2018). Struyven and Vanthournout (2014) uncovered that having actual experience with teaching or not was their strongest predictor of motives for attrition. Thus, these findings on recent qualified teachers were in accordance with Chambers, Coles, and Roper (2002) and our findings on student teachers.

Regarding Research Question 3, there were some noteworthy differences between motives for enrolling and leaving the program. For a couple of switch students, the content and/or organisation of the program was unsatisfactory and a reason to withdraw. Our finding that an unsatisfactory program led to dropout was also found by Suhre, Jansen, and Harskamp (2007) who discovered a negative association between program satisfaction and withdrawal. Possibly, these switch students did not inform themselves adequately on the course of events within the teacher education program of this university. Indeed, we found that whereas the program was not a reason for enrolment, it seemed to be a reason for withdrawal. So again, better orientation and preparation by the student or a more in-depth experience offered by the university (for example by giving trial courses reflecting the teacher education program) could have prevented withdrawal to a certain extent.

Another motive that was mentioned by switch students for leaving, but not for enrolling or continuing in the program, was the difficulty level of the program being too high or too low. A program that is experienced too difficult is one of the main dropout reasons in higher education according to Van Den Broek et al. (2018). Absence of an adequate difficulty level of education apparently leads to withdrawal, while presence of an adequate difficulty level of education was not an obvious reason to stay. An adequate difficulty level of education is something that seems to be expected and conditional, and not an aspect for prospective students that makes a program more or less attractive. However, it is important to know about and experience the difficulty level of education before enrolling to avoid potential distress.

5.2 Self-determination theory

The difficulty level was difficult to categorise along SDT's taxonomy. SDT posits three central psychological needs that have to be satisfied in order to experience intrinsic motivation and wellbeing: the need to make one's own choices (need for autonomy), the need to experience mastery of the environment (need for competence), and the need to feel a sense of belongingness and attachment with others (need for relatedness; Larson et al. 2019). The difficulty level of the program taps into the second need, the need for competence. The satisfaction of this need refers to an experience of effectiveness which results from mastering a task (Broeck et al. 2010). Thus, academic performance is better (such as continuing in a program) when students feel competent in what they are doing (cf. Escriva-Boulley et al. 2018). Thus, the difficulty level of the program can be seen as a dissatisfied need for competence.

Likewise, the social environment taps into another basic need of SDT, the need for relatedness. It seems that the presence of an enjoyable social environment makes students more motivated to stay. This is analogous to findings of Kim and Corcoran (2018) who found that the campus environment positively predicts persistence. These findings are also in line with models of Terenzini and Reason (2005), and Tinto (1993) who already incorporated 'peer environment' and 'social integration' in their models explaining student persistence. Thus, the social environment can be considered as a satisfied need for relatedness.

Our primary qualitative findings are in line with previous (quantitative) research. Students' motivation (and retention) is largely determined by the extent to which universities provide educational and social environments meeting their needs for autonomy, relatedness, and competence (Ryan and Deci 2000b). This is especially appropriate during times of educational transition (Eccles et al. 1993). For example, Meens, Bakx, and Denissen (submitted) have previously shown that high need satisfaction (i.e., social adjustment and self-efficacy) associated positively with higher intrinsic motivation. In other words, students who grew in self-efficacy during the first few months and who were satisfied about their social adjustment, increased in motivation. In line with this, we found that some switch students presumably lacked competence satisfaction by not passing certain tests. Moreover, most continuing students experienced high relatedness satisfaction because they talked about satisfying contacts with teachers and peer-students.

5.3 (Dis)satisfiers

When considering the motives found in this study in light of satisfiers and dissatisfiers (Herzberg 2008, 2017) we see that some motives were only mentioned by continuing students as a reason to stay (the social environment) and other motives were only mentioned by switch students as a motive to leave (the content and difficulty level of the program). Thus, it seems that the social environment is a satisfier making students more motivated when present. This is in line with studies from Rhodes, Nevill, and Allan (2004) and Joseph et al. (2016) who found that facets concerning the social environment (e.g., friendliness of other staff, working with others, etc.) were satisfying facets rather than dissatisfying facets for teachers in their jobs.

The content of the program and the difficulty level of the program are both dissatisfiers. These motives were not mentioned specifically as a reason to continue in the program by continuing students. Presence of these motives were apparently not an obvious remedy to get students more motivated to stay. Absence of these motives, on the other hand, obviously led to withdrawal. No evidence to support these findings could be found, because studies regarding (dis)satisfying facets were mainly done among graduated teachers.

5.4 Implications and recommendations

Our findings suggest that there were four main reasons for continuing in or withdrawing from the teacher education training program: real-life teaching experiences, content of the program, difficulty level of the program, and the social environment. Especially the last three motives were not mentioned as reasons for enrolment in the first place. With this knowledge, it was not possible to identify (un)successful students during selection or intake procedures before enrolment, because both types of students did not differ in their motives at that point. To make sure students end up in programs that suit them, it might be important to be very clear in advance about the reasons why students have left the program in the past. By allowing prospective student teachers experience the level or the content of the program or by incorporating these aspects into a selection/intake procedure, preconceptions will be managed impacting the first experiences during the program (Hobson and Malderez 2005) resulting in less student teachers quitting the program within or after the first year.

An effective way to inform prospective students about real-life teaching experiences, and the content and difficulty level of the program, would be to introduce something like a 'realistic job preview' before they enter the program. This is a technique known from industrial and organisational psychology. The realistic job preview is an attitude change technique designed to reduce turnover among newly hired employees by providing job applicants with positive and negative facets of the job (Chehade and Hajjar 2016). It shows all the characteristics of a particular job so applicants learn exactly what they can expect from it. Something like a 'realistic study program preview' could explain the advantages and disadvantages of a teacher education program. It could even be deployed as a real-life experience with study assignments, lectures, and trial-studying tests during 'taster days' as if the prospective student already had started the program. This could inform the prospective student about the content and difficulty of the program. In this way, prospective students could have clearer expectations and might be less disappointed with the content and difficulty of the program after enrolment.

With respect to the teaching itself, 'student teaching' in the first semester could also serve as a realistic job preview for teaching by giving student teachers a sense of what the work of teaching is like. During student teaching, student teachers take over the responsibilities of classroom teachers entirely for a short period of time. For some student teachers, this job preview likely strengthens their plan to teach. For other student teachers, the experience may discourage them from entering the profession (Shirrell and Reininger 2017).

Irrespective of how truthful students teachers' expectations are before enrolment, in most cases these are not entirely identical to reality. Thus, in any case, student teachers need to be empowered in their training with a proactive approach towards addressing the gap between expectancy and reality. Fostering an attitude of critical analysis and self-reflection can empower student teachers to adapt, learn, and manage their experience of reality shock and stress during their first teaching experience (Botha and Rens 2018).

Lastly, whereas the teaching experience and the program itself are risk factors for withdrawal, the social environment seems to be a protective factor. Investing in social integration, might also lead to better retention rates (Prins 1997). Braxton and McClendon (2001) presented several evidence-based institutional practices to promote social integration. One of these practices was to introduce a student orientation program that takes place before the beginning of classes. The primary goals of such programs are to familiarise students with administrative and academic regulations, bring student services to their attention, and create possibilities to interact socially with their peers and teachers. Research has shown that peer involvement during the first semester exerts a positive influence on social integration (Berger and Milem 1999; Milem and Berger 1997).

5.5 Limitations and future research

This study deals with some limitations that can be dealt with in future research. First, this study was limited to 22 participants, which is a relatively small sample and is not representative of all student teacher in the Netherlands or worldwide. Although the average gender and age were rather representative for the population of students following the teacher program at this university, the sample was a convenience sample. The switch students were students who voluntarily replied on an email. There is a possibility that these switch students were the ones who did not have a grudge or feelings of shame regarding their withdrawal. It is also important to note that these switch students were not real drop-outs. Drop-outs are students who withdraw from tertiary education as a whole and do not commence another program after quitting the one they had started. This means that the switch students that we interviewed quit the teacher education program because of reasons relating to the content of the program or profession itself (e.g., 'I did not like the profession after all'). Thus, the motives drop outs generally have to withdraw (i.e., 'I don't want to study at all' or 'I want to work'), which could be confounded in our study, were not existent. Furthermore, although we considered saturation of the data presented, a greater variety of motives might have been shared during the dialogues if we had interviewed more students (e.g., 30–40 students).

Another limitation is that the motives given for enrolling, continuing in or withdrawing from the program were given in retrospect. We know from research that recall

bias can occur when respondents self-report about events in the past (i.e., people may be more likely to search for explanations; Mausner and Kramer 1985). It would have been better to ask the question about motives for leaving just after withdrawal and the question about motives for enrolment together with their expectations right before commencement (because preconceptions about teaching and teacher education can impact students' experience of teacher training; Feiman-Nemser et al. 1989).

In this study, we operationalised satisfiers and dissatisfiers by asking students to explain about their reasons for continuing in and withdrawing from the program, respectively. This was done under the impression that reasons for continuing were analogous to satisfiers and reasons for leaving were analogous to dissatisfiers. Another approach could have been to directly ask the students' appraisal of the satisfier (e.g., faculty performance, classes) and dissatisfier itself (e.g. faculty staff, learning conditions; DeShields, Kara, and Kaynak 2005). From a methodologically perspective this approach would have been preferable. However, in this study we used an informed grounded theory approach being open and receptive to students' responses.

As was found in this study, real-life experiences, especially regarding the teaching itself, were important for motivation. As experiences may change motives, it might be worthwhile to take the possibility for change in motivation into account in future research. Different studies relate student teachers' motivation to their learning experiences (Tang, Cheng, and Cheng 2014). For example, Roness and Smith (2010) found in their study on stability in motivation during one year, that wanting to work with young children was one of the reasons that had changed the most during teacher education. They thought it reasonable to assume this was caused by experiences that the students had during the education program, mainly during the practice teaching. They based this assumption on the differences in enjoyment of teaching between the students *with* and *without* teaching experience (for which the enjoyment was the most for students with experience). Also Rots, Kelchtermans, and Aelterman (2012) identified significant shifts, either positive or negative, in motivation among student teachers after three years of teachers education.

We started our investigation because of the attrition problem in the Netherlands, where numerous student teachers leave teacher training after a short period of time and many teachers leave their teaching jobs within five years after their graduation. In our study, we focussed on student teachers (i.e., pre-service teachers). Indeed, there is some overlap in student teachers' motives to continue or withdraw from their educational program and in-service teachers' motives to continue their job or to leave their job. However, there must also be specific reasons for in-service teachers to leave their teaching job. After all, they did graduate and started their teaching career. In order to investigate whether there are specific reasons for in-service teachers to keep on teaching or to leave their teaching job, in future research it would be interesting to interview in-service teachers (in the same way we interviewed the students) and to ask them about their motives for staying or leaving. Comparing the findings with the findings of the present study, might reveal insights into possible differences and comparisons between the two groups – student teachers and in-service teachers – and reasons for staying or leaving.

6. Conclusions

Most research on attrition in teacher education has focused on the motives for enrolling in the teacher education program. By comparing the motives of continuing students versus switch students we discovered that there are some issues – like real-life teaching experiences, difficulty level of the program, and content of the program – that are important to know about and to experience for prospective student teachers on the one hand, and for those who conduct the intakes before enrolment, on the other hand. Additionally, there are certain motives to care for after commencement, such as ones concerned with the social environment, so that students may flourish.

Note

1. $\kappa = \dfrac{\text{observed proportionate agreement} - \text{probability of random agreement}}{1 - \text{probability of random agreement}}$

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