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Motivational and Perceptual Factors for Choosing Teaching as a Career in Chile: Sex Differences

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Abstract. This paper analyzes the similarities and differences by sex in the motivational variables for choosing a teaching career. We set out to determine the motivational variables influencing student teachers to opt for teaching careers according to sex. Nine hundred and ninety-five student teachers from four Chilean universities participated in this study. Female respondents constituted 65.7% of those who responded to the research instrument (n = 654), while male respondents comprised 34.3% (n = 341) of the sample. The study used the FIT-Choice (factors influencing teaching choice) Scale. This paper presents differential evidence by sex regarding the motivations that the literature has recognized as relevant for selecting a teaching career in Chile. The comparative results showed that women are more motivated than men for their studies, perceive themselves as having greater capacities for teaching, and are more satisfied with this career choice. Intrinsic value is the main motivational factor that explains satisfaction with career choices for both sexes. However, it appears more strongly in men. It is followed in importance by social utility value, perceived ability, and previous teaching-learning experiences. The positive relationship between the perceived demands of the profession and the desire to pursue a teaching career stands out among men. The implications of these findings are discussed.

Keywords: FIT-Choice Scale; higher education; motivation; preservice teachers; sex

1. Introduction

The quality of educational systems is strongly correlated with the quality of their teachers (Escribano Hervis, 2018). This puts a strain on initial teacher training and raises the need to attract candidates with good academic performance and high motivation for teaching. In general, motivations for studying a teaching career have been associated with the performance and persistence of future teachers in their professional work (Abós et al., 2018; Muñoz-Fernández et al., 2019; Watt & Richardson, 2020). Evidence has shown that teachers with high motivations are more committed to their students and their professional development (García-Poyato et al., 2018; Goller et al., 2019; Watt et al., 2017). In general terms, it is acknowledged that the most motivated teachers are those who present more significant professional commitment, lower burnout, and more remarkable dedication to the job (Abós et al., 2018). Indeed, professional burnout, teacher optimism, and emotions such as enjoyment or anxiety have also been associated with teacher motivations (McLean et al., 2019; Parr et al., 2021).

Attracting suitable candidates is a real challenge in many countries that have seen how enrollment in pedagogy programs has significantly declined in recent decades (Schleicher, 2019). In Chile, enrollment in education careers has decreased by 35.1% in recent years. The most affected areas are those related to science, technology, engineering, and mathematics (STEM) careers, for example biology and chemistry (-10.2%), physics (-13.8%), and mathematics (-3.2%) (Consejo Nacional de Educación [CNED], 2021).

In this context, understanding students' motivations for pursuing a teaching career and developing as future teachers would help influence policies for attracting good teaching candidates (Han & Yin, 2016). Likewise, it allows thinking about how to better accompany students in their formative trajectory and their entrance into the teaching profession (Tardif & Tremblay-Gagnon, 2021). Indeed, motivation is the main focus of most research papers addressing why an individual wants to become a teacher (Fray & Gore, 2018). Specifically, altruistic and intrinsic motivations are prominent among the motivational factors for opting for teaching over other variables, such as personal utility value or social influences (Alvariñas-Villaverde et al., 2022; Tardif & Tremblay-Gagnon, 2021; Watt et al., 2017).

However, in the existing empirical research on motivations for teaching, little research is found exploring the influence of demographic variables such as age, socioeconomic status, and sex (Alexander et al., 2020; Stolk et al., 2021; Watt et al., 2017). A review of 70 empirical studies on the choice of teaching as a profession showed that only nine investigations addressed sex differences as a variable influencing the decision to teach (Fray & Gore, 2018). In these studies, comparisons for sex showed differences in motivational factors for teaching between countries. For example, Klassen et al. (2011) found that gender roles

significantly influenced choosing teaching as a career in Omani but not in Canada. Another study showed that Malaysian female teachers choose to teach for family and personal goals, such as a compatible career with parenthood (Azman, 2013). Other reasons for choosing teaching as a career for females are perceptions of stability, the relational and psychological aspect of teaching, skill and knowledge acquisition, and balancing of work and family (Butt et al., 2010; Müller et al., 2009). On the contrary, males choose to teach for more extrinsic reasons, such as holidays, social life, or stability of income (Alpaslan & Damli, 2022; Balyer & Özcan, 2014; Struyven et al., 2013).

The above ratifies the importance of incorporating this variable into the analysis of the factors that influence the motivation to choose a teaching career. This would allow targeting of specific actions to attract male candidates to a highly feminized profession, especially in early childhood teaching programs (CNED, 2021; Elacqua et al., 2018).

In this regard, recent studies have reported that sex and age seem to play an essential role in opting for teaching as a profession (Akar, 2019; Akpochafo, 2020). Indeed, male and female candidates have different motivations and perceptions regarding teaching (Eghtesadi Roudi, 2021). Women consider the profession more demanding and manifest more altruistic motivations than men (Simić et al., 2022). In contrast, men manifest more pragmatic and extrinsic motivations (Gratacós & López-Jurado, 2016). At the same time, when they choose to study a career in pedagogy, men do so in those disciplines that allow them to work with young people at more advanced school educational levels, avoiding entering early childhood teaching careers (Bhana & Moosa, 2016).

Although the feminization of teaching careers has been noted in Chile (CNED, 2021), we found no research regarding the motivational differences between men and women when choosing teaching as a profession. The knowledge gap we want to fill with this study is related to motivational differences by sex. In addition, we wish to provide relevant information for decision-makers regarding the attraction of students to teaching careers. In this context, the objectives of this study are to:

- analyze similarities and differences by sex in the motivational and perceptual variables that influence the choice of teaching as a profession;
- analyze the relationship of the motivational and perceptual variables, differentiated by sex; and
- determine the explanatory capacity of the motivational and perceptual variables on satisfaction with career choice, according to sex.

2. Factors Influencing Teaching Choice Model

The Factors Influencing Teaching Choice (FIT-Choice) Model (Watt & Richardson, 2007) is a theoretical model that relies on the cognitive psychology of motivation and social psychology. This model postulates that individuals who believe they possess exemplary teaching skills and attach a high subjective value to the task prefer to choose teaching careers (Tardif & Tremblay-Gagnon, 2021). In this model, an attempt is made to unify most factors that influence the decision to pursue a teaching career. The central elements of the model are consistent with

expectancy-value theory (Eccles & Wigfield, 2020) through the expectancy that individuals have about their self-perceptions about their ability to succeed in teaching and the value they add to the teaching career and profession (Watt et al., 2017). Beliefs in one's abilities are of great importance in the model and are generally highly related to intrinsic value. In other words, many individuals combine wanting to be a teacher with the feeling of being able to be a good teacher.

The value dimension of the model is subdivided into three aspects. On the one hand, intrinsic value, considered the genuine interest in the teaching career (Fray & Gore, 2018), is positively associated with professional teaching performance (Tang et al., 2020). Intrinsic value has been described as a critical element in understanding teachers' success in their professional lives. This type of motivation is positively related to teachers' persistence in their profession and professional well-being (McLean et al., 2019; Tang et al., 2020). Although, for many scholars, intrinsic motivation is a unitary construct, other scholars mention two sides of intrinsic motivation. On the one hand, it is related to motivation for a particular discipline or area of knowledge, and on the other hand, it is explicitly related to teaching (Parr et al., 2021).

Conversely, the model highlights the altruistic value, which is characterized by work performance that allows fighting against social inequality, improving the living conditions of individuals, and working with disadvantaged people. The altruistic value is strongly present in most future teachers, especially in all those who will work with younger children, usually women (Tardif & Tremblay-Gagnon, 2021). These motivations have also been positively associated with professional performance (Torsney et al., 2019). Finally, the model also captures extrinsic value, that is, those motivations that mobilize the individual through an external reward and which have traditionally been associated by specialized literature with lower levels of satisfaction and interest in teaching on the part of teachers (McLean et al., 2019; Tomšik, 2016). Teachers, however, should be qualified, since, as Muñoz-Fernández et al. (2019) indicated, positive and negative extrinsic motivations can be distinguished. Entering the teaching profession because one wants to have a stable job compared to other occupations, or wishing to reconcile family life with work life, may well be combined with motivations of a more intrinsic and altruistic nature. However, future teachers recurrently report this type of motivation in a less appropriate way than intrinsic or altruistic motivations. There may be, to some degree, a social desirability bias in these responses (Parr et al., 2021).

In addition to the motivational elements described above, the FIT-Choice Model considers individuals' perceptions of the demands and returns of the profession. The positive and negative social influences, as well as their previous teaching-learning experiences, may affect the decision to choose education as a career. All these variables fluctuate enormously according to national and cultural contexts. Still, in general terms, they play a secondary role in career choice relative to altruistic and intrinsic motivations or perceived ability.

To empirically evaluate the model, Watt and Richardson (2007) created a scale (i.e., FIT-Choice), which they initially validated in Australia. Subsequently, they applied it in countries of widely varying geographical and cultural contexts, thus allowing comparisons of prospective teachers' motivations (Watt & Richardson, 2012). Comparisons revealed that motivations for becoming a teacher were relatively similar across samples, whereas perceptions of the teaching profession tended to reflect more significant differences between countries (Watt et al., 2012). The application of the FIT-Choice Scale in various national contexts has resulted in comparative research, with excellent reliability and validity results (Navarro-Asencio et al., 2021).

3. Materials and Methods

We used a quantitative non-experimental and correlational-explanatory design to determine the differences in motivational and perceptual factors between the sexes. This design can be helpful in studies that want to inform decision-making and to improve or initiate activities or changes in teacher education (Curtis et al., 2016). The research process is shown in Figure 1.

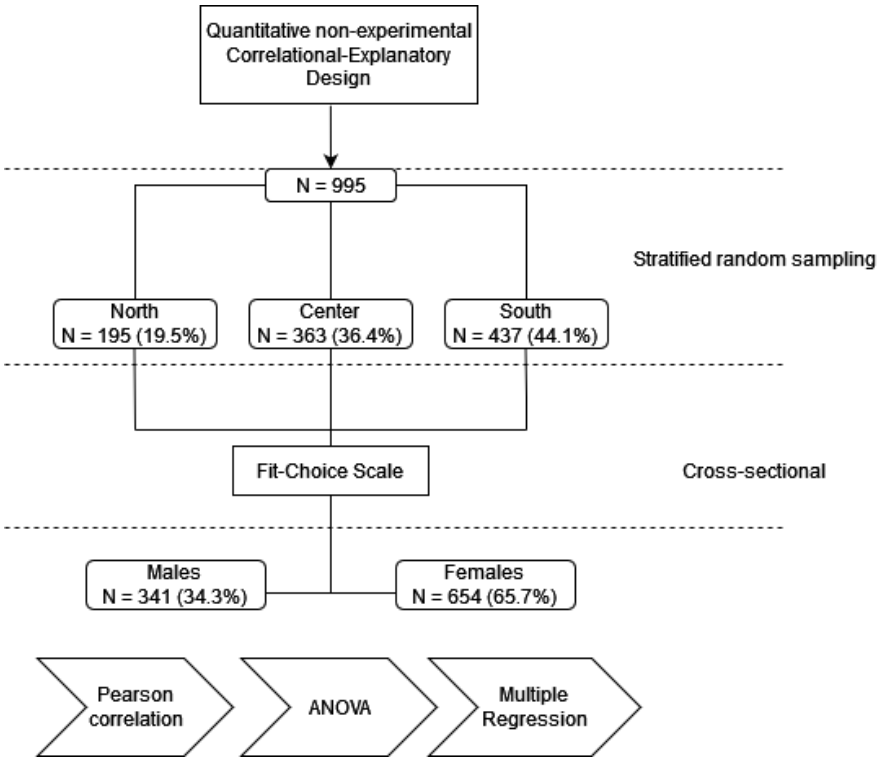

Figure 1: Research process flowchart

3.1 Respondents

Students from teaching programs (N = 995) from four Chilean state universities with different geographical contexts participated in this study, namely from the north (19.5%), center (36.4%), and south (44.1%) of the country. Female respondents constituted 65.7% of the sample (n = 654), whereas male respondents comprised 34.3% (n = 341).

3.2 Research Instrument

The instrument used for this study was the FIT-Choice Scale, developed by Watt and Richardson (2007) and translated into Spanish by Gratacós and López-Jurado (2016). In both cases, analyses to check the internal consistency showed promising results, and the authors conducted confirmatory factor analyses. The instrument addresses achievement expectations, subjective task value that students place on becoming teachers, and the social influences that may affect the decision to pursue a teaching career. Finally, it also inquires into students' perceptions of the demands and returns of the teaching profession. The questionnaire we used is practically identical, except for some words that were replaced for cultural relevance and one item that was eliminated in the "Social status" factor. The item "Do you think teachers have a high morale?" was not retained, because previous studies have reported that it does not contribute to the scale's reliability.

The FIT-Choice Scale is subdivided into 12 motivational factors and 6 perceptual factors, broken down into a total of 57 items on a seven-point Likert-type scale, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). According to the model, certain factors are grouped into second-order dimensions or factors. Thus, the dimension "Social utility value" groups the factors "Working with children/adolescents", "Enhance social equity", "Shape future of children/adolescents", and "Make social contribution". This dimension refers to altruistic motivations. The "Personal utility value" dimension, on the other hand, groups together the factors "Job security", "Job transferability", and "Time for family". This dimension refers to extrinsic motivations. The dimension "Task demand" groups together the factors "Expert career" and "High demand". Finally, the dimension "Task return" groups together the factors "Good salary" and "Social status". These last two dimensions probe students' perceptions of the benefits and demands of the teaching profession (see Table 1).

Table 1: Examples of statements and questions from the research instrument for each dimension

Dimension	Item examples
Satisfaction with career choice	• How satisfied are you with your choice about becoming a teacher? • How happy are you with your choice of becoming a teacher? • How carefully have you thought about becoming a teacher?
Intrinsic career value	• I am interested in teaching. • I like teaching. • I have always wanted to be a teacher.
Social utility value	• Teaching will allow me to provide a service to society. • Teaching will allow me to benefit the socially disadvantaged. • Teaching will allow me to shape child and adolescent values.
Personal utility value	• Teaching hours will fit with the responsibilities of having a family. • Teaching will provide a reliable income. • A teaching job will allow me to choose where I wish to live.
Perceived ability	• I have the qualities of a good teacher. • I have good teaching skills. • Teaching is a career suited to my abilities.

Social dissuasion	• Did others tell you teaching was not a good career choice? • Did others influence you to consider careers other than teaching? • Were you encouraged to pursue careers other than teaching?
Positive social influences	• My friends think I should become a teacher. • My family thinks I should become a teacher. • People I have worked with think I should become a teacher.
Prior teaching and learning experiences	• I have had good teachers as role models. • I have had inspirational teachers. • I have had positive learning experiences.
Task demand	• Do you think teaching is emotionally demanding? • Do you think teaching requires high levels of expert knowledge? • Do you think teachers have a heavy workload?
Task return	• Do you think teaching is well paid? • Do you believe teaching is a well-respected career? • Do you believe teaching is perceived as a high-status occupation?

Table 2 shows the mean, standard deviation (SD), and Cronbach alpha coefficient for each dimension analyzed.

Table 2: Mean, standard deviation and Cronbach alpha coefficient for each dimension

Dimension	Mean	SD	Alpha
Satisfaction with career choice	6.55	0.869	.918
Intrinsic career value	6.08	1.001	.781
Social utility value	6.18	0.784	.879
Personal utility value	4.17	1.162	.884
Perceived ability	5.93	1.036	.873
Social dissuasion	4.77	1.661	.707
Positive social influences	5.40	1.129	.841
Prior teaching and learning experiences	6.06	1.098	.781
Task demand	6.24	0.633	.702
Task return	3.61	1.174	.850

3.3 Procedures

The respective ethics committees approved the instrument for use in the participating universities. The questionnaire was administered in virtual and face-to-face modalities according to the health care context of the respective university. All respondents provided informed consent to participate. The time needed to complete the instrument was 25 minutes.

3.4 Data Analysis

The motivational variables of the FIT-Choice instrument were compared by sex through an analysis of variance (ANOVA). Correlations were established, also by sex, between the motivational and perceptual variables. Likewise, multiple regression analysis was performed to determine the portion of the variance in the dependent variable (satisfaction with the teaching career) explained by each of the motivational and perceptual variables evaluated.

4. Results

In this section, the three key research findings are presented.

4.1 Similarities and Differences in Motivations and Perceptions by Sex

Analysis of the results showed significant differences by sex in all the motivational variables assessed (see Table 3), except for two variables, the perception of return to the teaching profession (p = .276) and social dissuasion (p = .722).

Results showed that sex differences always favored female respondents. Female respondents obtained better scores in the motivational and perceptual variables, where statistically significant differences were observed (p < .028). The only variables where male and female respondents did not differ were the perception of return regarding salary and social status and the social dissuasion to which the respondents may have been subjected.

Table 3: ANOVA results of differences by sex

	Male	Female	F	Sig.
Satisfaction with career choice	6.33	6.66	33.485	**< .001**
Intrinsic career value	5.78	6.23	47.316	**< .001**
Social utility value	5.96	6.30	43.222	**< .001**
Personal utility value	4.06	4.23	4.818	**.028**
Perceived ability	5.71	6.05	24.399	**< .001**
Social dissuasion	4.80	4.76	0.127	.722
Positive social influences	5.19	5.52	17.037	**< .001**
Prior teaching and learning experiences	5.95	6.12	5.442	**.020**
Task demand	6.15	6.28	9.164	**.003**
Task return	3.66	3.58	1.187	.276

4.2 Correlations Between Variables

The analysis showed that motivational and perceptual factors were significantly correlated between female and male respondents (see Tables 4 and 5). A few positive correlations stood out in this regard. This included correlations between intrinsic value and satisfaction with career choice (r = .578 in women; r = .743 in men), social utility value and intrinsic value (r = .562 in women; r = .718 in men), perceived ability to teach and intrinsic value (r = .589 in women; r = .703 in men), as well as individuals' prior teaching and learning experiences and positive social influences (r = .598 in women; r = .671 in men).

In both cases, the exceptions were social dissuasion, which correlated with very few other variables, and the perceived return of the profession, which did not correlate with the perceived demand of the profession. Finally, it is worth noting that, in the case of the male respondents, the variable of career demands also did not significantly correlate with the personal utility value.

Table 4: Matrix of correlations between variables (Female respondents)

	1	2	3	4	5	6	7	8	9	10
1. SAT	-									
2. ICV	.578**	-								
3. SUV	.513**	.562**	-							
4. PUV	.198**	.206**	.190**	-						
5. PA	.481**	.589**	.474**	.352**	-					
6. SD	-.029	.049	.164**	-.022	.068	-				
7. PI	.335**	.425**	.357**	.472**	.462**	-.003	-			
8. PE	.314**	.333**	.381**	.170**	.229**	.060	.598**	-		
9. TD	.199**	.283**	.401**	.164**	.330**	.118*	.223**	.209**	-	
10. TR	.193**	.171**	.134**	.449**	.116**	-.132**	.198**	.153**	.041	-

** p < .001; * p<.005

Note: 1. SAT = satisfaction; 2. ICV = intrinsic career value; 3. SUV= social utility value; 4. PUV = personal utility value; 5. PA = perceived ability; 6. SD = social dissuasion; 7. PI = positive influences; 8. PE = prior experiences; 9. TD = task demand; 10. TR = task return.

Table 5: Matrix of correlations between variables (Male respondents)

	1	2	3	4	5	6	7	8	9	10
1. SAT	-									
2. ICV	.743**	-								
3. SUV	.663**	.718**	-							
4. PUV	.202**	.304**	.319**	-						
5. PA	.577**	.703**	.593**	.403**	-					
6. SD	-.049	.005	.054	.053	.071	-				
7. PI	.398**	.520**	.512**	.565**	.576**	.036	-			
8. PE	.454**	.463**	.554**	.245**	.417**	.150*	.671**	-		
9. TD	.436**	.420**	.506**	.094	.324**	.064	.302**	.388**	-	
10. TR	.201**	.276**	.225**	.403**	.188**	-.173**	.279**	.161**	.031	-

** p <.001; * p<.005

Note: 1. SAT = satisfaction; 2. ICV = intrinsic career value; 3. SUV = social utility value; 4. PUV= personal utility value; 5. PA = perceived ability; 6. SD = social dissuasion; 7. PI = positive influences; 8. PE = prior experiences; 9. TD = task demand; 10. TR = task return.

4.3 Explanatory Variables of Satisfaction With Career Choice, Differentiated by Sex

The explanatory power of the motivational and perceptual variables proposed in the FIT-Choice instrument on satisfaction with career choice was carried out separately by sex (see Tables 6 and 7).

Table 6: Models summary (Female respondents)

Model	Variables	R	R^2	Adjusted R squared	Standard error
1	Intrinsic career value	.551	.304	.302	.58383
2	Intrinsic career value + social utility value	.594	.353	.351	.56319
3	Intrinsic career value + social utility value + perceived ability	.612	.374	.371	.55452
4	Intrinsic career value + social utility value + perceived ability + social dissuasion	.620	.384	.379	.55074
5	Intrinsic career value + social utility value + perceived ability + social dissuasion + prior teaching and learning experiences	.624	.390	.384	.54859

Note: R = correlation between the observed values of the response variable and the predicted values of the response variable made by the model. R^2 = proportion of the variance in the response variable that can be explained by the predictor variables in the regression model.

In the case of the female respondents (Table 6), satisfaction with career choice of 38.4% is explained by the following variables: intrinsic career value (ß = .295), social utility value (ß = .227), perceived ability (ß = .184), social dissuasion (ß = -.099), and previous teaching-learning experiences (ß = .085).

Table 7: Models summary (Male respondents)

Model	Variables	R	R^2	Adjusted R squared	Standard error
1	Intrinsic career value	.729	.531	.529	.71765
2	Intrinsic career value + social utility value	.755	.570	.567	.68857
3	Intrinsic career value + social utility value + task demand	.760	.578	.573	.68321

For the male respondents (see Table 7), career satisfaction was significantly higher (57.3%) than for the female respondents. This was mainly due to the intrinsic career value (ß = .514), followed by the social utility value (ß = .238) and the task demand (ß = .105).

It is worth noting that the variables that explain the satisfaction of both male and female respondents are coincidentally those with the most significant explanatory power (intrinsic career value and social utility value). In the case of the female respondents, both variables explain 35.1% of the variance, while in the case of the male respondents, they explain 56.7% of the career satisfaction. Therefore, in the case of the female respondents, the remaining three variables only contributed an additional 3.3% of the variance, while for the male respondents, task demand contributed the extra 0.6%.

5. Discussion

Few studies have focused on the influence of students' sex as variable in teaching career choice and the motivational differences related to it. It is known that, in some countries, sex roles are more marked than in others. In addition, often, the stability of the teaching job and the possibility of family reconciliation strongly influence women's decisions. Thus, the emphasis that women and men give to aspects related to personal development and the teaching-learning process is sometimes different, although there are also many similarities between the sexes (Fray & Gore, 2018). A meta-analysis suggested that female students have a stronger attitude towards the teaching profession than male students (Polat, 2019).

In the first place, our results showed that regarding the motivational and perceptual variables associated with the study of teaching careers, female respondents achieved higher scores than their male peers. This higher motivation and positive perception by female respondents were significant in all variables, except for social dissuasion and the perception of returning to the teaching profession, where there were no differences by sex. Male and female respondents therefore felt the same regarding these last two variables. It is worth noting that the variable of perceived return to the teaching profession, in terms of salary and social status, obtained the lowest score for both sample groups. Similar results were reported in Australia and Czech Republic, where women showed a more positive motivational profile than men (Tomšik, 2015; Watt et al., 2013). In this sense, in line with international reports, intrinsic and altruistic motivations tend to be the most common when choosing a teaching career. However, national contexts, with their respective salary structures and recognition of the profession, are also essential to understanding the attractiveness of this career for individuals (Gratacós et al., 2017; Goller et al., 2019).

Second, the different motivational and perceptual factors, both in female and male respondents, were significantly correlated, except for some exceptions, such as social dissuasion or the perceived return to the profession. Some associations stood out for their strong positive correlations. These were: intrinsic value and satisfaction with career choice; social utility value and intrinsic value; perceived ability to teach and intrinsic value; as well as individuals' previous teaching-learning experiences and positive social influences received. In all these variable associations, the correlation was stronger for male than female respondents, but for both groups, they constituted the pairs of variables with the highest correlations.

Finally, concerning the variables that explain satisfaction with career choice, in both groups, the main determinants corresponded to the variables of intrinsic career value and social utility value. This finding is congruent with several studies at the international level (Akar, 2019; Akpochafo, 2020; Eghtesadi Roudi, 2021; Simić et al., 2022), although altruistic value has been reported as the most relevant (Bakar et al., 2014). We found that, beyond these variables, other variables contribute significantly to explaining satisfaction, which differs between males and females. For men, satisfaction in the choice of a teaching career is also

determined by the perception of demand. In the case of women, perceived ability, social dissuasion, and previous teaching-learning experiences are variables to be considered when explaining satisfaction. This can be explained in terms of the need for men for a teaching career to be a real challenge in terms of demands, especially considering that the teaching profession is stereotypically associated, in many countries, with being a typically female job (Tardif & Tremblay-Gagnon, 2021). A recent study conducted in Chile showed sex differences in the choice of university careers. A comparison of students with the same academic performance showed that men are more likely than women to apply for more selective careers. The authors suggested that social stereotypes influence decisions and that men feel more social pressure to succeed than women (Bordón et al., 2020).

The findings of this study, particularly in the case of the male respondents, allow us to visualize the critical need to make the conditions of initial teacher training more attractive and the motivational consequences generated by greater demands during teaching education. This will not only attract more individuals to teaching but also enhance satisfaction with the choice of career. In Chile, several policies have been implemented during the last decades to improve initial teacher education (Ávalos, 2014; Cox et al., 2014). However, no special attention has been paid to demand as a relevant motivational factor. Specifically, it is considered that one of the most relevant contributions of this study lies in highlighting the perceived demand for teacher training as a possible mechanism that contributes to attraction and retention, especially of men.

Another contribution of the study is that it adds value to the FIT-Choice Model as a comprehensive model of satisfaction in relation to studying for a teaching career. This is not a minor issue, given that this satisfaction expresses a key motivational aspect in the persistence of university students and the willingness to deeply appropriate the skills and knowledge inherent to their professional training (Butler, 2017). This takes on particular importance in the context of enrollment contraction for pedagogy careers. It becomes vital to favor the continuity of the formative process and the graduation of these students, especially if we consider that motivation is changeable and can be affected during the students' training process (Valenzuela et al., 2018).

As a limitation, it should be noted that the study was carried out only in Chilean state universities. It would thus be interesting to determine how the variables in this study affect the behavior of students in private universities in Chile.

6. Conclusion

In conclusion, and returning to the objectives of this study, it can be pointed out that there are significant differences in the motivations of male and female students in choosing a teaching career. Women seem more motivated than men to study teaching and have higher self-perceptions of their teaching abilities. Motivational and perceptual factors are highly correlated with each other. Intrinsic and altruistic motivations are more important than extrinsic motivation for both men and women. Intrinsic motivation most powerfully explains

individuals' satisfaction with studying for a teaching career, followed by altruistic motivation. In the case of men, this relationship is powerful. Perceived ability and previous teaching-learning experiences in women, and the perceived demands of the profession in men, also explain, in part, satisfaction with the choice of a teaching career. Finally, considering that the FIT-Choice Model is essentially psychological and that the understanding of motivations is complex and multidimensional, it is suggested that future research investigate personal biographical experiences and the effect of social and cultural factors to obtain a more holistic view of the phenomenon (Tardif & Tremblay-Gagnon 2021).

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Data Availability Statement
The data that support the findings of this study are available from the corresponding author, upon a reasonable request.

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