

Perceived Expectations of Prospective Teachers Regarding Their Career Choice

Abstract

This paper presents the perceived expectations of prospective preschool teachers on the appropriateness of their career choice and their expectations regarding the acquired knowledge and skills necessary for being able to practise their future profession. The concept of the study was based on previous research, specifically that of Cencič (2000), Cencič and Čagran (2002) and the Ivanuš-Grmek and Javornik-Krečič (2005), on motivational factors for choosing the teaching career. We had expected that the inner motivational factors (altruistic and self-realisation) would prevail amongst the motives for choosing teaching as one's career choice. We acquired the data by means of a questionnaire in which students at the Faculty of Education at the University of Maribor were asked about the motivation for their career choice, their views on the confidence of having made the right choice and their expectations as regards the acquired knowledge and skills necessary in their future work. We have established that the *altruistic motives* prevail over other motives for their career choice. The former are reflected above all in the desire to work with children, in the inclination towards the career of a preschool teacher and the satisfaction arising from practising this profession. With regards to the confidence in having chosen the right profession, we were able to observe that the majority of the students questioned were in fact sure of their career choice.

Key words: *motives behind the choice of study, confidence in one's career choice, expectations regarding knowledge and skills acquired during the studies.*