Supplementary Material

S1. Secondary-school and higher-education questionnaires—consolidated presentation

The two original instruments contained the same items in their measurement sections, with identical response scales. To avoid repeating the questionnaires, the common statements are reproduced once below, followed by questions specific to each version. The order of the questions differed. This presentation condenses the layout without rewording the items.

Items common to both questionnaires

Initial teacher education

Higher-education teacher education programmes …

1. Have high entry-grade requirements
2. Are demanding programmes
3. Prepare students well for professional life, including outside teaching
4. Are high-quality programmes

Professional values

When thinking about my future professional activity, I value …

1. Feeling that my work can have an important positive impact on people's lives
2. Working with children or young people
3. Having working hours that allow free time
4. Being well paid
5. Having a profession with high social prestige
6. Being able to change jobs easily
7. Being able to work abroad
8. Working close to my current place of residence

Perceptions of teaching

I believe that the teaching profession …

1. Can have an important positive impact on students' lives
2. Offers working hours that allow free time
3. Is well paid
4. Has high social prestige
5. Provides experience that can help me change jobs if I wish
6. Allows me to change workplace location easily

Deterrence motives

I do NOT consider becoming a teacher because ….

Answered by those who selected No to the question about considering teaching.

1. I do not want to work with children/young people
2. It is not intellectually stimulating
3. Pay is low
4. The workload is excessive
5. I hear my teachers complain
6. Teachers in my family discourage me from becoming a teacher
7. Society does not value the profession
8. The career is very unstable
9. I have better alternatives

Attraction motives

I consider becoming a teacher because …

Answered by those who selected Yes to the question about considering teaching.

1. I can contribute to a better world
2. I can make a difference in the lives of children/young people
3. It is an opportunity to work with children/young people
4. I enjoy my subject area
5. I had an inspiring teacher
6. I can have more holidays than in other professions
7. The salary is attractive
8. I can work with children/young people
9. It has fixed working hours
10. It is a tradition in my family
11. It offers a stable career
12. Society values the profession
13. It is the best alternative in my preferred subject area
14. It is easy to enter a higher-education teacher education programme

S2. Complete principal component analysis (PCA) loading matrices

The matrices report all loadings, including cross-loadings, and the eigenvalues of the examined solutions.

Table S2.1.

Attraction motives—three- and two-component solutions

Item	3 comp. C1	3 comp. C2	3 comp. C3	2 comp. C1	2 comp. C2
1. I can contribute to a better world	-0.075	0.823	0.090	-0.091	0.841
2. I can make a difference in the lives of children/young people	-0.133	0.817	0.231	-0.106	0.866
3. It is an opportunity to work with children/young people	0.044	0.872	-0.094	-0.031	0.849
4. I enjoy my subject area	0.068	0.413	0.486	0.191	0.509
5. I had an inspiring teacher	0.090	-0.006	0.823	0.337	0.159
6. I can have more holidays than in other professions	0.564	-0.225	0.121	0.607	-0.216
7. The salary is attractive	0.756	-0.031	0.201	0.811	-0.012
8. I can work with children/young people	0.104	0.860	-0.126	0.019	0.828
9. It has fixed working hours	0.655	0.219	-0.153	0.591	0.168
10. It is a tradition in my family	0.468	-0.087	0.138	0.510	-0.072
11. It offers a stable career	0.784	-0.003	0.010	0.780	-0.023
12. Society values the profession	0.578	-0.113	-0.010	0.576	-0.132
13. It is the best alternative in my preferred subject area	0.527	0.228	0.124	0.548	0.237
14. It is easy to enter a teacher education programme	0.588	0.076	-0.200	0.519	0.018

Table S2.2.

Deterrence motives—two-component solution

Item	C1	C2
1. I do not want to work with children/young people	-0.072	0.845
2. It is not intellectually stimulating	0.086	0.764
3. Pay is low	0.734	0.038
4. The workload is excessive	0.641	0.070
5. I hear my teachers complain	0.652	0.020
6. Teachers in my family discourage me	0.465	0.113
7. Society does not value the profession	0.728	-0.100
8. The career is very unstable	0.632	-0.044
9. I have better alternatives	0.458	-0.056

Table S2.3.

Descriptive analysis of the two items from the component not retained

Motive	Total (n = 662) M (SD)	Secondary school (n = 600) M (SD)	Higher education (n = 62) M (SD)
I do not want to work with children/young people	3.92 (1.96)	3.93 (1.96)	3.79 (1.98)
It is not intellectually stimulating	3.80 (1.76)	3.84 (1.77)	3.42 (1.69)