

Transitioning into TVET schools: An exploration of second career teachers' entry profiles

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Abstract

In this study, we present and evaluate a way to profile second-career teachers in technical and vocational education and training schools that goes beyond the traditional motivational approach. More specifically, by considering multiple entry-related variables (entry motivation, career adaptability, and prior job satisfaction). Analyses based on a mixed methods design (262 prospective and in-service second-career teachers for the latent profile analysis and 7 in-service teachers for the multiple case study) revealed three profiles with their own specific characteristics, and predicting different levels of sense of efficacy for teaching. This study confirms the heterogeneity of the population of second-career teachers and invites reflection on the implications for their entry into teaching.

Highlights

- Three profiles of second-career teachers are identified, based on entry-related variables
- Push factors fulfill an important role in explaining their career transition
- The profiles differ significantly in terms of teachers' sense of efficacy

Keywords

- Second-career teachers
- Transition to the teaching job
- TVET schools
- Career transition
- Entry profiles
- Mixed methods

1. Introduction

Over the last two decades, many countries have faced growing teacher shortages (Berger & d'Ascoli, 2012a; Flynt & Morton, 2009; Haggard, Slostad, & Winterton, 2006; OECD, 2005; Serow & Forrest, 1994). In particular, according to the Education, Audiovisual and Culture Executive Agency (2012), “Belgium (French Community), Germany, Luxembourg and Turkey are the most affected by teacher shortages” (p. 113). Technical and vocational education and training schools (TVET schools) are the educational area suffering most from this shortage (OECD, 2009), due to the low status of the teaching profession and the poor public image of TVET schools (European Commission, 2004; Franquet, Friant, & Demeuse, 2010; Misra, 2011). One strategy identified in research and policy discussions to tackle this shortage is to attract and recruit second-career teachers (SCTs) in TVET schools (Baeten & Meeus, 2016; Tigchelaar, Brouwer, & Korthagen, 2008; Troesch & Bauer, 2017). SCTs are teachers with a prior occupation in another profession than teaching (Chambers, 2002). These teachers can add value to TVET schools in many ways (Haggard et al., 2006). They bring specialized occupational knowledge and skills into TVET schools due to their prior job experiences (Troesch & Bauer, 2017), such as “the ability to incorporate very specialized, practical and real-world knowledge into their instruction; possession of effective interpersonal skills; and possession of management and organizational skills” (Salyer, 2003, p. 20).

Nevertheless, according to Müller, Alliata, and Benninghoff (2009), the concern is not just about attracting and recruiting SCTs but also about retaining them. Research shows that the career transition into TVET schools is often challenging for SCTs (Baeten & Meeus, 2016; Coppe, März, & Raemdonck, 2020; Tigchelaar, Vermunt, & Brouwer, 2014; März, Mäki-Hakola, Raemdonck, & Coppe, 2018). Career transition can be defined as “the period during which an individual objectively takes on a different role and/or subjectively changes orientation to a role” (Fernandez, Fouquereau, & Heppner, 2008, p. 385). It involves workers’ disengagement from

their prior employment situation and engagement in a new one (Fernandez, Fouquereau, & Heppner, 2008). While transitioning into the teaching profession, SCTs also change their status from being an expert to becoming a novice (Berger et al., 2018). More specifically, they are experts in their professional field and at the same time novices in the teaching profession, which makes it challenging to develop a teacher identity (Eick, 2009). Research shows that TVET schools struggle with this dual status of SCTs (Tigchelaar, Brouwer, & Vermunt, 2010). For instance, schools often overestimate SCTs' teaching skills—they receive no “special training induction during their first year of teaching” (Salyer, 2003, p. 21)—and underestimate their prior competences (Laming & Horne, 2013). Research has therefore emphasized the importance of induction programs that specifically take into account both the need for support and the need for recognition of novice teachers' expertise (Anthony & Ord, 2008; März & Kelchtermans, 2020). For Berger et al. (2018), in addition to constructing a teacher identity, it is important for SCTs to maintain an identity in their original field and to find a balance between these two areas of expertise.

Despite the importance of SCTs' induction process, research regarding their induction process is limited (Baeten & Meeus, 2016; Berger & Girardet, 2015; Brindley & Parker, 2010). The focus in the existing literature is mostly on understanding SCTs' motivation to join the teaching profession (Anthony & Ord, 2008; Berger & d'Ascoli, 2012b). Studies have shown that motivational profiles are interesting to gain insight into how SCTs live through the transition period and how to characterize the expectations of these teachers (Anthony & Ord, 2008; Berger & d'Ascoli, 2012b; Crow, Levine & Nager, 1990; Daguplo, 2013). In addition, Tigchelaar et al. (2010) and Paniagua and Sánchez-Martí (2018) also highlighted the heterogeneity of experiences and reasons to make the transition among SCTs and invited future researchers to take this into account, in order to be as close as possible to what SCTs go through when joining the teaching profession.

However, SCTs' successful career transition is not just determined by pull factors such as their motivations to enter teaching. Push factors related to the previous job, such as their prior job satisfaction (Anthony & Ord, 2008), and personal resources, such as their career adaptability (Savickas & Porfeli, 2012), also play a role in career change and in how successful the induction process is experienced. Indeed, SCTs in particular are career switchers who had to adapt to a new career in a completely different sector than their previous job.

Therefore, we chose to go beyond describing profiles of SCTs in TVET only on the basis of their motivation to enter teaching. We take into account three entry-related variables that drive the career transition and may have an impact on the success of their transition: 1) their entry motivation, 2) the personal resources they possess for adapting, as career switchers, and 3) their prior job satisfaction. In this way, we assume that by considering their career adaptability and their prior job satisfaction, we can go one step further and contribute to a finer-grained understanding of who SCTs are (Berger & d'Ascoli, 2012b) and how heterogeneous this population might be (Hayenga & Corpus, 2010). Examining these multiple factors might also help to explain differences in the success of SCTs' career transition.

The aim of this study is therefore to identify and describe the heterogeneity in profiles of SCTs making the transition into TVET schools on the basis of three different factors. For this profiling, we use a person-centered approach. Following Bergman and Magnusson, person-oriented approaches are a way to consider the individual as a whole, "on the basis of their patterns of individual characteristics that are relevant for the problem under consideration" (1997, p. 293). By distinguishing different subgroups in our population, we present a typology that allows taking into account all types of professionals who decide to leave a prior occupation to join TVET schools as teachers. To identify, describe, and understand the heterogeneity in SCT profiles, we employ a mixed methods design combining quantitative and qualitative research methods. The quantitative analyses will provide us a way to identify profiles based on several variables and the

qualitative data will give us in-depth comprehension of these particular identified profiles. In particular, in order to identify profiles of SCTs, we used latent profile analysis based on three main concepts: (1) *the factors influencing teaching choice* (Berger & d'Ascoli, 2012b; Watts & Richardson, 2007), (2) *career adaptability* (Savickas & Porfeli, 2012), and (3) *prior job satisfaction* (Eisenberger et al., 1997). Additionally, we study the relation between SCTs' profile and an outcome variable, their self-efficacy beliefs, as an indicator of the success of their transition (*teachers' sense of efficacy*; Tschannen-Moran & Woolfolk Hoy, 2001). In order to come to an in-depth understanding of the different profiles, we opted for a multiple case study design with semi-structured interviews. The cases were selected as representative of the profiles identified in the latent profile analysis.

2. Theoretical framework and research questions

In this section, we first discuss the three entry-related variables we will use to profile SCTs: (1) *factors influencing teaching choice*, (2) *prior job satisfaction*, and (3) *career adaptability*. Second, we discuss *teachers' sense of efficacy*, which gives us a way to explore whether our profiles predict one aspect of SCTs' successful transition into the teaching profession. Finally, we develop the research questions.

2.1. FIT-Choice: An exhaustive model of teachers' motivations to join the teaching profession

Following Watts and Richardson (2007), Berger and d'Ascoli (2012b), and Anthony and Ord (2008), who highlighted the need for an exhaustive motivation model to explore SCTs' motivations, the FIT-choice model is a relevant choice for conceptualizing SCTs' motivations. This framework was initially constructed for first-career teachers, and was inspired by expectancy-value theory (Wigfield & Eccles, 2000). The original FIT-Choice scale contained two main parts: *entry motivations* and *entry beliefs*. While *entry motivations* refer to personal desires or situations, *entry beliefs* refer to perceptions about teaching status. As shown in Table 1, *entry*

motivations have 12 dimensions and *entry beliefs* 5 dimensions (Watts & Richardson, 2007, p. 194).

Berger and d’Ascoli (2012b) adapted and tested the FIT-Choice scale for SCTs in Switzerland. Using factorial structure analyses, they identified similar dimensions as in the original FIT-Choice scale, but with some differences. Table 1 shows details and comparisons between the two versions. The main changes were the elimination of two dimensions, *job transferability* and *fallback career*, because they are irrelevant for SCTs, and the addition of the dimension *opportunity* to replace *fallback career* (Berger & d’Ascoli, 2012b). They defined opportunity as “choosing teaching simply by opportunity” (p. 228).

Table 1

Comparison between Fit-Choice and Adapted Fit-Choice

	Watt & Richardson (2007)	Berger & d’Ascoli (2012b)
	Entry motivations	
Personal utility motivation	Intrinsic career value	Intrinsic career value
	Job security	Job security
	Time for family	Time for family
	Job transferability*	N/A*
Social utility motivation	Shape future of children/adolescents*	Shape future of youth*
	Enhance social equity	Enhance social equity
	Make social contribution	Make social contribution
	Work with children/adolescents*	Work with youth*
	Perceived ability	Perceived ability
	Prior teaching and learning experiences	Prior teaching and learning experiences
	Social influences	Social influences
	Fallback career*	N/A*
	N/A*	Opportunity*
	<i>Moved down*</i>	Social dissuasion*
	Entry beliefs	

Task demands	Expert career	Expert career
	High demand	High demand
Task returns	Social status	Social status
	Salary	Salary
	Social dissuasion*	<i>Moved up</i> *

* Changes between original and adapted FIT-Choice scales

Berger and d'Ascoli (2012b) selected five dimensions from the adapted FIT-Choice scale as key concepts for understanding teachers' motivational profiles: *perceived teaching ability*, *intrinsic career value*, *social utility value*, *personal utility value*, and *opportunity*. On the basis of these dimensions, they identified five different motivational profiles of SCTs. The first is *maladaptive motivation*, which refers to "low intrinsic career value, low perceived teaching ability and low social utility value" (p. 238). The second is the *low opportunity* profile, which refers to "high intrinsic career value and low opportunity" (p. 238). The third is *high personal utility*, which involves "low intrinsic career value, low perceived teaching ability and high personal utility" (p. 238). The fourth is *high opportunity*, involving "low personal utility value and high opportunity" (p. 238). The fifth is the *multiple motivations* profile. SCTs in this fifth profile score high on every factor. The names of the profiles depend on the extreme score in the profiles (very low or very high). The fourth and the fifth profiles accounted for the largest groups of SCTs.

2.2. Beyond a motivational framework: Prior job satisfaction and career adaptability

SCTs choose to join the teaching profession, but they also choose to leave another occupation. For some of them, the need to leave seems to be more important than the need to join. Anthony and Ord (2008) highlighted that in addition to *pull factors* such as motivations to teach, SCTs also mention *push factors* such as motivations to leave the prior profession. In order to take push factors into account, a measure of prior job satisfaction is relevant for the profiling of SCTs.

Career adaptability refers to an individual's resources for coping with current and anticipated tasks and transitions (Savickas & Porfeli, 2012). It is a stable, context-general, and trait-like psychological characteristic that involves the readiness and willingness to adapt to career changes. Career adaptability provides a way to anticipate and deal with career changes (Savickas et al., 2009). It is a *self-regulation process* that “allows people to face adverse work and professional situations, helping them to master school-to-work and work-to-work transitions” (Rossier, 2015). In a meta-analysis done by Rudolph, Lavigne, and Zacher (2017), adaptability was positively related to career identity, socialization and fit with the work role. Likewise, career adaptability might be an important factor in predicting success in career transitions. Based on previous results (Hirschi & Valero, 2015), we can expect variability in SCTs' personal resources for coping with career change.

Savickas and Porfeli (2012) developed the Career Adaptability scale, having four dimensions: *concern*, *control*, *curiosity*, and *confidence*. *Concern* is the ability to be prepared for what might come next. *Control* is the ability to evolve, to shape oneself and the environment for what comes next. *Curiosity* refers to the ability to think about oneself in different situations and different roles. *Confidence* is the ability to believe that choices about life projects can be made. These four adapt-abilities build a “psychological construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles” (Savickas & Porfeli, 2012, p. 662).

2.3. Teachers' sense of efficacy

Teachers' sense of efficacy is measured based on personal perceptions of their own likely success in teaching (Duffin, French, & Patrick, 2012). This measure is frequently seen as strongly related to the persistence of teachers, their enthusiasm, their commitment, and their behavior as instructors (Tschannen-Moran & Woolfolk Hoy, 2001). In an empirical research, Yost (2006) found that novice teachers with a higher sense of teacher efficacy are more resilient when they

enter the profession and are less likely to leave the profession, while teachers with a lower sense of efficacy are more at risk. We expect similar results for SCTs and so we use this as an indicator of a successful transition into teaching.

2.4. Research questions

This study aims to identify and describe in-depth the heterogeneity of profiles of SCTs based on entry-related variables. Moreover, it considers the connection of the profiles with teachers' sense of efficacy. To this end, we address three research questions.

- RQ1. What SCT profiles related to their entry into teaching emerge when taking into account specific combinations of entry-related variables addressing motivation to choose teaching, career adaptability, and prior job satisfaction?
- RQ2. How do teachers with these different profiles differ with regard to their sense of efficacy?
- RQ3. What does a closer look into these profiles reveal in terms of similarities and differences?

3. Method

In this study, we use a mixed methods research design (Creswell & Tashakkori, 2007). Mixed methods research is a theoretically pragmatic approach that gives us the opportunity to answer diverse research questions with a diversity of relevant data (Johnson & Onwuegbuzie, 2004). The complexity of the phenomenon of profiling SCTs calls for an inductive methodology to complement the deductive one (Creswell & Tashakkori, 2007). More specifically, a mixed methods approach provides us with a way to interpret quantitatively-based SCT profiles (phase one) using semi-structured interviews (phase two). We explore the first and second research question with quantitative analysis, and the third with qualitative analysis.

3.1. Profiling second-career teachers: Quantitative study

3.1.1. Participants

Two hundred sixty-two SCTs (both prospective¹ and in-service teachers) from the French community in Belgium (Mean age = 40.6 years, $SD = 10.5$) participated in the study. 40% percent of the participants were prospective teachers being in the transition process to become SCTs, 32% had been teaching as SCTs for up to five years, and 28% had been teaching as SCTs for more than five years (see Table 2).

Table 2

Descriptive Statistics for the Sample (N= 262)

		n	%
Gender	Female		52.4
	Male		47.6
Teaching experience			
	0 years (still in teacher training program)	105	40.1
	1-5 years	84	32.1
	5 years and more	73	27.9
Prior sector			
	Health/Well-being	54	20.6
	Economy/Management	33	12.6
	Industry	28	10.7
	Social/Education (not teaching)	27	10.3
	Administration/Justice	20	7.6
	Construction	20	7.6
	Hotel/Catering	19	7.3
	IT/Telecom	13	5.0
	Communication	8	3.1
Missing data	40	15.3	

3.1.2. Measures

Types of motivations were measured through the adapted *FIT-Choice* scale developed by Berger and d'Ascoli (2012b). We selected five motivational dimensions from the *FIT-Choice*,

¹ Prospective teachers refer in this article to teacher candidates who were enrolled in a teacher training program and have had at least one teaching internship experience.

consisting of nine sub-dimensions addressed in 29 items (7-point Likert scale). We did not include *social dissuasion* or *prior teaching and learning experiences*, as they are considered antecedents of motivational beliefs (Berger & d'Ascoli, 2012b). These five motivational dimensions are: 1) *personal utility* motivation (with two sub-dimensions: *time for family* and *job security*), 2) *social utility* motivation (with four sub-dimensions: *enhance social equity*, *shape future of youth*, *make social contribution*, and *work with youth*), 3) *perceived ability*, 4) *intrinsic motivation*, and 5) *opportunity*. This model with nine first-order factors and two second-order factors showed adequate fit ($N = 262$; CFI = .90; RMSEA = .06; Little, 2013). These dimensions have adequate reliability levels (see Table 3 for Cronbach's alphas).

Career adaptability was measured with the career adaptability scale - short form by Maggiori, Rossier, and Savickas (2015). This short form contains twelve items to measure four dimensions (7-point Likert scale). This scale is well known and has strong theoretical foundations (Maggiori et al., 2015). Since we are interested in the SCTs' resources for successfully undertaking a career transition and not specifically in the four dimensions of the scale, we ran a CFA with one factor, which showed adequate fit ($N = 258$; CFI = .95; RMSEA = .08). This construct has adequate reliability as well (see Table 3).

Prior job satisfaction was measured through the *overall job satisfaction* scale (Eisenberger et al., 1997), which consists of four items (7-point Likert scale). We adapted the formulation of some of the items to fit with SCTs' context. Subsequently, we ran a CFA with one factor to verify whether each of the four items belonged to the factor. Results indicated a perfect fit ($N = 246$; $\chi^2 = 0.21$, $df = 1$, $p = .88$; CFI = 1.00; RMSEA = .00) as well as adequate reliability levels (see Table 3).

To measure *teachers' sense of efficacy*, we used the short form of the scale developed by Tschannen-Moran and Woolfolk Hoy (2001) (7-point Likert scale). Originally, this scale had three sub-dimensions: engagement, instruction, and management; since we are using it as an

indicator of the relevance of our profiling and not as a variable under investigation, we used a single score. CFA with one factor showed adequate fit ($N = 257$; CFI = .96; RMSEA = 0.08). This scale has adequate reliability levels.

Table 3

Description of the Scales

Scale/dimensions	Sub-dimensions	Number of items	Example of an item	Cronbach's α
Social utility motivations		10		.86
	Shape future of youth	2	Teaching allows me to influence the next generation	.65
	Enhance social equity	2	Teaching allows me to raise the ambitions of underprivileged youth	.77
	Make social contribution	3	Teaching allows me to provide a service to society	.81
	Work with youth	3	I like working with youths	.86
Personal utility motivations		8		.83
	Job security	3	Teaching is a secure job	.86
	Time for family	5	Teaching hours will fit with the responsibilities of having a family	.82
Perceived ability to teach		3	I have the qualities of a good teacher	.76
Opportunity		3	I simply got the chance to teach	.70
Intrinsic career value		4	I like teaching	.71
Career adaptability		12	(...)becoming aware of the educational and vocational choices that I must make	.90
Prior job satisfaction		4	If a good friend of mine told me that he/she was interested in working in a job like the one I did, I would strongly recommend it	.85
Teachers' sense of efficacy		12	To what extent can you provide an alternative explanation or example	.92

3.1.3. Analysis

We went through different steps in order to answer our first and second research question. First, to identify SCT profiles, we extracted latent factor scores (DiStefano, Zhu, & Mindrila, 2009) for our seven factors of interest: (*social utility motivation, personal utility motivation, opportunity, perceived ability, intrinsic motivation, career adaptability, and prior job satisfaction*). Second, to calculate latent profiles, we used the seven latent factorial scores as profile indicators. Five constructs were part of the adapted FIT-Choice scale (Berger & d'Ascoli, 2012b): *opportunity, intrinsic motivations, perceived ability, social utility motivations, and personal utility motivations*. The two other scores were for *career adaptability* (Maggiori et al., 2015) and *prior job satisfaction* (Eisenberger et al., 1997). For the last quantitative step, related to our second research question, following the identification of SCT profiles, we used this latent profile assignment as a predictor for *teachers' sense of efficacy* by using the Wald chi-squared difference test in Mplus 7.4.

3.1.3.1. Latent profiles

Latent profile analysis (LPA) is a person-centered approach, which provides a way to “describe similarities and differences *between individuals* with respect to how variables relate to each other” (Masyn, Nathan, & Little, 2013, pp. 552-553). There is no unique method for choosing the number of latent profiles; it involves combining statistical indices and meaningful interpretation (Masyn et al., 2013; Nylund, Asparouhov, & Muthén, 2007). Therefore, we ran the analysis for two to six classes and we chose to use four common indices to decide which model is the best: AIC, BIC, LMRT (*p*-value) and BLRT (*p*-value). In addition, AIC, BIC, adjusted LMRT and BLRT were used to compare which model fit better (Aldridge & Roesch, 2008). The *entropy* of the models was taken into account as well, as it indicates how distinct our profiles are

(Masyn et al., 2013). The model with the lowest AIC and BIC indices or the model in which these indices begin to level off fits better (Muthén, 2004). A significant p -value in an adjusted LMR-LRT (Lo-Mendell-Rubin likelihood ratio test) and BLRT (bootstrapped likelihood ratio test) shows that this model with K profiles is better than the model with $K-1$ profiles. An *entropy* index higher than .70 shows that, in this model with K profiles, the profiles are well separated (Masyn et al., 2013). LPA was conducted with Mplus version 7.4.

3.1.3.2. Wald chi-squared difference test

There are several procedures for considering profiles as predictors of a distal outcome. LPA provided us a way to take classification uncertainty into account, so to keep this level of accuracy, we chose the three-step procedure from Asparouhov and Muthén (2014). This procedure provides a way to avoid the major weakness of the classify-analyze approach (like the classical analysis of variance test), which is the assumption of no classification error in profile assignment (Grosemans, Vangrieken, Coertjens, & Kyndt, 2020; Nylund-Gibson, Grimm, & Masyn, 2019).

3.2. *Multiple case study: qualitative study*

Our third research question was addressed through a multiple case study approach, because we consider our different profiles as revealing different realities (Yin, 2003). More specifically, the aim was to describe and explain the differences and the similarities between the identified profiles or cases (Baxter & Jack, 2008). Each profile represents a case. In this way, our profiles are our unit of analysis (Baxter & Jack, 2008).

3.2.1. Participants

To deepen our understanding of the three identified profiles, we contacted by mail participants who indicated in the questionnaire that they would be willing to be interviewed in the second phase of the study. To be as close as possible to the realities of the entry profiles, we opted only

for participants who had a maximum of four years of teaching experience. Fourteen percent of them responded positively, but none of them belonged to the third profile. For the first and second profiles, we choose three different participants each, based on the type of course(s) they were teaching and their previous work sector. The purpose was to have participants from different professional backgrounds to get rich information concerning each profile. In order to convince participants from the third profile to participate in an interview, we offered them a financial compensation. This allowed us to recruit one participant in this third profile.

Table 4

Description of Participants

Profile	Participant	Age	Teaching experience	Course	Gender	Previous profession
Profile 1	Freya	50	4	Communication Sales Marketing	F	Sales representative
	Fabian	32	2	Electricity Microtechnology	M	Refrigeration engineer
	Frank	52	4	Computer sciences	M	IT specialist
Profile 2	Nora	41	2	Management Accounting	F	Financial analyst
	Natalie	52	2	Secretarial skills Office automation Computer sciences Reception desk	F	Administrative secretary
	Nash	38	1	Business management Economic and social training Employment law	M	Middle manager in automotive industry
Profile 3	Maeva	34	4	Nursing	F	Nurse

3.2.2. Data collection and analyses

Interviews were conducted to deepen our understanding of the three profiles identified based on the quantitative study and to highlight similarities and differences between the profiles. Semi-structured interviews were conducted by the first author. The interview guide was tested in a pilot interview with one SCT. The interview questions focused on the reasons for their career transition and their feelings of confidence and ability to achieve this transition successfully. All interviews were recorded, transcribed, and interpretatively coded. The main author divided the interview transcripts into text fragments and assigned them meaningful codes using NVIVO11. The coding was done using a combination of predetermined (a priori, based on the theoretical framework) and emergent codes (in vivo). These codes were regrouped in categories and themes according to the axial coding strategy (Strauss & Corbin, 1990). Categories and codes are described in appendix. The next step was a within-case analysis, which provides us with comprehension of each individual profile (Miles & Huberman, 1994). This made it possible to go to the following step: the cross-case analysis, the final step leading to our results, looking for similarities, differences, and cross-interpretation between our three profiles. Preliminary interpretations were discussed between the authors to avoid interpretation bias.

4. Results

4.1. *Identification of profiles*

The fit indices and profile size can be found in Table 5. The LMR-LRT was significant for the model with three profiles ($p = 0.01$), which implies that the model with three profiles is better than the model with two profiles. Moreover, the LMR-LRT was non-significant for four profiles. AIC and BIC trended to leveling off in the model with three profiles. On the basis of these findings, the model with three profiles is to be preferred.

Despite these favorable statistical indices, Geiser, Okun, and Grano (2014) advised not only considering goodness-of-fit indices, especially if all indices do not imply a clear and univocal

choice. In the same way, Marsh, Lüdtke, Trautwein, and Morin (2009) recommended starting with a meaningful interpretative model before verifying the fit indices. Following this recommendation, we also checked the qualitative richness of the three-profile model and concluded that this was the best choice. Figure 1 shows a graphic representation of the profiles based on the latent factor scores.

Figure 1

Model with three profiles – latent factor scores

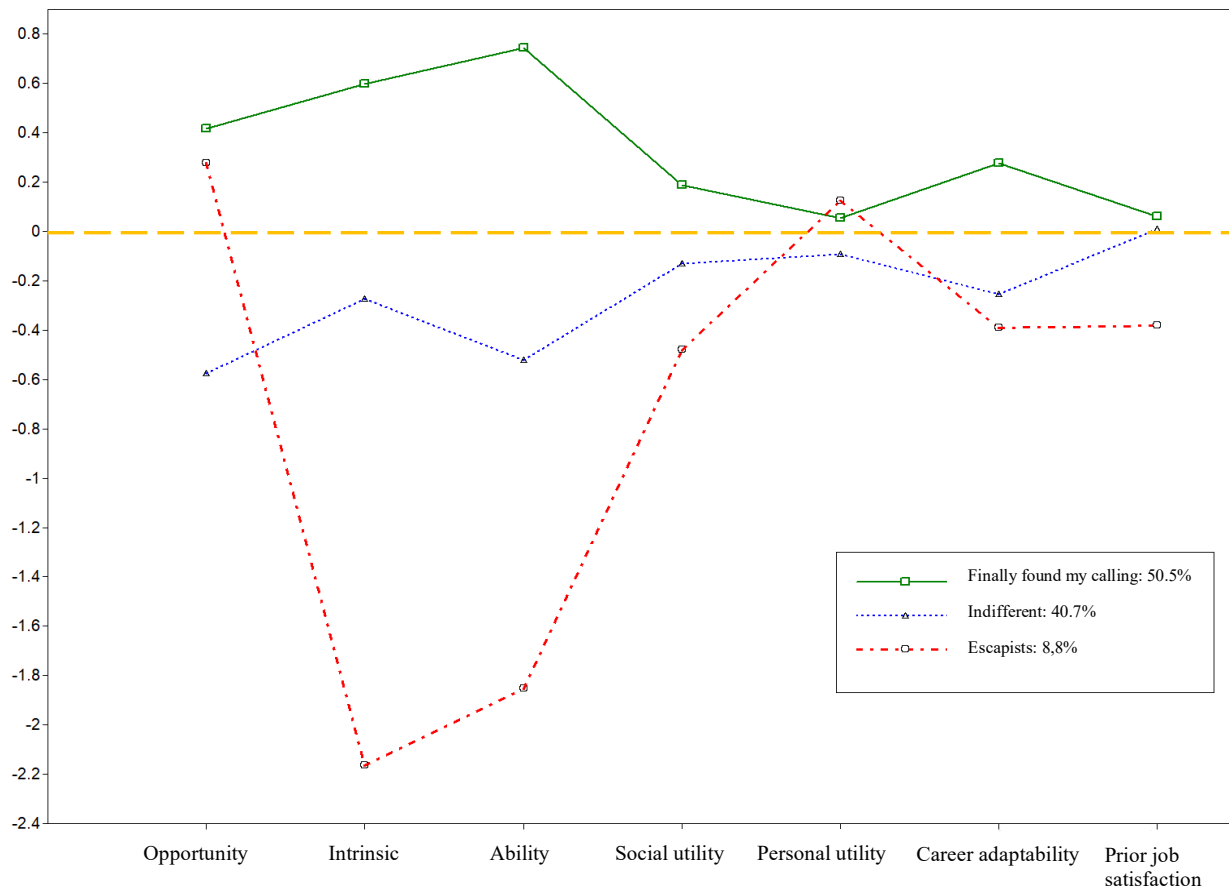


Table 5*Fit Indices and Class Sizes for One to Six Profiles*

	1 profile	2 profiles	3 profiles	4 profiles	5 profiles	6 profiles
AIC	4426.42	4166.16	4007.58	3957.23	3922.55	3883.11
BIC	4476.37	4244.66	4114.63	4092.82	4086.70	4075.80
LMR-LRT (p)	/	0.44	0.01	0.27	0.22	0.20
BLRT (p)	/	0.00	0.00	0.00	0.00	0.00
Entropy	/	0.84	0.84	0.86	0.84	0.85
Smallest profile frequency	/	22.1	8.8	4.6	4.5	5.7

Profile 1: The ‘finally found my calling’ profile (50.5%). SCTs in profile 1 are characterized by a high opportunity score for entering the teaching profession (.41), which implies that they had favorable circumstances that led them to teach. They had high intrinsic motivation to become teachers (.60) and especially, they had a high score on perceived ability to teach (.74), which means that they thought they would really like this profession and thought that they would be good teachers. They also reported the highest social utility motivation (.19) but did not report personal utility motivation (.05) which means that they were not motivated by extrinsic reasons such as salary or time for family. These SCTs have the best career adaptability scores (.28) and were not dissatisfied with their prior job (.06).

Profile 2: The ‘indifferent’ profile (40.7%). SCTs in profile 2 are characterized by the lowest opportunity score for entering the teaching profession (-.58). They had quite low intrinsic motivation (-.27) and low perceived ability to teach (-.52). Nevertheless, they reported moderate social utility motivation (-.13) and show the lowest personal utility motivation (-.10). These SCTs have moderate career adaptability scores and were not dissatisfied with their prior job (.01). For them, teaching did not seem to be a way to escape nor an intrinsic choice.

Profile 3: The ‘escapist’ profile (8.8%). SCTs in profile 3 are characterized by quite high opportunity scores for entering the teaching profession (.28). They have the lowest score for intrinsic motivation (-2.17) and for perceived ability to teach. They also have the lowest score for social utility motivation (-.48). In contrast, they have the highest score for personal utility motivation (.13). These SCTs reported the lowest scores on career adaptability (-.39) and prior job satisfaction (-.38).

4.2. Differences in terms of teachers’ sense of efficacy

Looking at the relationship between the three profiles and teachers’ sense of efficacy, significant differences were found (Wald $\chi^2(2) = 90.08$; $p < .001$) with a meaningful latent means classification: for profiles 1 to 3, respectively, $M_1 = 5.79$; $M_2 = 4.90$; $M_3 = 4.62$. With regard to the profile-to-profile differences (detailed in Table 6), we can conclude that the ‘*escapists*’ profile is significantly different than the ‘*finally found my calling*’ profile ($p < .001$) and that the ‘*indifferent*’ profile is also significantly different than the ‘*finally found my calling*’ profile ($p < .001$). However, the ‘*escapists*’ and ‘*indifferent*’ profiles are not significantly different ($p > .05$) in terms of sense of efficacy. These results make sense in relation to the identification of our profiles. Indeed, this supports the assumption that SCTs who joined teaching with vocation-related motivations as well as higher career adaptability seem to be more successful in their transition than those with other motivational profiles (Berger & d’Ascoli, 2012b) and less career adaptability.

Table 6

Means and differences in teachers’ sense of efficacy for the three profiles

		Profile 1	Profile 2	Profile 3	Wald Statistic		
		<i>Finally found my calling</i>	<i>Indifferent</i>	<i>Escapist</i>	1 vs 2	1 vs 3	2 vs 3
TSES	M(SD)	5.79 (0.07)	4.90 (0.08)	4.62 (0.21)	$p < .001$	$p < .001$	$p = .23$

4.3. In-depth profile descriptions

In this part, we present the deepening of the quantitative profiling based on our complementary qualitative analysis. For each profile, we start with a brief description of the participants representing the case, followed by an in-depth description of the profiles. We end this section with a summary table of the different profiles.

4.3.1. The *finally found my calling* profile

Fabian was a refrigeration technician for seven years and is still passionate about this field of expertise. He had been working for two years at a TVET school where he teaches microtechnology and electricity. Freya was a commercial sales representative for 30 years and really enjoyed this professional area. She had been teaching to future sales assistants at a TVET school for four years. Frank worked for 25 years as a computer expert, wrote books about computer training, and he said he is still up-to-date regarding the developments in this field. He had been teaching computer sciences for two years at a TVET school.

Based on the quantitative analyses, we labeled this profile '*finally found my calling*', because of a particular combination of the entry-related variables: 'good motivations' associated with a high career adaptability score and a high prior job satisfaction score. The interviews we conducted with Fabian, Freya, and Frank confirmed this result. Indeed, the analysis of the interviews revealed that the choice of the teaching profession corresponded particularly to their career aspirations, and they talked about it as the perfect job.

Despite their choice of this vocation, none of the three participants in this profile deliberately decided to become a teacher. They really enjoyed their prior job and reported good prior job satisfaction during the interviews, but a critical incident pushed them to leave. For instance, Fabian experienced a serious work accident that rendered him unable to continue his previous job. After months of trying to get back to work after his recovery, he was dismissed. Freya's last

boss was harassing her, so she decided to quit after 30 years, disillusioned by the private sector and because of this experience. And, finally, Frank referred to differences in opinion with the new human resource manager, and the company invited him to stay at home, justifying that they no longer had a mission for him. As these examples show, they all experienced a strong push factor in their career transition.

They changed my department, I was referred to the "education" department and I seemed to be good at that. Then [there was a] new human resource manager and it did go very, very bad with her and then I was told "listen, stay home Frank, we have no more work for you". (Frank)

Despite these strong push factors, it is at the same time clear that their aspirations had been linked to the teaching profession for years. In line with the quantitative results, they reported multiple motivations that led them to teaching. Freya said that she needed to feel useful and that it was important for her to be able to transmit her knowledge. She explained that it is as if all the stages of her life had led her to become a teacher. Frank had always been very invested in training. He trained employees at his former company, he wrote books on computers to transmit his passion, and he participated in educational summer camps. After his relational issues with the human resource manager, it became absolutely clear to him that he wanted to become a teacher. Fabian as well explained that he is really passionate about passing on his expertise. He also said that school was for him a pleasant and secure environment and that he wants his students to feel the same way. These different examples show a combination of intrinsic and social utility motivations in this profile and that somehow, being a teacher had been already part of them for a long time.

Then I remembered my school trajectory and I remember always being reassured at school. [...]. Then I felt this side that made me want to go there [...]. I loved sharing and explaining things. Then school attracts me, these are good memories. Being able to explain the science of electricity, yeah, I liked it. (Fabian)

Even if they did not have doubt about the choice of becoming a teacher, two participants received support for their career transition, which was a facilitating opportunity. For Frank and

Fabian, a personal contact helped them and gave them support in joining the teaching profession. For Fabian, this support was given by a friend who was a school principal. The friend did not recruit him, but motivated him to do the CAP² and advised him to apply to TVET schools. For Frank, it was an ex-colleague who had already gone through the same career transition before; he gave Frank the opportunity to join him at the same TVET school. These factors do not seem to have played a major role in the decision to change, but made the transition easier.

I had a friend who was also in teaching and with whom I worked for a long time in the private sector, but who had taken the step 3-4 years before, and I joined him. I started teaching on my days off and then I was told that I could stay in teaching and that's it. (Frank)

After making the career switch, they all seemed to be incredibly confident of their ability to teach and their ability to adapt to this new career. Fabian explained that in his many job changes, the change to a new job always went smoothly, and that he was extremely excited to be able to start teaching. For Frank, becoming a teacher was just the next step from his previous involvement in training programs or in summer camps, and so he did not experience it as something frightening. Freya explained that her many job changes made her really flexible and showed her that she is highly adaptable. This highlighted for the three participants a combination between their perceived ability to teach and their career adaptability, which made them confident about this specific career transition.

[...] everything I've done, but that's what's interesting, everything in my curriculum vitae has allowed me to be flexible for any challenge [...]. Professional expertise and being able to adapt to many different situations are much more important than a paper attesting that you've taken courses and that you have a teaching title. [...] Oh yes, because that famous morning there [first morning as a teacher], at one point I was busy giving classes and I looked at the clock to see what time I had to take a break and I had been there for an hour and a half and I felt like I had done it all my life, it was great. I really loved it and it always remained that feeling. I always smile when I get out of school, I'm happy... really... (Freya)

We labeled this profile the '*finally found my calling* profile'. Just as our quantitative analyses showed, our three participants had multiple motivations to become a teacher and were really

² "Certificat d'Aptitude Pédagogique", which is the required diploma to have a fixed teacher position.

confident about the transition. With Fabian and Frank, we see that an opportunity (school principal friend, ex-colleague) helped them to change careers and enter the teaching profession. Nevertheless, while we might have assumed that their choice was led only by the desire to join the teaching profession, we also learned that for these three participants, the transition originated in a strong push factor that caused them to leave their prior job.

4.3.2. From the *indifferent* profile to the *newly convinced* profile

Nora worked for 13 years as a financial analyst in a large company. She had been working for two years as a management and accounting teacher at a TVET school. Natalie worked for 28 years as an administrative secretary in various sectors, and she had been teaching about secretarial skills, office automation, and IT for two years. Nash had mostly worked as an intermediate manager in the automotive sector for ten years. He was working at a TVET school and taught business management, economics, and social training and social law.

We labeled this profile the '*indifferent profile*' because the quantitative analyses of our variables did not allow us to really perceive the reasons why these people chose the teaching profession. They did not report low prior job satisfaction, they did not seem to have strong motivation of any kind to become teachers, teaching was not perceived as an opportunity for them, and they did not report high confidence in their career adaptability, so this profile is rather difficult to grasp. Nevertheless, the interviews we conducted with three participants led us to decide on a new label for this profile: the '*newly convinced profile*'. More specifically, the analysis of these interviews revealed that the choice of the teaching profession was not made randomly, but was made after a recent reflection, in contrast to the previous profile, in which desire to become a teacher had been present for many years. This could explain the low reported motivation scores.

With regard to prior job satisfaction, this profile clearly differs from the first profile. In the same way, those in the second profile also experienced push factors, but not as a consequence of a strong triggering event or critical incident. Nora, Natalie, and Nash reported a gradual decrease in their prior job satisfaction. Nora experienced an increase in workload and a deterioration in her relationship with her colleagues. She ended up with burnout, followed by ten months of treatment by a therapist. When she re-entered the labor market, she refused to return to her former employer after that burnout experience. Nash could no longer manage the competitive context in which he worked. He experienced high work pressure and this gave him negative emotions. He was dismissed due to a company restructuring and then a second time in another company, and decided to travel for two years because he no longer wanted to work in this professional field. Natalie explained that the atmosphere within her work team had deteriorated considerably. She also explained that she could no longer bear the administrative burdens of her job. This situation ended up in an argument with her superiors and she decided to leave.

I worked as a secretary for an ensemble in ancient music and so the field was exciting, I really liked it, but I couldn't anymore. Then the nonsense of it all [...]. I didn't see myself developing professionally either in that place or in the [field of] administration. (Natalie)

In contrast to the previous profile, for these three participants, their reflection about making the transition to teaching came quite late and had no origin in their previous work experiences. It started with the need to leave their prior job. As a result, they had not been thinking about teaching for very long, and it was a reflection that began mainly by looking for an exit from their previous profession. This is certainly an element that gives meaning to the relative weakness of their reported motivations. The motivation most represented in the interviews was a social utility motivation, with a strong need to feel useful, as if their previous job was no longer a source of fulfillment. Mostly, the participants did not mention the benefits related to the work schedule and the perceived job stability of being a teacher, except for Nash, who thought it would be nice with his baby, but without reporting that as his main motivation. Natalie explained that she particularly

wants to ensure the education and development of students and that she wants to participate in tomorrow's society in this way. After his two-year trip, Nash wanted a job that involves human contact. Nora explained that after her burnout, it was indispensable for her to do something meaningful. She wanted to be useful by sharing her knowledge with the students.

It was rather to help others and to be useful. I wanted to be useful. That's what I said when I left my organization, I said I wanted to be useful. And they said ah, but here you were useful, eh, and I said no... Here I was used. (Nora)

After making the decision to make the transition to the teaching profession, they all mentioned that they felt able to make the transition and adapt to this new career, although they felt somewhat insecure about the relationship with the students. They were not afraid of a change of functions, but they feared that they would not be able to connect with the students even though they wanted to. In this way, they reported high confidence in their career adaptability, but no such confidence in their perceived ability to be a teacher.

Yeah, the adaptation in my different jobs always went well [...] I had this experience of handling difficult cases and so I had this chance through my first part of my career, with the automobile business and the social economy to be prepared to manage a class afterwards, but I was also counting a little bit on my eloquence so that with the students it goes well what because... yeah, the vocation for teaching has to be there. (Nash)

Based on these different elements, this profile, which was called *indifferent* and for whom the transition seemed difficult to understand on the basis of their motivations and previous professional satisfaction, becomes more meaningful. Therefore, we decided to rename it *newly convinced*. Indeed, these participants did not think about the job of teaching until their decrease in job satisfaction pushed them to leave their previous employment and think about another job. For them, this decrease was related to a need to feel useful in terms of social utility, and this was their main motivation for choosing the teaching profession. As with the first profile, they are generally confident in their career adaptability, but with a hesitation about their ability to teach. Without strongly contradicting the quantitative results, these interpretations do not corroborate them

exactly. The hypothesis can be made that, as explained above, their reflection to join the teaching profession was recent and therefore they report average results quantitatively but more precise elements qualitatively.

4.3.3. From the *escapist* profile to the *maladaptive* profile

The results in this section are based on a single participant, Maeva, our only volunteer in this profile.

Maeva worked for ten years as a nurse in a hospital. She had worked for the last three years at a TVET school as a nursing teacher. This year, her fourth year in the teaching profession, she decided to become only a part-time teacher, combining it with a part-time position at her prior job.

Based on the quantitative analysis, we labeled this profile the *escapist* profile because of their low motivations to join the teaching profession, a high score for *opportunity*, and the lowest score for *prior job satisfaction*. As we reported in the two preceding profile descriptions, in a way, all participants needed to leave their prior occupation. Whether they liked their prior job or experienced a decrease in their job satisfaction, for our two preceding profiles there were push factors that made them leave. This is not specifically the case for Maeva, and so — inspired by Berger and d’Ascoli (2012b), who found similar results for the motivation part of this profile — we changed this label to the ‘*maladaptive profile*’. Qualitative analysis of the case of Maeva supports the modification of this label. Her most important reason for changing careers was having more time for her family, but she did not expect so much of a workload and was not able to manage it. Consequently, she decided to reduce her hours as a teacher.

She wanted to change careers because the routine was starting to take over and she found that as a nurse the work was too difficult. Nevertheless, she did not mention any critical incident or triggering event that pushed her to leave.

I didn't hide the fact that the last few months at intensive care I still wanted to change because the routine was getting in the way, and then it was difficult to appreciate my work. (Maeva)

As the quantitative results show, the main and almost unique reason for choosing to become a teacher was personal utility motivation. She chose the teaching profession because she thought the workload was low and the work schedule would allow her to spend more time with her two children.

At one point I didn't hide it, I wanted to balance professional and family life. [...] the main reason was that. I thought that it would have been easy in terms of schedules, so I thought... I started from that perspective, but when you're in teaching, it's not that. I'm telling you, I underestimated the whole thing. (Maeva)

She reported that she was not confident in this career transition. In her mind, it was a tryout, and so be it if it did not work out. She explained that she thought it would be difficult for her to break down her practical professional gestures and make explicit what she was doing in front of the students. In sum she was confident of neither her career adaptability nor her ability to teach.

So even if I had to come back after that, I wanted to try something else. [...] But honestly, I felt like a loser [...] When I was in the field as a nurse, we go to the essential. We do not think about what we do anymore, we work in an automatic way. [...] So I knew I would have a hard time describing the procedures for the students because that's what they need. (Maeva)

Because of the Maeva's case and the interpretation of the other profiles, we chose to change the label from *escapist* to *maladaptive*. Indeed, the *escapist* label was mainly linked to the fact that this SCT profile showed the lowest prior job satisfaction. However, all our seven participants had experienced a need to leave their prior occupation, and what characterizes Maeva most are her personal motivations. Reality did not correspond to her expectations, which made her to decide to partially leave the teaching profession.

4.3.4. Summary of the qualitative results

Table 7

Summary of the in-depth qualitative analysis of each profile

	<i>Finally find my calling</i>	<i>Newly convinced</i>	<i>Maladaptive</i>
Push factors	Enjoyed prior job but critical incident pushed them to leave	Gradual decrease of prior job satisfaction led them to quit	Wanted to change for an easier job
Motivations to change career	Teaching is the perfect job Desire to become teacher for many years Good motivations	Need to leave their prior job so started to think about teaching Mainly good motivations	Bad motivations
Perception of the transition	Confident in the transition and in their ability to become a teacher	Confident in the career change but insecurity about their ability to become a good teacher	Not confident at all in the transition to become a teacher: it is a tryout

5. Conclusion

In this section, we first summarize the most significant results of our study. Second, we discuss the theoretical and practical implications of our contribution. Finally, we present the limitations of our study.

5.1. Discussion of the results

Considering the growing teacher shortage in TVET schools and the lack of knowledge about SCTs, the aim of this study was to describe the heterogeneity of the SCT population through different profiles based on entry-related variables. An in-depth comprehension of who they are is a starting point for investigating their specific needs and exploring effective HR practices to facilitate their induction in TVET schools (Berger & d'Ascoli, 2012a; Müller et al., 2009). A mixed methods approach was used, with quantitative analysis ($n = 262$) based on latent class analysis and a Wald chi-square test, and qualitative analysis ($n = 7$) through a multiple case study design.

Latent class analysis revealed that there are three different profiles, based on the entry-related variables we took into account. Considering the patterns in their scores for *opportunity*, *intrinsic motivation*, *perceived ability to teach*, *social utility motivation*, *personal utility motivation*, *career adaptability*, and *prior job satisfaction*, and the qualitative interviews, we labelled them the *finally found my calling* profile, the *newly convinced* profile, and the *maladaptive* profile. We found significant and meaningful differences between the profiles in terms of *teachers' sense of efficacy*, and a relevant means classification regarding how our profiles are related to a successful transition.

The quantitative and qualitative results show us the complexity of the transition experiences. SCTs from the *finally found my calling* profile did not deliberately decide to become a teacher, but experienced a triggering event that pushed them into another profession. Their intrinsic and social utility motivations show that they moved quite naturally towards teaching as a new profession. In addition to these motivations, for two of our participants in this profile, existing relations with people already in the teaching profession helped them in making the transition. This professional transition was not a very stressful event to them, because they were confident in their ability to adapt and in their ability to be teachers. Those in the *newly convinced* profile decided to become teachers because they needed to leave a professional environment that no longer suited them. Starting from these turnover intentions, they realized that teaching could suit them, and so, this choice did not originate in deeply rooted motivations. Mostly, it was the growing need to feel useful that pushed them into this new profession, because they no longer saw any meaning in the profession they were doing. Their transition is characterized by a general belief in their ability to adapt, but a concern about their capacity for the teaching profession in particular. Those in the *maladaptive profile*, in the same way as those in the *newly convinced profile*, decided to become teachers because their previous profession no longer suited them. However, in this profile the main reason was related to personal utility. Despite their choice to

go into teaching, they do not seem to be very confident about this transition in terms of their adaptive potential and their ability to be a teacher.

5.2. Implications

5.2.1. Theoretical implications:

This contribution supports and echoes existing work by other researchers. We have confirmed the affirmation by Berger and d'Ascoli (2012b) and Tigchelaar et al. (2010) that it is necessary to take into account the heterogeneity of SCTs' profiles. They found five motivational profiles; while our contribution proposes three-related entry profiles (partly based on motivations). For their two extreme profiles, which are the *multiple motivations* profile and *maladaptive motivations* profile, we found similar results and similar sample distributions as with our *finally found my calling* profile and *maladaptive* profile. The fact that our profiles differ in terms of teachers' sense of efficacy suggests that, as other studies have found (Berger & d'Ascoli, 2012b; Bullough & Knowles, 1990), the reasons for the professional transition to teaching and their ability to make this change can have an impact on the success of their professional transition and induction. This is confirmed by the experience of Maeva, our maladaptive participant, who, after three years as a teacher, reduced her workload.

Tigchelaar et al. (2010) highlighted the fact that mostly, SCTs have a kind of “sense of mission” (p. 168) about passing on their knowledge and working with youths. Their findings represent well two of the profiles identified in this study: the *finally found my calling* profile and the *newly convinced* profile, which both have social utility motivations, with additional intrinsic motivations for the first profile. These profiles represent 90% of our sample, which corroborates the results of these authors. Nevertheless, Tigchelaar et al. (2010) also pointed out that SCTs are mostly confident about their capability to teach. Based on our results, we found that this was only the case for one subgroup (50% of the sample).

Following Anthony and Ord (2008), we argued that both push and pull factors need to be taken into account, and therefore we included *prior job satisfaction* as a push factor contributing to the profiling. Our results show that, for our sample, push factors were really important for making the professional transition. In every interview we conducted, they reported strong push factors, such as a triggering event or a decrease in their job satisfaction, which explained their need to leave. Even if their motivations to join the teaching profession were really strong, as with the *finally found my calling* profile, push factors had a major role in the career transition. This finding supports the recommendation by Anthony and Ord (2008) about the need to take account both pull and push factors.

5.2.2. Practical implications:

This contribution has implications for the recruitment and retention of SCTs. Our results show that people with multiple motivations and a high career adaptability potential without personal utility motivation seem to be more likely to succeed in their professional transition, whereas a personal utility orientation combined with low career adaptability represents a vulnerable profile. Considering the presence of multiple motivations together with a low level of personal utility motivation can be a good basis for reflection about recruitment campaigns to attract candidates with suitable profiles. Depending on their entry-related profiles, SCTs show different perceptions of their ability to teach and different senses of teacher efficacy. This finding reinforces the need to consider the heterogeneity of this particular population when we explore the specific needs of SCTs. It is also advisable to assess the push and pull factors, and the personal resources of the candidates in the recruitment process.

5.3. *Limitations and future research*

The study has several limitations. First, as Berger and d'Ascoli (2012b) explained, even if the *FIT-Choice* scale is an exhaustive framework, it is possible that individuals had other reasons to

join the teaching profession; in that case, our framework cannot represent their motivations to change. Second, because of the limited number of novice SCTs in French-speaking Belgium, we also addressed experienced SCTs, even though our profiling variables referred to the moment of entry. We cannot completely assume that the reporting of motivations for entering the teaching profession does not change over time. Third, we also regret that we could only have one participant in the *maladaptive* profile, after many reminders, even if it is understandable considering the nature of the profile. Indeed, it could be explained in relation to their *teachers' sense of efficacy*. The fear of speaking about something difficult can be a reason for the lack of participation (Newington & Metcalfe, 2014). Fourth, the definition and perception of the teaching profession varies across countries (Voisin & Dumay, 2020). The concepts used in this study, particularly the FIT-Choice model, refers to the participants' perception of the profession (Watt & Richardson, 2007). We therefore cannot completely assume that the realities of the profiles created on the basis of this scale would be exactly the same in contexts different from French-speaking part of Belgium. However, there is some evidence that the Fit-Choice model holds tests of measurement invariance between different countries (Australia, U.S, Germany, Norway), showing that the construct is understood in the same way by different samples (Watt, Richardson, Klusmann, et al., 2012). Future research could also compare the similarity of SCT profiles across different countries. Fifth, readers should be aware that profiling methods based on large-scale studies are useful for uncovering sub-populations in a sample and the patterns that characterize them (Nylund, Asparouhov, & Muthén, 2007). However, these approaches cannot capture the full complexity of people's experiences. This is why we have chosen to complement our study with interviews. Now that we have developed a picture of these profiles, future research should refine these findings to take us one step further into unraveling the complexity of SCTs' career transition.

Finally, it would also be interesting to examine in more detail how these profiles differ beyond the success of the transition, and therefore also in terms of retention, professional integration, and specific needs to facilitate this induction process.

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APPENDIX

Overview of the interview topics:

Interview topics	Examples of questions
Introduction	What did you study? What is your career path? What courses are you currently teaching?
About the transition	If there was one, what triggered your career change? Why did you choose to become a teacher? Did you have the impression that teaching was a job in your line of work?
About the prior occupation	What are the major differences between your precedent profession and the teaching? How did you feel in your precedent job? What were the positive and negative aspects of this profession?
About the entry in the teaching profession	What image do you have of yourself after this experience of transition? To what extent can you say that you are thriving (or not) in this new profession? How do you see your future as a teacher?

Categories and codes used for this study with description

Categories	
- Codes	Description
Motivations	
- Need to leave	Related to the need to leave previous profession
- Need to feel useful	Related to the need to feel useful in daily work life
- Triggering event	Triggering events that explain the transition
- Personal utility motivation	Refers to motivations related to salary, job security or time for family
- Motivation for educating youth	Refers to the desires to educate the youth of tomorrow
- Motivation for transmission	Refers to the desire to pass on a profession, knowledge, skills, etc.
Experience of the professional transition	
- Confident in the transition	Elements describing the extent to which they were confident or not confident in their choice of transition.
- Teacher identity	Their perception of themselves as teachers
- Feeling about the transition	To what extent it is a successful or not professional transition for them
- Obstacles to the transition	The elements that impeded the transition (money, family situation, etc.)
- Facilitators to the transition	The elements that facilitated the transition (family support, etc.)
Ability to be a teacher	
- Didactic skills	Skills for teaching content
- Skills transferable to teaching	Skills acquired in their previous careers that can help them in the teaching profession
- Participate in the functioning of the school	Skills they feel would be useful for the functioning of the school in general