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Adaptation of the Russian-language version of the FIT-Choice Scale for studying factors influencing the choice of the teaching profession

S.V. Jaremtchuk¹ ✉, S.M. Sitjaeva¹, V.I. Ambrosova¹, O.A. Orlova¹,
A.A. Kovalenko¹, S.S. Severinova¹, K.N. Gerasimova¹

¹ Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation

✉ svj@rambler.ru

Abstract

Objective and relevance. This study investigates the adaptation and validation of the Russian-language version of the FIT-Choice Scale, a tool developed to assess the motivational factors influencing teaching career choices. This method is widely recognized internationally and has undergone extensive validity testing in various countries. **Methods and materials.** The study analyzed survey data from 310 first- and second-year students enrolled in teacher education programs, collected using the Russian-language FIT-Choice Scale questionnaire. Internal consistency was assessed via Pearson's correlation coefficient ($r_{xy} = 0,915$) and Cronbach's alpha ($\alpha = 0,933$). Validity was tested through correlational analysis with T.I. Ilyina's Motivation for University Studies inventory. **Results.** The Russian version of the questionnaire demonstrated high internal consistency and sufficient validity. Factor analysis revealed a 10-factor structure, and confirmatory factor analysis (PLS-SEM model) indicated model fit: SRMR = 0,074; RMSEA = 0,078; CMIN/df = 2,892; $\chi^2 = 3603,978$; IFI = 0,82; NFI = 0,711; CFI = 0,818; PNFI = 0,689; PCFI = 0,753. **Conclusions.** The FIT-Choice (Factors Influencing Teaching Choice) Scale proved suitable for the Russian sample, exhibiting high reliability and validity. The adapted version's factor structure was more concise than international counterparts: the original 18 scales were reduced to 10, with some items excluded due to insufficient discriminant validity or low factor loadings. The finalized instrument comprises two parts with a total of 49 items, offering a tailored tool for assessing career choice motivations in Russian educational contexts.

Keywords: career choice motivations, teaching profession, validation, methodology, assessment, expectancy-value theory

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Адаптация русскоязычной версии методики изучения факторов выбора педагогической профессии FIT-Choice Scale

С.В. Яремчук¹ ✉, С.М. Ситяева¹, В.И. Амбросова¹, О.А. Орлова¹,
А.А. Коваленко¹, С.С. Северинова¹, К.Н. Герасимова¹

¹ Амурский гуманитарно-педагогический государственный университет,
Комсомольск-на-Амуре, Российская Федерация

✉ svj@rambler.ru

Резюме

Актуальность и цель. Актуальность исследования обусловлена необходимостью изучения факторов, влияющих на выбор молодыми людьми педагогической профессии, и отсутствием стандартизированного и специализированного инструментария. Целью настоящего исследования выступила проверка возможностей использования для изучения факторов выбора педагогической профессии на российской выборке опросника FIT-Choice Scale, который имеет широкую известность за рубежом и прошел неоднократную проверку на валидность в разных странах. **Методы и материалы.** Материалом исследования стали результаты опроса 310 студентов 1–2 курсов, получающих педагогическое образование, с помощью русскоязычной версии опросника FIT-Choice Scale. Степень внутренней согласованности проверялась с помощью коэффициента корреляции r_{xy} Пирсона и коэффициента альфа Кронбаха. Проверка методики на валидность осуществлялась путем корреляционного анализа с полученными данными по методике «Мотивация обучения в вузе» Т.И. Ильиной. **Результаты.** Русскоязычная версия опросника имеет высокую степень внутренней согласованности ($r_{xy} = 0,915$, $\alpha = 0,933$) и достаточный уровень валидности. Факторный анализ позволил выявить 10-факторов, подтверждающий факторный анализ (модель PLS-SEM) показал следующее соответствие данных предполагаемой структуре: SRMR = 0,074; RMSEA = 0,078; CMIN/df = 2,892; Chi-square = 3603,978; IFI = 0,82; NFI = 0,711; CFI = 0,818; PNFI = 0,689; PCFI = 0,753. **Выводы.** Методика FIT-Choice Scale («Факторы выбора педагогической профессии») подтвердила свою пригодность и для российской выборки, показав высокую внутреннюю согласованность и валидность. Факторная структура методики оказалась более лаконичной по сравнению с зарубежными аналогами: из 18 шкал исходной методики в российской версии сохранены 10, часть пунктов были исключены из опросника в связи с их недостаточной дифференцирующей силой или низкими нагрузками по факторам. Полученный вариант методики содержит две части, в которые входят совокупно 49 пунктов.

Ключевые слова: мотивы выбора профессии, профессия учителя, валидизация, методика, диагностика, теория ожиданий и ценностей

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Introduction

The problem of teacher shortage is currently relevant for most regions of the Russian Federation. A pertinent research direction is the study of factors influencing young people's choice of the teaching profession. This is evidenced by the increasing number of publications in recent years dedicated to both theoretical aspects of this problem and the results of empirical studies, which require a valid and reliable instrument.

However, a wide variety of methods are currently used for data collection: author-developed questionnaires (Bakina & Yaremtchuk, 2023; Korshunova & Beresneva, 2021); methods for studying academic motivation (Arkhipova et al., 2022); methods for studying the motivational-need sphere (Grushetskaya et al., 2024); tests of general professional readiness (Shchelina et al., 2024); and non-specific methods for choosing the teaching profession, reflecting motives for career choice in general (Moskalenko, 2024), career values (Kremen & Kremen, 2023), types of professional orientation (Dzhiga & Komarovskaya, 2023), and preferences in choosing a type of profession (Shchelina et al., 2024). This diversity of approaches to studying the factors behind the choice of the teaching profession does not allow for the generalization of data obtained by different researchers from different groups.

Meanwhile, in foreign psychology, the FIT-Choice ("Factors Influencing

Teaching Choice") questionnaire has gained widespread recognition (Watt & Richardson, 2007). Long-term research results using this methodology are presented on the project page: <http://www.fitchoice.org>. The project has gained international recognition, with the methodology being tested in various countries: Albania (Agaj et al., 2023), Iran (Eghtesadi, 2021), Korea (Kim et al., 2021), Serbia (Simic et al., 2021), China (Wang et al., 2024), and others. Researchers emphasize the high validity of the FIT-Choice methodology. The objective of the present study is to examine the applicability of the FIT-Choice Scale for studying the factors behind the choice of the teaching profession in a Russian sample.

The FIT-Choice methodology is based on Social Cognitive Career Theory (SCCT) (Lent et al., 1994) and Expectancy-Value Theory (Wigfield & Eccles, 2000). The theory is based on concepts such as self-efficacy (an individual's beliefs about their abilities, a set of convictions related to specific performance indicators in an activity), expected outcomes (personal beliefs about the consequences of certain behaviors), and personal goals (the intention to engage in a specific activity or achieve a certain outcome). Expected outcomes are formed through diverse experiences of direct and observational learning (Lent et al., 1994).

Expectancy-Value Theory explains the reasons for choosing a particular activity: attainment value (the importance for a person to perform a task at a high level), intrinsic value (the enjoyment a person derives from performing a task), utility value (the awareness of the benefits gained from a particular choice of activity), and cost (the "price" to be paid for a particular activity choice, manifested in emotional and time expenditures, limitations, etc.) (Wigfield & Eccles, 2000). Research also shows that the choice of a professional path depends not only on the presence of certain values but primarily on the expectation of success that, in the students' opinion, will be achieved in the activity.

The structure of FIT-Choice (Watt & Richardson, 2012) includes the following blocks: social influences on career

choice (positive learning experience in the role of a student, support for career choice by the social environment, dissuasion from others regarding the career choice); perception of task demand (the degree of difficulty and demand of the profession) and task return (social status, salary); intrinsic career value as interest in pedagogy and the desire to be a teacher; social utility value as the opportunity to influence the development of children and adolescents, enhance social justice, make a social contribution to societal development, and work with children and adolescents; personal utility value as the opportunity to spend time with family, the ease of finding a job, including when moving to another location; self-perceptions (perception of one's own abilities to teach children); and the motive of choosing teaching as a fallback career (Fig. 1).

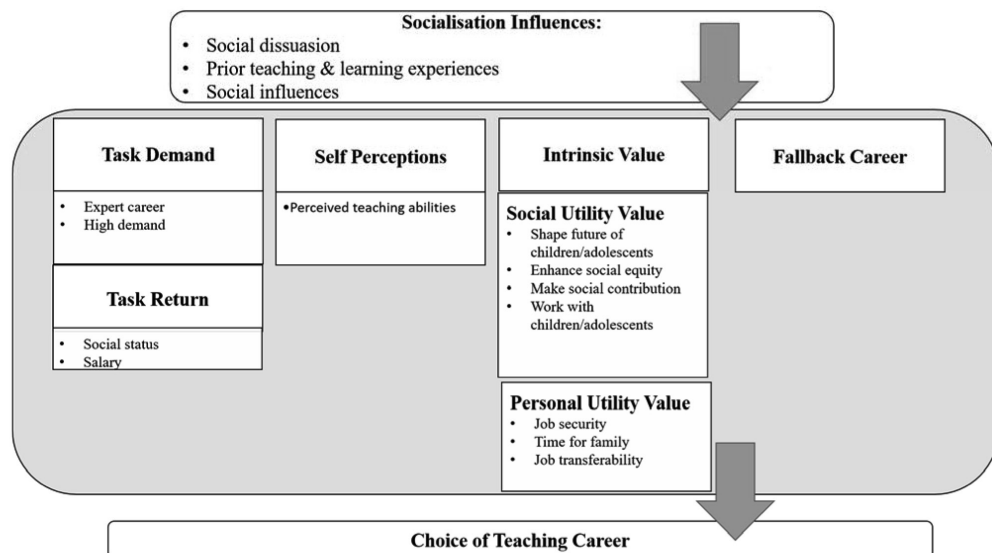


Fig. 1. Theoretical Model of the FIT-Choice Scale

Materials and methods

The English version of the FIT-Choice Scale questionnaire includes three parts of test items: B1-B54 (items directly assessing motives for choosing the teaching profession), C1-C15 (items reflecting respondents' opinions about the teaching profession), D1-D6 (items assessing the respondent's satisfaction with their choice of the teaching profession and negative reactions from their social environment). The original test comprised 58 items, with agreement with each rated on a seven-point scale.

The adaptation process of the FIT-Choice Scale questionnaire included the following stages: translation and pilot testing, assessment of item difficulty, examination of the questionnaire's factor structure, testing of internal consistency, validation, and construction of test norms.

Questionnaire translation was carried out independently by four psychologist proficient in English. The translated texts were compared, and the versions that best reflected the semantic content of the test items were selected. During translation, the last two parts (C and D) were combined under a common instruction for presentation. Items in part B were rated on a scale from 1 ("not at all important") to 7 ("extremely important"), and items in parts C and D were rated on a scale from 1 ("strongly disagree") to 7 ("strongly agree").

Pilot testing was conducted on a sample of 55 students pursuing education in the field 44.03.01 Pedagogical Education (bachelor's level) across different specializations. The testing aimed

to check the correspondence of the proposed formulations to the students' ideas about the reasons that prompted them to choose the teaching profession. After filling out the questionnaire, students were invited to suggest changes to the wording of the methodology items if necessary. The absence of suggestions indicates the correctness of the translation and its relevance to the respondents' experience.

Subsequent stages of methodology standardization were carried out on a sample of 310 first- and second-year students, of which 75 were receiving secondary vocational pedagogical education (based on 9 years of schooling), 224 were studying in the bachelor's program field 44.03.05 Pedagogical Education with two specializations, and 11 were in the master's program field 44.04.01 Pedagogical Education (master's level). Data on the sample are presented in Table 1 and reflect the general distribution of students in a pedagogical university. The survey was conducted using Yandex Forms, where all questions were mandatory, and respondents were guaranteed confidentiality.

Assessment of item difficulty was carried out by calculating the difficulty index for each statement to exclude items with low discriminant power. The difficulty index (I) was calculated using the formula: $I = M * 100 / 7$, where M is the arithmetic mean for the item. To examine the factor structure of the questionnaire, principal component analysis (PCA) with Varimax rotation, performed in STATISTICA 10, and confirmatory factor analysis (PLS-SEM model), performed using SmartPLS

Table 1

Standardization Sample Characteristics (N = 310)

Level of Education	Gender	%	Average Age	Training Profiles
Secondary Vocational Education	жен. / female	93,4	16,9	Preschool Education, Primary School Teaching, Physical Education
	муж. / male	6,6	16,6	
Higher Education (Bachelor's Degree)	жен. / female	78,9	19,4	Geography and Biology, Foreign Languages, History and Social Studies, Mathematics and Physics, Primary Education and Russian Language, Russian Language and Literature, Technology and Computer Science, Physical Education and Life Safety
	муж. / male	21,1	19,8	
Higher Education (Master's Degree)	жен. / female	63,6	28,0	Innovative Technologies and Educational Design, Pedagogy and Educational Psychology
	муж. / male	36,4	28,8	

4, were used. Internal consistency was tested using the split-half method with Pearson's correlation coefficient and Cronbach's alpha. For validity testing, data from the obtained questionnaire scales were compared with T.I. Ilyina's "Motivation for University Studies" methodology (Pearson's r_{xy} correlation). The final stage was testing the obtained scales for normality and constructing test norms using the quartile range.

Results

The assessment of item difficulty showed (Yaremtchuk et al., 2025) that most items possessed sufficient discriminant power; however, two items (C7 "Teaching requires great emotional strain" and C11 "Teaching is hard work") were excluded from the test, as the difficulty index ($I = 87,8$) indicated a high degree of student agreement with these statements.

The remaining test items were subjected to principal component factor analysis with Varimax rotation, resulting in the identification of 10 factors reflect-

ing different groups of motives for choosing the teaching profession, collectively explaining 68,6% of the data variance.

The first factor explained 37,1% of the variance and integrated items from 5 scales of the English version: "Teaching Abilities," "Intrinsic Career Value," "Work with Youth," "Shape Future of Children/Adolescents," and "Make Social Contribution." The first two scales in the FIT-Choice model belong to the "Self-Perceptions" block, reflecting self-assessment of one's own abilities and desires. The combination of this block with scales from the "Social Utility Value" block in the factor structure indicates a less differentiated motivational structure for career choice among Russian students compared to data from other countries and may be related to the specifics of Russian culture, where individual self-perception is integrated with the assessment of one's capabilities and self-efficacy.

The second factor, explaining 6,2% of the variance, combined items from three scales related to part C (respondents'

opinions about the teaching profession): "Expert Career" (C10, C14, C15), "High Demand" (C2), and "Social Status" (C5). The first two scales belong to the general block "Task Demand," while item C5 "Teachers are bearers of high moral values" apparently reflects the specifics of modern Russian education, where the perception of the teacher as a model of morality has transformed from an indication of high teacher status into demands placed on them by society.

Factor 3 (5,4% of the variance) also included items from block C, but related to students' perceptions of salary (C1, C3) and social status (C4, C8, C9, C12, C13) of teachers. The semantic combination of scales corresponds to the "Task Return" block in the theoretical model of the questionnaire and indicates the rewards attracting people to the profession.

Factors 4-8 (explaining 5,0%, 3,8%, 2,6%, 2,4%, and 2,1% of the variance) coincided in content with the English version of the methodology, combining items into the scales "Time for Family," "Social Dissuasion," "Prior Teaching and Learning Experiences," "Social Influences," and "Social Utility Value."

The last two factors explain 2% and 1,5% of the data variance. Factor 9 was the only one that included variables with both high positive and high negative loadings. At one pole of the factor were items reflecting students' satisfaction with their choice of the teaching profession (D1, D3, D5), and at the other — items where students agreed that they ended up in teacher education by chance, considering teaching as a "fallback career" (B11, B35). The mutual repulsion of these vari-

ables indicates that if the career choice was a fallback option, dissatisfaction with the made choice is high. Since the methodology focuses on career choice motives, we named this scale "Choice of Teaching as a Fallback Career." When processing data, the values of items B11 and B35 are considered with direct values, and items D1, D3, D5 are inverted (R) into a reverse scale.

The tenth factor, combining items from the scales "Job Transferability" (B8, B45) and "Job Security" (B27), was named "Ease of Employment" by us. We believe this name better reflects the motivation of Russian students, unlike the foreign version, which is more focused on student mobility, their orientation towards frequent relocation, and movement both within one country and between countries.

Based on the factor analysis results, seven items with low factor loadings (B14, B20, B22, B31, B38, B48) or sufficiently high loadings on several factors simultaneously (B53) were excluded from the questionnaire.

To test the factor structure of the methodology, confirmatory factor analysis (PLS-SEM model) was used, performed with the SmartPLS 4 program, which showed the following model fit indices: SRMR = 0,074; RMSEA = 0,078; CMIN/df = 2,892; Chi-square = 3603,978; IFI = 0,82; NFI = 0,711; CFI = 0,818; PNFI = 0,689, PCFI = 0,753. The use of Cronbach's alpha coefficient reflects the consistency of items within the obtained questionnaire scales (Table 2).

As a result, we obtained the following factor structure of the questionnaire (see Fig. 2).

Table 2

Cronbach's Alpha values for the FIT-Choice subscales

Factor	Subscales	Cronbach's alpha
F1	Self Perceptions	0,950
F2	Task Demand	0,838
F3	Task Return	0,889
F4	Time for family	0,855
F5	Disuasion social	0,792
F6	Prior teaching and learning experiences	0,844
F7	Social influences	0,855
F8	Social Utility Value	0,910
F9	Fallback Career	0,322
F10	Job transferability	0,817

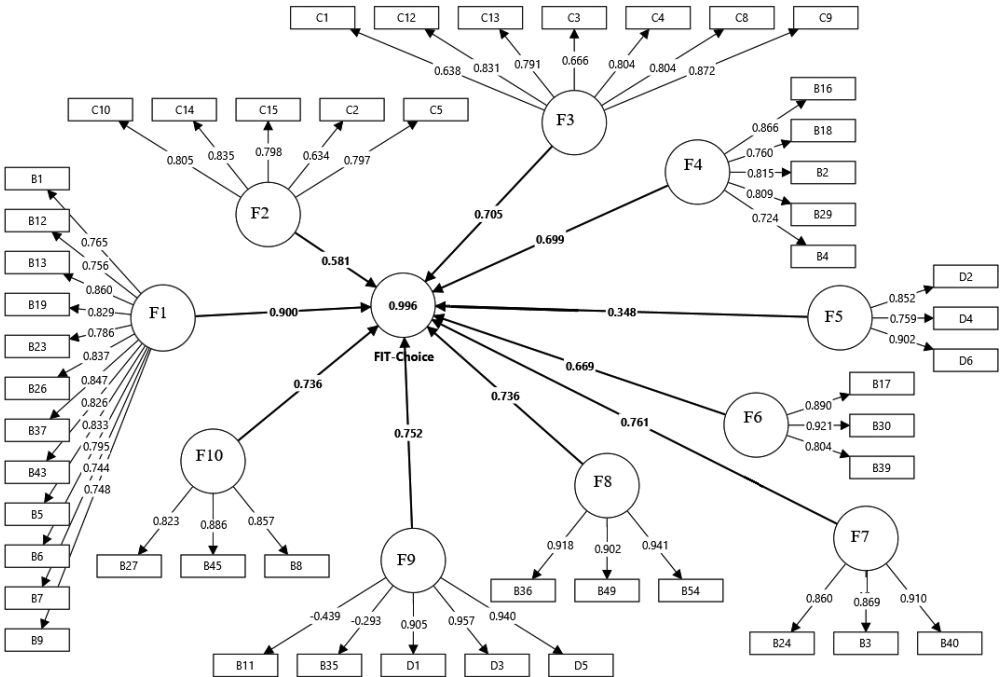


Fig. 2. Structure of the Russian version of the FIT-Choice Scale (Confirmatory Factor Analysis)

In the final version, we retained 49 items (Appendix), divided into two parts requiring different instructions. Since calculating scale scores involves a general summation of points for items

belonging to different parts, continuous numbering of items, common to part 1 and part 2, was used. Internal consistency of the questionnaire was tested using the split-half

method, dividing the test into two parts consisting of items with even and odd numbers. Consistency was checked using Pearson's correlation coefficient and Cronbach's alpha (Table 3). The calculations indicate a high degree of internal consistency of the methodology.

To test the validity of the questionnaire, the data obtained with it were compared with T.I. Ilyina's "Motivation for University Studies" methodology (Table 4). Correlation analysis shows significant relationships for almost all scales at $p \leq 0,01$, indicating the sufficient validity of the methodology.

Testing the scales for normality showed a predominant non-compli-

ance of the obtained distributions with the normal distribution, most often with a pronounced right-sided asymmetry. In this regard, the quartile range was used to construct primary norms for the scales.

Discussion

As a result of the testing, a number of test items were excluded from the methodology due to their low discriminant power and weak contribution to the substantive load of the factors. The questionnaire retained 49 out of 58 items from the version taken for adaptation. The obtained results show that instead of the 18 scales of the original methodology, grouped into six blocks, only 10 fac-

Table 3

Reliability metrics for the FIT-Choice Scale subscales

Statistical Criteria	Coefficient
r_{xy} -Пирсона / r_{xy} -Pearson	0,915
Альфа Кронбаха / Cronbach's alpha	0,933

Table 4

Correlations between FIT-Choice Scale subscales and Ilyina's Motivation Inventory (r_{xy} -Pearson)

FIT-Choice Scale Subscales	Ilyina's Motivation Inventory		
	Knowledge Acquisition Motivation	Professional Mastery Motivation	Diploma Obtainment Motivation
Self Perceptions	0,406**	0,538**	0,238**
Task Demand	0,307**	0,102	0,224**
Task Return	0,278**	0,426**	0,292**
Time for family	0,252**	0,384**	0,227**
Disuasion social	0,191**	0,217**	0,105
Prior teaching and learning experiences	0,182**	0,295**	0,168**
Social influences	0,323**	0,409**	0,184**
Social Utility Value	0,313**	0,393**	0,176**
Fallback Career	-0,374**	-0,601**	-0,231**
Job transferability	0,276**	0,425**	0,292**

** — $p \leq 0,01$.

tors are identified in the Russian sample (self-perceptions, task demand, task return, time for family, social dissuasion, prior teaching and learning experiences, social influences, social utility value, fallback career, ease of employment), constituting a general scale of motivational orientation towards pedagogical activity. At the same time, the obtained factors correspond to the theoretical model of the FIT-Choice Scale (Fig. 3) and can be logically divided into corresponding semantic groups.

The methodology showed high internal consistency of scales and items and sufficiently high validity.

Descriptive statistics data (Yaremtchuk et al., 2025) indicate that for Russian students, the most significant guideline in choosing the teaching profession is the task demand (high

professionalism and expert knowledge, high psycho-emotional load, high personal requirements), and important motivating factors are positive learning experiences in the role of a student, anticipation of ease of employment, and self-perception as capable of pedagogical activity, interested in this field, and believing in their ability to be successful in this activity and influence others through it. The least common among the surveyed sample was the choice of teaching as a fallback career. Our data are consistent with the results identified using the FIT-Choice Scale in other countries, while having their own specifics. According to our data, students pursuing a teaching profession perceive it as a profession with high demands and are motivated primarily by their positive learning experiences.

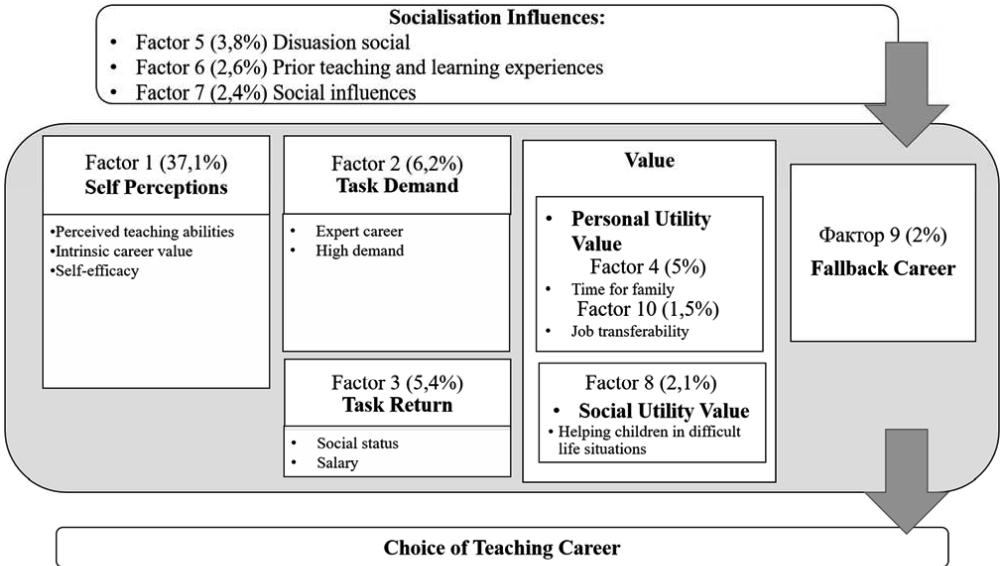


Fig. 3. Congruence of extracted factors with the theoretical model of the FIT-Choice Scale

Conclusion

The materials presented in this article show that the FIT-Choice Scale ("Factors Influencing Teaching Choice"), widely used in foreign research, has confirmed its suitability for the Russian sample, demonstrating high internal consistency and validity.

At the same time, the internal factor structure of the methodology turned out to be more concise compared to foreign counterparts: out of 18 scales of the original methodology, 10 were retained in the Russian version, and some items were excluded from the questionnaire due to their insufficient discriminant power or low factor loadings. The resulting version of the methodology contains two parts, which include a total of 49 items.

The overall structure of the methodology corresponds to the theoretical model of the FIT-Choice questionnaire, making it possible to compare data obtained with the questionnaire with data obtained in other countries. The availability of norms for the Russian sample makes it possible

to compare data obtained in different regions of the country and take the results into account when developing policies to attract young people to the teaching profession.

At the same time, testing the methodology on a sample of working teachers is required, which may result in a modified version that allows identifying the factors that keep teachers in the profession.

Limitations. The limitations of this study include the unequal representation of different genders and educational levels within the standardization sample. This constraint is partially mitigated by the fact that the respondent distribution reflects the demographic composition of a specific pedagogical university's student body. However, it does not allow for differentiating the motivation of students across diverse strata. Furthermore, the structure of motivation may exhibit regional specificity, necessitating an expansion of the study's geographical scope. Another limitation is the absence of test-retest reliability assessment for the instrument.

Приложение

Итоговая версия опросника FIT-Choice (Factors Influencing Teaching Choice) Scale (Факторы выбора педагогической профессии)

Часть 1

Инструкция: Уважаемые студенты, просим вас оценить значимость каждого пункта по шкале от 1 — совсем не важно до 7 — чрезвычайно важно.

«Я решил стать учителем/воспитателем, потому что...»

1. Мне интересна педагогика
2. Рабочий день педагога позволяет проводить больше времени с семьей
3. Мои друзья считают, что мне следует стать учителем/воспитателем
4. Педагоги имеют более длительный отпуск
5. Я обладаю личностными качествами хорошего учителя
6. Педагогическая деятельность позволит мне внести вклад в развитие общества
7. Я всегда хотел(а) быть учителем/воспитателем
8. Я всегда смогу найти работу при переезде
9. Работая педагогом, я смогу формировать ценности детей
10. Я не был уверен(а), какую профессию выбрать
11. Мне нравится учить других
12. Я хочу работать с детьми и (или) подростками
13. График работы педагога легко сочетать с выполнением семейных обязанностей
14. У меня были вдохновившие меня учителя
15. У педагога более короткий рабочий день
16. Я обладаю навыками, которые необходимы педагогу
17. Будущая работа позволит мне повлиять на следующее поколение
18. Моя семья считает, что мне следует стать учителем/воспитателем
19. Я хочу общаться с детьми и (или) подростками
20. Профессия педагога обеспечит мне надежный, постоянный доход
21. На школьных каникулах я смогу больше времени уделять семье
22. У меня были хорошие учителя, выступающие для меня образцом для подражания
23. Мне не удалось поступить туда, куда я собирался(лась)
24. Педагогическая профессия позволит мне помочь реализовать потенциал детей, оказавшихся в сложных социальных условиях
25. Мне нравится работать с детьми/подростками
26. У меня был учитель, который отлично преподавал свой предмет
27. Люди, с которыми я взаимодействовал, считают, что мне подходит профессия учителя/воспитателя
28. Профессия педагога соответствует моим способностям

29. Я везде смогу устроиться на работу
30. Педагогическая деятельность позволит мне помогать социально незащищенным слоям населения
31. Работая педагогом, я смогу помочь детям из трудных семей

Часть 2

Согласны ли вы с тем, что... (1 — полностью не согласен, 7 — полностью согласен)

32. Работа педагога хорошо оплачивается
33. У педагога большая рабочая нагрузка
34. Педагоги получают достойную зарплату
35. Педагогов в обществе воспринимают как профессионалов
36. Педагог — носитель высоких моральных ценностей
37. Учитель/воспитатель — высокостатусная профессия
38. Педагогическая профессия ценится обществом
39. Знания педагога в сфере преподавания должны достигать экспертного уровня
40. Профессия учителя/воспитателя — это уважаемая профессия
41. Педагоги ощущают на себе, что их профессия имеет высокий социальный статус
42. Педагог должен иметь отличные знания методов и техник обучения и воспитания
43. Педагоги должны хорошо владеть узкоспециализированными знаниями
44. Я считаю свой выбор профессии тщательно обдуманным
45. Были люди, которые склоняли меня выбрать другую профессию
46. Я удовлетворен(а) своим выбором работать педагогом
47. Мне говорили, что профессия педагога — это не самый лучший выбор
48. Я доволен/довольна своим решением стать учителем/воспитателем
49. Были люди, которые пытались повлиять на меня, чтобы я выбрал(а) другую профессию

Ключ для обработки:

Шкалы адаптированного варианта опросника FIT-Choice Scale	Пункты шкалы
Социальное влияние	
Противодействие окружающим выбору профессии педагога	45, 47, 49
Положительный опыт обучения в роли ученика	14, 22, 26
Поддержка выбора профессии педагога социальным окружением	3, 18, 27
Самовосприятие	
Самовосприятие (восприятие своих способностей и возможностей, желаний и интересов в сфере педагогической деятельности)	1, 5, 6, 7, 9, 11, 12, 16, 17, 19, 25, 28
Требования профессии и получаемая отдача	

Требования профессии	33, 36, 39, 42, 43
Отдача от профессии	32, 34, 35, 37, 38, 40, 41
Польза от выбора профессии	
Возможность уделять время семье	2, 4, 13, 15, 21
Легкость трудоустройства	8, 20, 29
Социальная польза	24, 30, 31
Выбор карьеры педагога в качестве запасного варианта	
Выбор карьеры педагога в качестве запасного варианта	10, 23, 44(R), 46(R), 48(R)

При обработке вычисляется средний показатель по каждой шкале.

Нормативные показатели для шкал методики FIT-Choice Scale

Шкалы опросника FIT-Choice Scale	Ниже среднего	Средний уровень	Выше среднего
Противодействие окружающих выбору профессии педагога	1–2,9	3–6	6,1–7
Положительный опыт обучения в роли ученика	1–3,9	4–6,7	6,8–7
Поддержка выбора профессии педагога социальным окружением	1–2,6	2,7–6	6,1–7
Самовосприятие	1–3,7	3,8–6	6,1–7
Требования профессии	1–4,9	5–6,4	6,5–7
Отдача от профессии	1–2,9	3–5,1	5,2–7
Возможность уделять время семье	1–2,9	3–5,2	5,3–7
Легкость трудоустройства	1–3,9	4–6	6,1–7
Социальная польза	1–3,6	3,7–6,3	6,4–7
Выбор карьеры педагога в качестве запасного варианта	1–1,9	2–4,2	4,3–7

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Information about the authors

Svetlana V. Jaremtchuk, PhD in Psychology, Associate Professor at the Chair of Education Psychology, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0000-0003-1036-6826>, e-mail: svj@rambler.ru

Snezhana M. Sitjaeva, PhD in Biology, Associate Professor at the Chair of Education Psychology, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0000-0001-9412-5215>, e-mail: snejana-reg27@yandex.ru

Valerija I. Ambrosova, PhD in Psychology, Associate Professor at the Chair of Education Psychology, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0000-0001-9202-607X>, e-mail: valeria.ambrosova@yandex.ru

Ol'ga A. Orlova, PhD in Psychology, Associate Professor at the Chair of Education Psychology, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0000-0002-9080-0129>, e-mail: olga_shishmareva@mail.ru

Anastasija A. Kovalenko, Lecturer at Faculty of Secondary Vocational Education, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0009-0003-2329-438X>, e-mail: charlize2000@mail.ru

Snezhana S. Severinova, Master's Student of the Chair of Educational Psychology, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0009-0001-5659-3664>, e-mail: snezhana.tiron@mail.ru

Kristina N. Gerasimova, Lecturer at Faculty of Secondary Vocational Education, Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russian Federation, ORCID: <https://orcid.org/0009-0001-7789-8635>, e-mail: daffodilkris23@gmail.com

Информация об авторах

Светлана Владимировна Яремчук, кандидат психологических наук, доцент кафедры психологии образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0000-0003-1036-6826>, e-mail: svj@rambler.ru

Снежана Михайловна Ситяева, кандидат биологических наук, доцент кафедры психологии образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0000-0001-9412-5215>, e-mail: snejana-reg27@yandex.ru

Валерия Ивановна Амбросова, кандидат психологических наук, доцент кафедры психологии образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0000-0001-9202-607X>, e-mail: valeria.ambrosova@yandex.ru

Ольга Александровна Орлова, кандидат психологических наук, доцент кафедры психологии образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0000-0002-9080-0129>, e-mail: olga_shishmareva@mail.ru

Анастасия Анатольевна Коваленко, преподаватель факультета среднего профессионального образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0009-0003-2329-438X>, e-mail: charlize2000@mail.ru

Снежана Сергеевна Северинова, магистрант кафедры психологии образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0009-0001-5659-3664>, e-mail: snezhana.tiron@mail.ru

Кристина Николаевна Герасимова, преподаватель факультета среднего профессионального образования, Амурский гуманитарно-педагогический государственный университет (ФГБОУ ВО АмГПГУ), Комсомольск-на-Амуре, Российская Федерация, ORCID: <https://orcid.org/0009-0001-7789-8635>, e-mail: daffodilkris23@gmail.com

Contribution of the authors

Svetlana V. Jaremchuk — translation and adaptation of the scale text; conducting the empirical study; application of statistical, mathematical or other methods for data analysis; writing and design of the manuscript; visualization of research results.

Snezhana M. Sitjaeva — ideas; planning of the research; translation and adaptation of the scale text; conducting the empirical study; annotation, writing and design of the manuscript; control over the research.

Valerija I. Ambrosova — planning of the research; translation and adaptation of the scale text; conducting the empirical study; control over the research.

Ol'ga A. Orlova — planning of the research; translation and adaptation of the scale text; conducting the empirical study; control over the research.

Anastasija A. Kovalenko — data collection and analysis.

Snezhana S. Severinova — data collection and analysis.

Kristina N. Gerasimova — data collection and analysis.

All authors participated in the discussion of the results and approved the final text of the manuscript.

Вклад авторов

Яремчук С.В. — перевод и адаптация текста методики; проведение исследования; применение статистических, математических или других методов для анализа данных; написание и оформление рукописи; визуализация результатов исследования.

Ситяева С.М. — идеи исследования; планирование исследования; перевод и адаптация текста методики; проведение исследования; аннотирование, написание и оформление рукописи; контроль за проведением исследования.

Амбросова В.И. — планирование исследования; перевод и адаптация текста методики; проведение исследования; контроль за проведением исследования.

Орлова О.А. — планирование исследования; перевод и адаптация текста методики; проведение исследования; контроль за проведением исследования.

Коваленко А.А. — сбор и анализ данных.

Северинова С.С. — сбор и анализ данных.

Герасимова К.Н. — сбор и анализ данных.

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Conflict of interest

The authors declare no conflict of interest.

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Written informed consent for participation in this study was obtained from the participants.

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