Conclusions

Based on the results we can conclude that the student teacher professional identity scale meets the criterion of reliability and concurrent validity. The factor and parallel analysis singled out a one-factor solution (job-orientation). The criteria for confirmatory analysis satisfy the five-item solution, and it is applicable to the sample of respondents in the Republic of Serbia. Research on forming a professional teacher identity is relevant to mentors in the training of future teachers in schools, and their goal is to better understand and conceptualize the support and needs of future teachers.

References


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