Abstract
In comparison to other professional faculties, student teachers are less certain about their career decisions. Consequently, examining the factors that influence their perceptions of career competence and certainty may be beneficial for their professional development. We examined how student teachers’ \( n=194 \) gender, grade of instruction, practicum, career anxiety, and perceived control affected their career competence and certainty. Anxiety had large and negative effects on competence and certainty. In contrast, primary control enhanced competence whereas secondary control enhanced certainty. High-practicum ratings were also associated with greater competence and certainty; however, these effects were mediated by anxiety and perceived control. These findings help us understand the transition that student teachers make from studentship to becoming professional teachers.