

STUDENT TEACHERS' REASONS FOR CHOOSING A TEACHER EDUCATION PROGRAM AT ONE PUBLIC UNIVERSITY IN INDONESIA AND POLICY IMPLICATIONS

Muazza, Amirul Mukminin, Mia Aina, Rosmiati, & Tiara Ariyanti
Jambi University, Indonesia
amirmuk06@gmail.com

Abstract: this paper was to report some of findings from a larger study with more than 800 participants that explored the altruistic, intrinsic, and extrinsic reasons of student teachers to become a teacher by choosing teacher education programs at one public university in Jambi, Indonesia. Particularly, this paper was to present the survey findings of the 65 male student teachers from all cohorts in one English education program. The data of this study were collected through demographic backgrounds and a questionnaire on student teachers' reasons in choosing English study program. The data indicated that a variety of reasons influencing student teachers to choose the English study program. It was found that male student teachers were influenced more first by the intrinsic reasons, followed by the extrinsic, and then the altruistic reasons. The paper also discusses the implications of the findings and draws conclusions which may be supportive to teacher education providers and policy makers on measures to recruit prospective students to initial teacher education.

Keywords: altruistic, intrinsic, extrinsic reasons, student teachers

1. INTRODUCTION

The relationship between teacher quantity and quality issues is clearly undeniable since students' academic, social success, and development are very much dependent on teacher factor than any other factors (Organization for Economic Co-Operation and Development, [OECD], 2005; Mukminin, Haryanto, Makmur, Failasfoh, Fajaryani, Thabran, & Suyadi, 2013; Sulistiyo, Mukminin, & Yanto, 2016). As a result, "interest in teacher education policy is growing as educators and policymakers recognize the deep connection between excellent teaching and student achievement" (Earley, Imig, & Michelli, 2011, p. 1). Additionally, teaching is an important profession and teachers are keys to success in education in this world (Lortie, 1975; OECD, 2005; Earley, Imig, & Michelli, 2011). According to Lortie (1975), teachers are commonly said as the agent of changes. Teacher can also be said as a facilitator in improving young generations' knowledge, character, and behavior.

However, the report from the Organization for Economic Co-Operation and Development (OECD, 2005) indicates that one of the major concerns related to teacher profession around the globe is "There are widespread concerns about long-term trends in the composition of the teaching workforce, e.g. fewer "high achievers" and "fewer males" (p. 10). This phenomenon is also happening in Indonesia, particularly at one public university in Jambi, Indonesia. fewer male students enter education programs. The decreasing number of male students attending teacher training institutions in Indonesia is an interesting phenomenon as previous studies have indicated a variety of reasons or motives for student teachers to choose teaching as their future career (e.g., Yong, 1995; Watt & Richardson, 2006 & 2007). Based on the previous studies, there are several categories that may influence young people to choose teaching as a future career: (1) task return (e.g. social status and salary), (2) task demand (e.g. expertise and difficulty), (3) personal utility values (e.g. job security, time for family, and transferability), (4) social utility values (e.g. shaping children's future), (5) self-perception (e.g. perceived teaching abilities) and (6) fallback career. Additionally, other previous studies (e.g. Chuene et al., 1999; Kyriacou & Coulthard, 2000; Low, Lim, Ch'ng, & Goh, 2011) found that the reasons why people chose teaching fall into three categories (1) altruistic reasons (reasons deal with seeing teaching as a socially worthwhile and important job), (2) intrinsic reasons (reasons cover aspects of the job activity itself), and (3) extrinsic reasons (cover aspects of the job which are not inherent in the work itself).

Understanding student teachers' initial reasons to become a teacher by entering a teacher education program is essential as a foundation to develop teacher education policies. In Indonesian contexts, understanding student teachers' reasons to become a teacher has been considered important to provide some explanations why the number of male student teachers attending teacher training institutions has been decreasing in Indonesia. Additionally, although there have been several recent studies examining teachers or students teachers' motives or reasons in other countries such as England and Norway (Kyriacou, Hultgren, & Stephens, 1999), Singapore (Low, Lim, Ch'ng, & Goh, 2011), Australia (Richardson & Watt, 2006), Dutch (Bruinsma & Canrinus, 2012),

Brunei Darussalam (Yong, 1995), US and China (Lin, Shi, Wang, Zhang & Hui, 2012), research on student teachers' motives or reasons in Indonesia is still comparatively rare. Resulting from the above phenomenon, this research paper was to present the survey findings on the 65 male student teachers from all cohorts in one English study program at one public university in Jambi.

2. THE CONCEPTUAL FRAMEWORK: ALTRUISTIC, INTRINSIC, AND EXTRINSIC REASONS

Altruistic reasons, according to Moran et al. (2001) and Low, Lim, Ch'ng, and Goh (2011), are going beyond any tangible benefits that the teaching profession have to offer. Those are also associated with the view that teaching is an important profession contributing to the betterment of society (Uwin, 1990; Young, 1995; Lin, Shi, Wang, Zhang, & Hui, 2012). People who choose altruistic reasons in influencing them in choosing teacher education program absolutely have a deep passion for teaching and see teaching as a socially worthwhile and important job, such as love to work with children, desire to help children succeed, shape future of children, enhance social equity, a desire to contribute to society, a socially worthwhile job, to fulfill a mission, and to answer a calling.

Meanwhile, Moran et al. (2001) and Low, Lim, Ch'ng, and Goh (2011) described that intrinsic reasons can be understood as job-related factors including the nature and conditions surrounding the job. While Manuel and Hughes (2006, p.6) defined it "as motivation for an individual's inner personal fulfillment 'bound up with a sense of the inner life, the self and the quest for fulfillment and purpose'" such as interest in teaching activity, interest in using their subject matter/ enjoy the subject they will teach, job factor/fit, job opportunities or lead to another job in the future, inspired by role models, and opportunities for my academic development.

Extrinsic reasons are reasons cover aspects of the job which are not inherent in the work itself (Chuene et al., 1999; Kyriacou & Coulthard, 2000). Extrinsic reasons are included the benefit and perks offered, Moran et al. (2001) and Low, Lim, Ch'ng, and Goh (2011). There are many extrinsic reasons which can attract people in becoming a teacher, such as financial reasons/salary, long holidays, time for family, teaching as a stepping stone, a social status, job security and have no other choice.

3. METHODS

A sample of year 2, 3, and 4 student teachers who between 19-21 years old and were enrolled at an English teacher education program at one public university in Jambi, Sumatra, Indonesia was investigated. This program prepares student teachers for teaching English for primary and secondary schools. From all cohorts, 65 male student teachers were available to be participants. Data were collected through a questionnaire. A questionnaire was designed with two sections. Section 1 requested demographic information about the student teachers while section 2 was used to explore the reasons of all cohorts of male student teachers to become a teacher by choosing English teacher education program.

In analyzing the data gotten from the questionnaire, the researcher interpreted the data by using descriptive statistics. Cozby and Bates (2012, p. 245), "descriptive statistics allow researchers to make precise statements about the data". By using descriptive statistics, the goal was to describe, summarize and make sense of a particular set of data (Johnson & Christensen, 2008). The researcher also considered about a think – aloud technique in the reliability while conducting this research. According to Johnson and Christensen (2008), in this technique, the participants were allowed and asked to verbalize their thought and perception about the questionnaire and the researcher wrote down every single thing about participant's opinion. This technique helped us to determine if the participants got the same interpretation about the items in the questionnaire with us.

4. RESULTS

In this part, we analyzed the differences of male student teachers' reasons in choosing English teacher education program among student teachers whose parents had a profession as teachers and non-teachers based on altruistic, intrinsic and extrinsic reasons. There were 8 participants whose parents had a profession as a teacher, 53 participants whose parents had professions as non-teachers (farmers, entrepreneur, civil servants 'non-teacher', labor, and etc.), and 4 participants did not fill about parent's job. In this report, we did not analyze participants who did not state their parent's job. So, the total participants that we analyzed were 61 participants.

Figure 1. Altruistic reasons based on parent’s job (teacher) in choosing English teacher education program

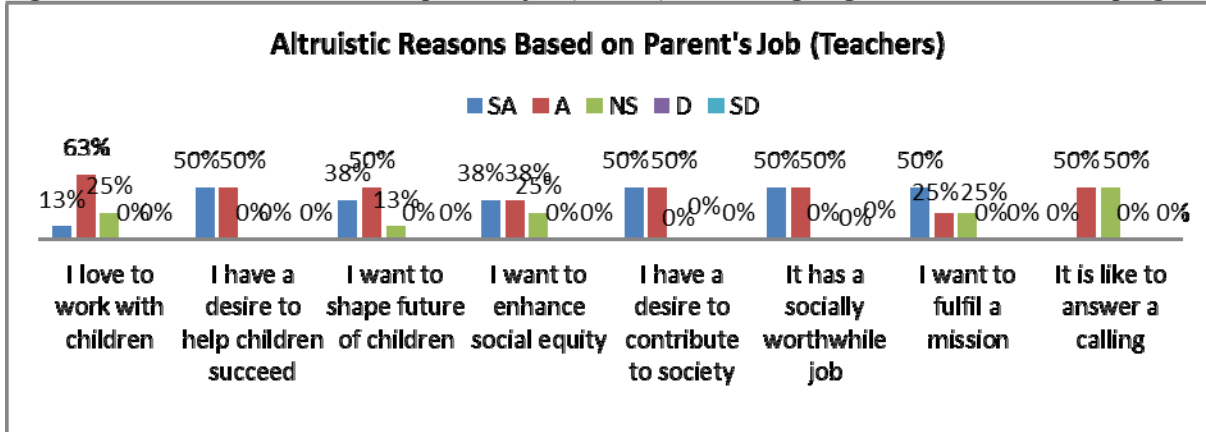
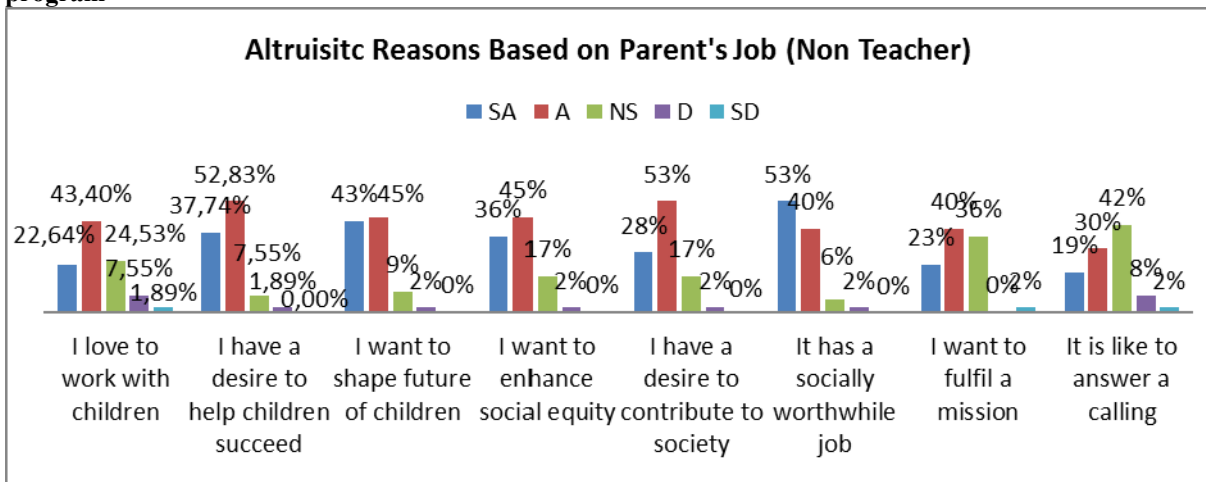


Figure 2. Altruistic reasons based on parent’s job (non-teacher) in choosing English teacher education program



From the summary of responses presented in figure 1 and 2, the highest rank of altruistic reasons for participants whose parents worked as a teacher in choosing English teacher education program was “I love to work with children” with 5 participants (62, 50%) who chose “Agree”, while for participants whose parents worked as a non-teacher was “I have a desire to contribute to society” with 28 participants (53%) who chose “Agree” and “It has a socially worthwhile job” with 28 participants (53%) who chose “Strongly Agree”.

Figure 3. Intrinsic reasons based on parent’s job (teacher) in choosing English teacher education program

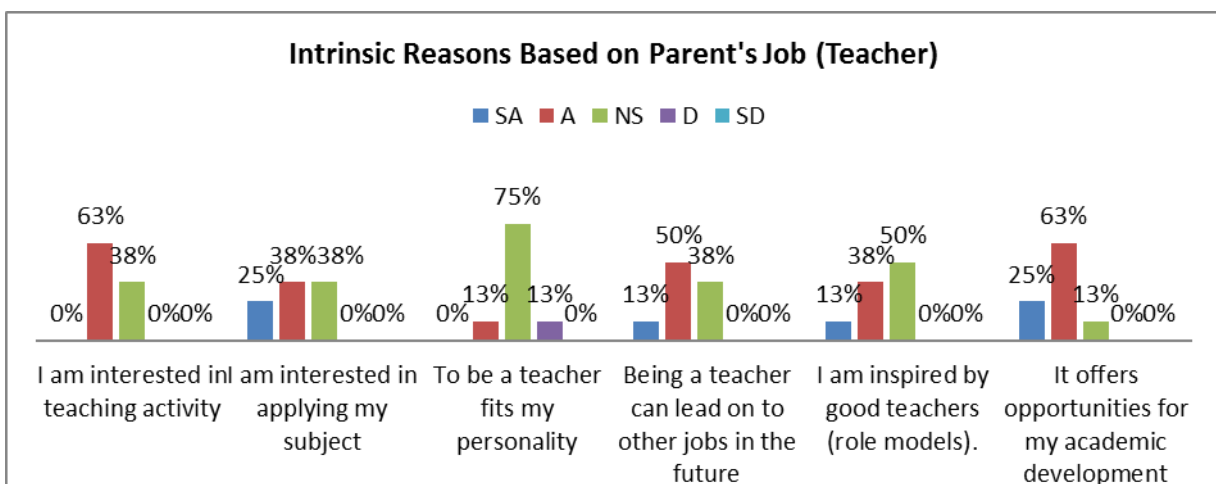
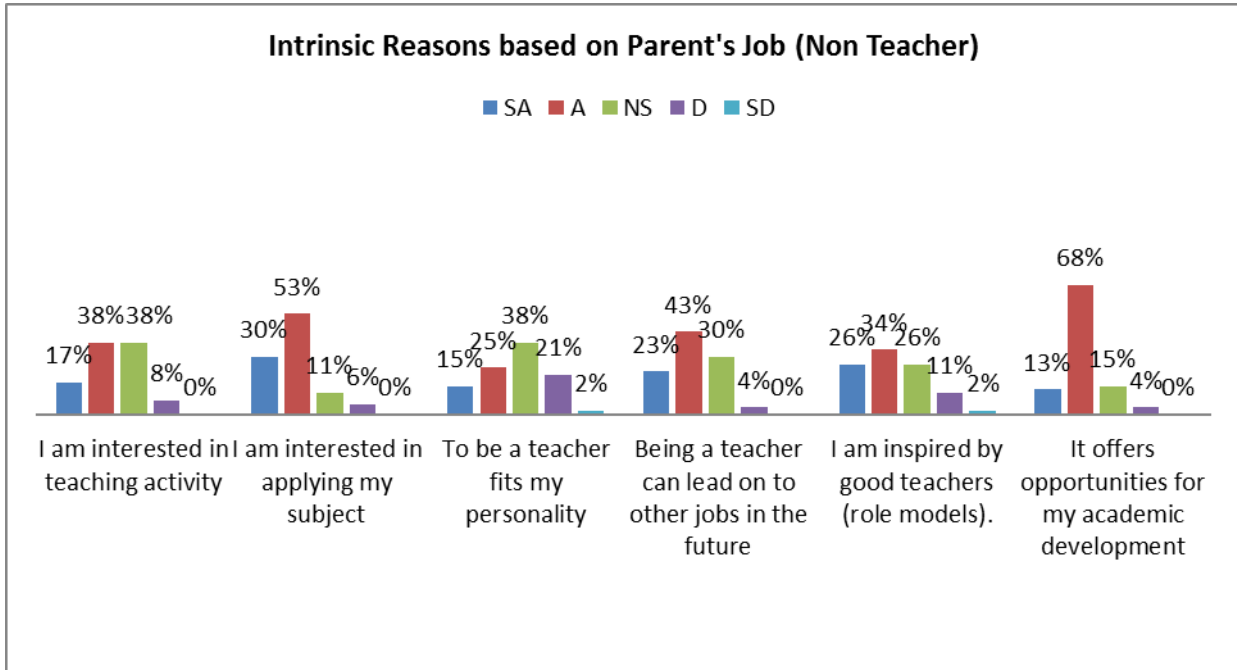


Figure 4. Intrinsic reasons based on parent’s job (non-teacher) in choosing English teacher education program



The summary of the participants’ responses presented in figure 3 and 4 indicates that under the intrinsic reason, the highest rank of intrinsic reasons for participants whose parents worked as a teacher in choosing English teacher education program was “To be a teachers fits my personality” with 6 participants (75%) who chose “Not Sure”, while for participants whose s work as a non-teacher was “It offers opportunity for my academic development” with 36 participants (68%) who chose “Agree”.

Figure 5. Extrinsic reasons based on parent’s job (teacher) in choosing English teacher education program

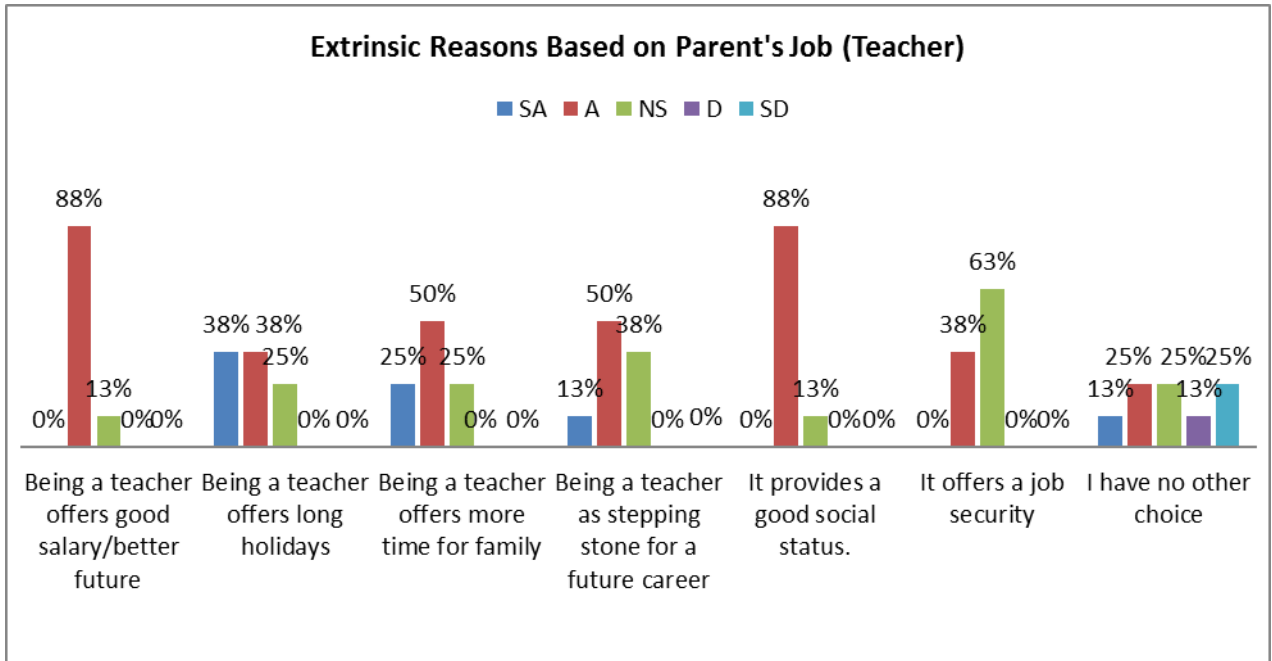
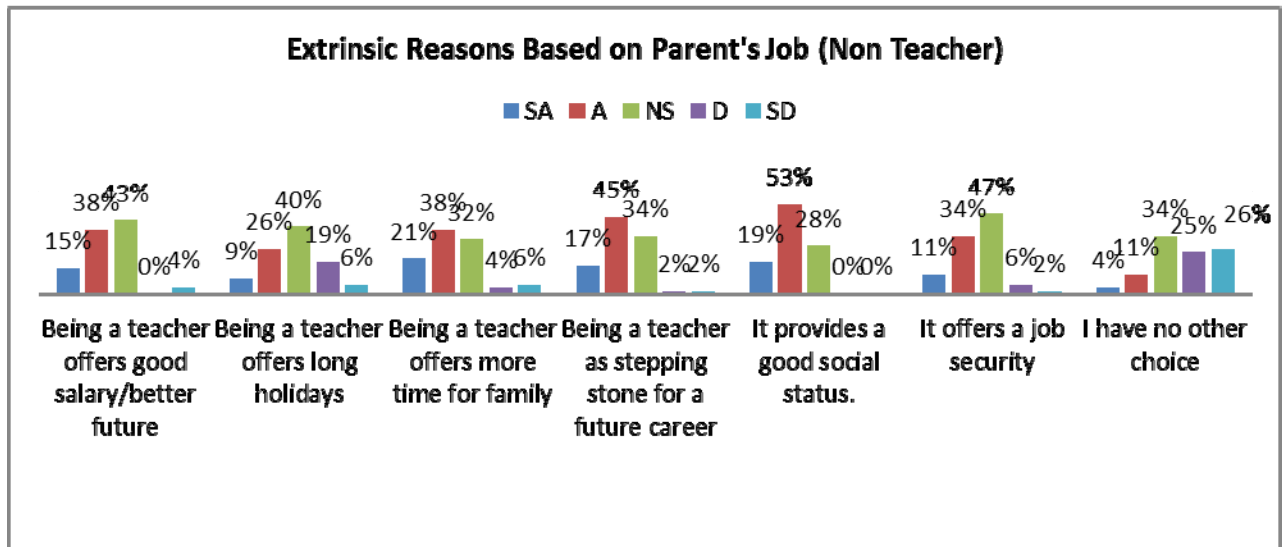


Figure 6. Extrinsic reasons based on parent’s job (non-teacher) in choosing English teacher education program



Based on the responses of the participants in figure 5 and 6, the highest rank of extrinsic reasons for participants whose parents worked as a teacher in choosing English teacher education program was “Being a teacher offers good salary/ better future” with 7 participants (88%) who preferred “Agree” and “It provides a good social status” with 7 participants (88%) who preferred “Agree”, while for participants whose parents worked as a non-teacher was “It provides a good social status”, with 28 participants (53%) who chose “Agree”.

5. DISCUSSION

The quality of teacher education will influence the success in educating student teachers to be a future teacher who will contribute to student achievement (Sulistiyo, Mukminin, & Yanto, 2016; Mukminin, Ali, & Ashari, 2015). One of the ways to look at the future teachers is to see who are the entrants to the teaching profession and what reasons motivate them to enter or choose teacher education programs. The success of improving the quality of education starts from the success of recruiting high quality and motivated student teachers as the entrants to the teacher education programs. This paper was to report some of findings from a larger study that explored the altruistic, intrinsic, and extrinsic reasons of student teachers to become a teacher by choosing teacher education programs at one public university in Jambi, Indonesia. Particularly, this paper was to present the survey findings on the 65 male student teachers from all cohorts in one English education program.

Our findings shed light on our understanding of the reasons among Indonesian student teachers in choosing English education program in order to be a future teacher. However, it is not easy to determine what reasons caused Indonesian student teachers to choose English teacher education program and which reasons took part in a greater role than others as all of the reasons seemed to be involvedly intertwined.

In our study, in terms of *altruistic reasons*, we found that the statement of “I have a desire to contribute to society” became the most selected reasons among others with 53, 85% of participants chose “Agree” for the statement. It means that more than a half of participants agreed that they had a desire to contribute to society. They were eager to teach or become a teacher because they wanted to give something to society in order to make a better society which enabled them to ‘give back’ to society. Our finding was in line with a study done by King (1993) who found that 86% for male participants chose the statement of “teaching contributes to the betterment of society.” For the statement of “I have a desire to help children succeed,” 52, 31% of participants chose “Agree,” suggesting that participants in this study wanted their profession to be able to contribute to others, particularly their students. This finding is consistent with what Kyriacou, Hultgren, and Stephens (1999) stated that some people tend to help others in order they can feel better. Additionally, 50, 77% of participants chose “Strongly Agree” for the statement of “It has socially worthwhile job,” 46, 15% of participants chose “Agree” “I want to enhance social equity,” and indicating that they knew the value of becoming a teacher which is not only related to money, but also related to social values as Manuel and Hughes (2006) stated that people chose this reason because they did not consider about money in doing their job as a teacher. It also means that these participants felt that they had a responsibility to enhance social equity although in a study done by Bruinsma and Canrinus (2012), “enhance social equity” had a score in the below mid-point. For “I love to work with children

and “I want to shape future of children,” 46, 15% of participants chose “Agree,” indicating that participants chose this reason because they love doing their jobs around children, love to have interaction with children, and feel happy seeing children. In our study, we found that 41, 54% of participants chose the statement of “It is like to answer a calling” in their reason for choosing English teacher education. A study done by Low, Lim, Ch’ng, and Goh (2011) also found that 19 participants (1, 8%) chose “it is like to answer a calling” in becoming a teacher. However, 38, 46% of participants chose “Agree” for “I want to fulfill a mission,” suggesting that this statement was not one of the major reasons for student teachers to be a teacher by entering English teacher education program.

In terms of *intrinsic reasons*, for the statement of “It offers opportunities for my academic development,” 67, 69% of participants chose “Agree.” “I am interested in applying my subject,” 50, 77% of participants chose “Agree,” suggesting that the interest of becoming a teacher coming from the inner side because they like the subject. A study done by Ellis (2003) found that there was a high percentage for love of the subject (74, 6%) and a study done by King (1993) found that male participants gave 57% this statement. 46, 15% of participants chose “Agree” for the statement of “Being a teacher can lead to other jobs in the future”. This finding is consistent with the finding of a study done by Snyder, Doerr, and Pastor (1995) who found that 12 frequencies among about 3000 participants chose teaching because teacher could lead to other jobs in the future. However, our study revealed that 41, 54% of participants chose “Not Sure,” for “To be a teacher fits my personality,” meaning that they did not really feel suitable for its job. It could be because they feel that teaching is not a challenging job, want a dynamic career, and offer life-long learning opportunities. Additionally, 41, 54% of participants chose “Agree” for “I am interested in teaching activity.” For the statement of “I am inspired by a good teacher (role models), our finding indicated that 33, 85% of participants chose “agree,” suggesting that 22 participants was inspired by the their role models (e.g. school teachers, parents, or friends) to be a teacher by entering English teacher education program

In terms of *extrinsic reasons*, we found that for the statement of “It provides a good social status” became the paramount percentage among other statements with 58, 46% of participants who chose “Agree.” In Asian countries, teachers have a great position among the society, for example in China and Taiwan. In China, teachers are respected and seen as the authority of knowledge (Lin, Shi, Wang, Zhang, & Hui, 2012) while in US, people see teaching as a profession with a low social status (Lortie, 1975). In Indonesia, teachers are called as a hero. We also found that 49, 32% of participants felt “Not Sure” that teaching gave a job security, but 43, 08% of participants chose “Agree” for the “Being a teacher offers good salary/ better future.” Several studies indicated that male student teachers were more attracted by extrinsic reasons than other reasons, especially about salary (financial incentives) (Johnston et al., 1999; Hobson et al., 2004). Interestingly, 44, 62% of participants agreed with the statement of “Being a teacher as the stepping stone for a future career,” indicating that they realized that becoming a teacher could help them to develop their future career either in education or in other fields. Our study also indicated that 41, 54% of participants agreed that “being a teacher offers more time for family” was one of the reasons why they chose English teacher education program, suggesting that teaching hours fit with their responsibilities of having time for family and part time teaching (Low, Lim, Ch’ng, & Goh, 2011). Additionally, 38, 46% of participants were “Not Sure” that “Being a teacher offers long holidays” was one of the reasons they came to English teacher education program. They might not know that teaching profession provided them with more holidays or they rarely considered long holiday as one of the reasons in choosing English teacher education program. One of the interesting findings in our study was that 32, 31% of participants were not sure that “I have no others choice” was one of the reasons they chose English teacher education program.

6. CONCLUSION AND POLICY IMPLICATIONS

Quality teacher education has been a topic of major cross-national comparative inquiry and has been a major concern to governments, development economists, policymakers, politicians, educators, parents, sociologists, and researchers. Teacher education is a place to process teacher candidates or student teachers to be a quality teacher in order to to provide students with basic cognitive skills (writing, reading, and mathematics); to transfer particular or specific knowledge such as history, sciences, and literature; and to provide students with higher order thinking skills ranging from knowledge, comprehension, analysis, evaluation, and synthesis (Sadovnik, 2007). Additionally, quality (student) teachers inevitably function to help the governments to (1) instill faithfulness, loyalty, and commitment to the current political order, of training students who later will get involved in the political order, and of teaching them the basic laws of the society (Sadovnik, 2007), (2) to socialize students “into various roles, behaviors, and values of the society” (Sadovnik, 2007, p. 4), (3) to prepare students for their jobs in future and to train and distribute individuals into various levels of jobs in society, and

(4) to provide students with skills, attitudes, knowledge, beliefs, values, perceptions needed to participate “within their ethnic cultures, within the mainstream cultures, and within and across other ethnic cultures” (Banks, 2002, p. 40). Utilizing the altruistic, intrinsic, and extrinsic perspectives to look at the student teachers’ reasons to become a teacher by choosing teacher education programs at one public university in Jambi, Indonesia, the findings of this study offer insights into what reasons influenced Indonesian male student teachers to enter English teacher education program. Among the three categories of reasons why male student teachers chose English teacher/ teaching education program, the findings of our study indicated that male student teachers were more influenced by the intrinsic reasons (e.g., “It offers opportunities for my academic development” chosen by 67, 69% of participants), followed by the extrinsic ones (e.g., “It provides a good social status” chosen by 58, 46% of participants), and then by altruistic reasons (e.g., “I have a desire to contribute to society” chosen by 53, 85% of participants). These findings indicated that more than half of male student teachers had a desire to be a teacher because of their inner sides, suggesting that they had a strong motivation to be a teacher.

However, the findings of this study should be considered in the view of some limitations. In spite of the fact this study will potentially contribute the sort of evidence necessary for looking at the reasons of student teachers to come to English teacher education program, there may be differences of reasons between male student teachers from one university to other universities or from one program to other programs. Regardless of its limitations, the findings from this study contribute to our understanding of a variety of student teachers’ reasons to become a teacher by choosing English teacher education program.

Looking at the variety of male student teachers’ reason to become a teacher by choosing English teacher education program, the implications for teacher education management and policies, particularly practices, and programs can be drawn from the findings of this. Policymakers at university and faculty/college level should change the selection of recruitment processes. First, candidates should be selected based on matriculation test results, the results of school diploma, and relevant records of non-school achievement. Second, candidates of student teachers should be tested on assigned pedagogical books. They are required to read pedagogical books and are tested on their understandings. Finally, selected candidates should be interviewed and asked to give details why they have decided to become teachers. Based on these phases of selection, top candidates are sent to colleges of education at any government universities at government expense.

REFERENCES

- Banks, J. A. (2002). *introduction to multicultural education*. 3rd Edition. Boston: Pearson and AB Longman.
- Bruinsma, M. F., & Canrinus, E. T. (2012). The factors influencing teaching (FIT)-choice scale in a Dutch teacher education program. *Asian-Pacific Journal of Teacher Education*, 40 (3), 249-269.
- Chuene K, Lubben F., & Newson, G. (1999). The views of pre-service and novice teachers on mathematics teaching in South Africa related to their educational experience. *Educational Research*, 41 (1), 23-34.
- Cozby, P. C. & Bates, S. C. (2012). *Methods in behavioral research*. New York: The McGraw-Hill Companies, Inc.
- Ellis, V. (2003). The love that dare not speak its name? The constitution of the English subject and beginning teachers’ motivations to teach it. *English Teaching Practice and Critique*, 2 (1), 3-14.
- Earley, P. M., Imig, D. G., Michellin, N. M. (2011). *Teacher education policy in the United States: Issues and tensions in an era of evolving expectations*. New York: Routledge.
- Hobson, A. J., Tracey, L., Kerr, Malderez, A., Pell, G., Simm, C., Johnson, F. (2004). Why people choose to become teachers and the factors influencing their choice of initial teacher training route: Early findings from the becoming a teacher (Bat) project.
- Johnson, B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches (3rd ed.)*. Boston: Sage Publications, Inc.
- Johnston, J., Mckeown, E., & McEwen, A. (1999). Choosing primary teaching as a career: The perspectives of males and females in training. *Journal of Education for Teaching*, 25 (1), 55-64.
- King, S. H. (1993). Why did we choose teaching careers and what will enable us to stay? : Insights from one cohort of the African American teaching pool. *The Journal of Negro Education*, 62 (4), 475-492.
- Kyriacou, C., Hulthgren, A., & Stephens, P. (1999). Student teachers’ motivation to become a secondary school teacher in England and Norway. *Teacher Development*, 3 (3), 373-381.
- Kyriacou, C. & Coulthard, M. (2000). Undergraduates’ views of teaching as a career choice. *Journal of Education for Teaching*, 26 (2), 117-126.
- Kyriacou, C., Kunc, R., Stephens, P., & Hultgren, A. (2003). Student teachers’ expectations of teaching as a career in England and Norway. *Educational Review*, 55 (3), 255-263.

- Lin, E., Shi, Q., Wang, J., Zhang, S., & Hui, L. (2012). Initial motivations for teaching: Comparison between pre-service teachers in United States and China. *Asia Pacific Journal of Teacher Education*, 40 (3), 227-248.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. London: The University of Chicago Press.
- Low, E. L., Lim, S. K., Ch'ng, A., & Goh, K. C. (2011). Pre-service teachers' reasons for choosing teaching as a career in Singapore. *Asian Pacific Journal of Education*, 31 (2), 195-210.
- Manuel, J. & Hughes, J. (2006). It has always been my dream: Exploring pre-service teachers' motivations for choosing to teach. *Teacher Development*, 10 (1), 5-24.
- Moran, A., Kilpatrick, R., Abbot, L., Dallat, J., & McClune, B. (2001). Training to teach: Motivating factors and implications for recruitment. *Evaluation and Research in Education*, 15, 17-32.
- Mukminin, A., Ali, R. M., & Ashari, M. J. (2015). Voices from Within: Student Teachers' Experiences in English Academic Writing Socialization at One Indonesian Teacher Training Program. *The Qualitative Report*, 20(9), 1394-1407. Retrieved from <http://nsuworks.nova.edu/tqr/vol20/iss9/2>
- Mukminin, A., Haryanto, E., Makmur, Failasofah, Fajaryani, N., Thabran, Y., & Suyadi. (2013). The achievement ideology and top-down national standardized exam policy in Indonesia: Voices from local English teachers. *Turkish Online Journal of Qualitative Inquiry*, 4(4), 19-38.
- Sulistiyo, U., Mukminin, A., & Yanto. (in review). In the Spirit of Quality Student Teachers' English Proficiency and Pedagogical Skills: Teacher Educators and School Principals' Perception. *Turkish Journal of Education*, 2 (1), 95-107.
- Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing, retaining effective teachers*. Paris: OECD Publishing.
- Snyder, J. F., Doer, A. S., & Pastor, M. A. (1995). Perceptions of pre-service teachers: The job market, why teaching, and alternatives to teaching.
- Sadovnik, A. (2007) Theory and research in the sociology of education. In Sadovnik, A. (ed.) *Sociology of education: a critical reader*. New York: Routledge.
- Unwin, T. (1990). The attitudes of final year geography undergraduates to teaching as a career. *Geography*, 75 (328), 227-237.
- Young, B. C. S. (1995). Teacher trainees' motive for entering into teaching career in Brunei Darussalam. *Teaching and Teacher Education*, 11 (3), 275-280.