Female and male student teacher's motives in choosing teaching as a career

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Abstract

This quantitative study investigates the motives influencing male and female student teachers to pursue teaching careers at a public university in Jambi Province, Indonesia. Utilizing a survey design, the research examined altruistic, intrinsic, and extrinsic motivational factors among 217 first-year students from English (n=114) and Mathematics (n=103) education programs, comprising 172 females (79.3%) and 45 males (20.7%). A twelve-item Likert-scale questionnaire adapted from established international instruments was employed to measure three motivational categories: altruistic (social utility and desire to help society), intrinsic (job activity itself and interest in teaching), and extrinsic (material benefits and external rewards). Data were analyzed using descriptive statistics, including frequency distributions and percentage comparisons. Findings revealed that across all participants, the highest-rated motives were "I want to shape future of children" (61.8%) from altruistic factors, "It offers opportunities for my academic development" (66.4%) from intrinsic factors, and "Being a teacher offers good salary/better future" (57.1%) from extrinsic factors. Gender analysis showed that female participants were predominantly motivated by "I love to work with children" (61%), while male participants prioritized "I want to shape future of children" (73.3%). Program comparison indicated that English students emphasized altruistic motives, particularly shaping children's futures (74.6%), whereas Mathematics students highlighted intrinsic motivation for academic development (73.8%). The study addresses a significant research gap in Indonesian teacher education contexts and provides empirical evidence for policymakers and educational institutions to develop effective recruitment and retention strategies for committed, quality teachers in Indonesia's developing educational system.

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Introduction

Teacher is an important profession and teachers are the key to success in education in this world (Lortie, 1975; Grant & Sleeter, 2007; OECD, 2005, 2010; Earley, Imig, & Michelli, 2011). According to Lortie (1975), teachers are commonly said not only as the agent of changes but also as connected to changes. Teachers are the ones who translate the policies into programs that will bring about the desired changes on students, particularly, the way the students think and act after involving in teaching learning processes.

Teaching is a noble profession, and has helped to shape many nations. In fact, as explained by Richardson and Watt (2006), governments around the world recognize that quality teachers and teaching are central to the development and maintenance of an intelligent, informed people. The quality and performance of teachers have been a focused concern in education (Ballou & Podgursky, 1997; Hong Kong Government, 1992). While academic qualification, subject matter knowledge, pedagogy and teaching skill are important factors in determining teachers' competency and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education (Manning & Patterson, 2005). In other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, they may also be motivated toward learning (Czubaj, 1996). Teachers who are dedicated and committed to teaching might facilitate school-based innovations or reformations that are meant to benefit students' learning and development. In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Huberman, 1997, Nais, 1981).

Over the years, previous studies (e.g. Kyriacou et al., 1999; Schutz, Crowder, & White, 2001; Richardson and Watt, 2006; Low et al., 2011) have been treated reasons for choosing to teach under three broad categories: intrinsic, extrinsic, and altruistic reasons. Altruistic reasons deal with the factors beyond the job itself, seeing teaching as a socially worthwhile and important job and a desire to help society improve. Intrinsic reasons cover aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise. Extrinsic reasons can be defined as the benefits and perks offered such as long holidays, level of pay, and status (Lortie, 1975; Kyriacou, Hultgren & Stephens, 1999; OECD, 2005; Richardson & Watt, 2006; Low, Lim, Ch'ng, & Goh, 2011; Bruinsma & Canrinus, 2012). Additionally, research on student teachers' motives to become a teacher has been done in various countries such as in USA (King, 1993) (Schutz, Crowder & white, 2001), Brunei Darussalam (Yong, 1995), England and Norway (Kyriacou, Hultgren & Stephens, 1999), Australia (Richardson & Watt, 2006), Singapore (Low, Lim, Ch'ng, & Goh, 2011), and Netherland (Bruinsma & Canrinus, 2012). Based on the previous studies, the most student teachers' reasons for choosing to be teacher are 'opportunity to work with young people', 'love teaching', and 'want to contribute to society'. Others mentioned that they wanted to become a teacher because 'there are long holidays', 'job security', and 'time for family'.

Understanding the motives to become a teacher has been considered important for government and policymakers to recruit and retain teachers in the profession. According to Wang & Fwu (2001 as cited in Low, Lim, Ch'ng, & Goh, 2011), pre-service teachers' motives to enter the teacher profession have a close relationship with their commitment towards the

job in the future. Given that recruiting and retaining qualified teachers who are motivated and committed to teach is important in securing quality education, it is significant to understand the motives for teachers to take up teaching as a career. Although, much of the research on student teachers' motives is from other countries, but research on student teachers' motives to enter the education program in Indonesia is still rare. Resulting from the above phenomenon, this research will focus on student teachers' motives to enter the education program in one public university in Jambi.

There is a variety of motives that motivate male and female student teachers to choose education study program at the research site to be teachers. The purpose of this study, within altruistic, intrinsic, and extrinsic factors, is to explore the goals or motives of male and female student teachers to become a teacher in two education programs at one public university in Jambi.

To achieve the purpose of this study, the guiding research questions for this study are as follows:

1. What are the altruistic motives that emerge and influence male and female student teachers to choose education study programs to become a teacher as a career at one public university in Jambi?
2. What are the intrinsic motives that emerge and influence male and female student teachers to choose education study programs to become a teacher as a career at one public university in Jambi?
3. What are the extrinsic motives that emerge and influence male and female student teachers to choose education study programs to become teachers as a career at one public university in Jambi?

Methodology

Research design, site, and participants

This chapter covers seven elements of research plans: (1) research design, (2) research site and access, (3) population and sampling procedure, (4) instrument, (5) reliability of the questionnaire, (6) data collection, and (7) technique of data analysis. Each of these points will be explained in the following.

For this study, a quantitative design with a survey approach was used to investigate the goals or motives of male and female student teachers to become a teacher by choosing the education department at one public university in Jambi. According to Creswell (2012, p.13), "the quantitative method is an approach used to describe a research problem through analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions or previous research". In quantitative research, the researcher identified a research problem based on the trends in the field or on the need to explain why something happens. This was suitable with the study that aimed to find out pre-service teachers' motives and quantify the data on the reasons they placed as the highest motive. In brief, quantitative research is a method of data collection procedures that result primarily in numerical data, which is analyzed primarily by statistical methods (Dornyei, 2011).

Additionally, Creswell (2012) stated, "survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population" (376). For this study, a survey approach was used with a questionnaire as the instrument to collect the data on the motives of male and female student teachers to become teachers.

The site for this research was at a public university in Jambi Province, Indonesia. To get access to research, the researcher got permission from the head of English education program and the dean of Faculty of Teacher Training and Education at the research site. Then, in conducting the survey research, the researcher confirmed with the lecturers to get permission to ask their students to contribute in this research.

In this study, the population was all student teachers in the first year from two different disciplinary, such as English and mathematics, at one of the universities in Jambi, especifically faculty of teacher training and education (FKIP). From this population, the researcher choosed a target population or sampling frame – a list or record of individuals in a population that a researcher can actually obtain (Creswell, 2012) – that was the first-year student teachers from two disciplinary programs. There were 103 people enrolled as student teachers in mathematics program and 114 people in English program.

In this research, the instrument that researcher used was questionnaires. Questionnaires were the instrument that provided respondents with a series of questions or statements in which they are asked to write their answers or select from among existing answers (Dornyei, 2003). In other words, the researcher could attempt to measure many kinds of characteristic by using questionnaires. According to Creswell "questionnaire is a form used in a survey design that ask the participants to complete and return to the researcher". In this study, the questionnaires were constructed in the form of closed-ended questions in which the researcher presents the questions and provides preset response options for the participants (Creswell, 2012). The participants did not need to write their answers, instead they just choose one of the alternatives, regardless of whether their preferred answer among them (Dornyei, 2003). The researcher will use Likert scale that consisted of a series of statements all of which were related to a particular target: ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) (Dornyei, 2003).

In this study, the questionnaires were constructed into two categories: (1) demographic background profiles was used to obtain the general information about the participants and (2) the questionnaire was used to explore the statements relating to pre servive teachers' motives to become a teacher, those were divided into three categories: in altruistic motives, there were four reasons; in intrinsic motives, there are four reasons; and in extrinsic motives, there were four reasons. First, in the demographic background, the participants were asked to complete about: their name, previous senior high school, the name of the college attended, semester, gender, age, hometown, and their parents' job. The Second, the participants were asked to choose which statements regarding their motives or reasons for becoming a teacher.

The researcher adapted questionnaire from some of the previous research that discussed about pre service teachers' motives. In this questionnaire, there were twelve statements that consisting of four altruistic motives, four instrinsic motives and four extrinsic motives. all items obtain from the pilot study that found to be similiar to those items in questionnaires from (Lortie, 1975; King,1993;Yong, 1995; Johnston,Kyriacou, Hultgren & Stephens, 1999; Kyriacou & Coulthard, 2000; 2003 Lai, Chan, Ko, & So, 2005; Richardson & Watt, 2006; Pop

&Tunner, 2009; Low, Lim, Ch'ng, &Goh, 2011; Watt & Richardson, 2012; Lin, Shi, Wang, Zhang, &Hui, 2012; Bruinsma & Canrinus, 2012) such as I love to work with children, I want to shape future of children, I have a desire to contribute to society, It has a socially worthwhile job, I want to fulfil a mission, and it is like to answer calling, those motives are altruistic motives. For instrinsic motives, such as interest inteaching, job factor or fit, inspired by role models, for the love of the subject, opportunities for my academic development, to be a teacher fits my personality. The last is extrinsic motives, such as: reasons and teaching as stepping stone, I have no other choice, being a teacher offers more time for family, offers long holiday, it offers a job security. For this research, the researcher just take some of statement items, such as : I love to work with children, I want to shape future of children, it is like to answer calling and it has a socially worthwhile job, inspired by role models, opportunities for my academic development, to be a teacher fits my personaliy, I have no other choice, being a teacher offers more time for family, offers long holiday, it offers a job security. The instrument that used in the research was developed by the researcher. In this development processed, previously existing instruments were reviewed, the related items of those instruments were collected in a pool and then a new instrument was framed.

According to Creswell (2012), 'reliability means that scores from an instrument are stable and consistent' (p.159). In other words, Dornyei (2011) defined reliability as the extent to which the instruments and procedures given to participants in different circumstances produce consistent results. In brief, it means that when the researcher administers the instrument multiple times at different times, the results should be stable or consistent. In this study, the researcher adapted the questionnaire from the previous questionnaires that already used by some researchers in which the reliability was not doubt.

Data collection and analysis

In this current research, the data was collected by the researcher herself. The survey was conducted through distributed questionnaires to two disciplinary program student teachers at one public university in Jambi. Survey is a tool that can be used to ask people to tell us about themselves Cozby and Bates (2012). Moreover, survey is a common and important method in studying about behaviours, attitudes, trends, and others in light of for making public policy decisions by lawmakers and public agencies. In conducting the survey, the researcher asked the lecturers first to get permission and then the researcher asked the participants to contribute in this study. And the last, the participants wasasked to complete the questionnaires in the beginning or the end of their course for about 10 minutes. There were some steps of data collection:

- **Permission**

In this step, the researcher asked permission from the dean of the faculty of teacher training and education and the head of each education program, and also some lecturers by giving the formal letter for doing this research.

- **Giving Invitation Letter and Informed Consent Form**

In this step, the researcher gave the invitation letter and the informed consent form to ensure the students to be the participants in this study. The researcher also gave the explanation briefly about her research in order to make the participants understand about the research.

- **Distributing the Questionnaire**

The researcher distributed the questionnaires to the participants that already agree to participate. The researcher provided 10 - 15 minutes for the participants to answer the questionnaire. After that time, the researcher asked them to collect the questionnaires on the spot. This prevented any probable data loss. The data was analyzed by using descriptive statistics, According to Dornyei (2003), "descriptive statistics are used to summarize sets of numerical data in order to conserve time and space" (p.114). It means that descriptive statistics proposed a tidy way of presenting the data. In other word, "statistics deal with the Mathematics of organizing and interpreting numerical information" (Fink, 2003, p.55). Since the questionnaire was closed-ended questions, the researcher uses coding frame to specify the meaning of the scores for each item and a codebook to organize all the coding frames (Dornyei, 2003).

Based on the data from the questionnaire, the researcher found the frequency and percentage for each reason from male and female student teachers in choosing teaching training and education program. The researcher compiled the data based on the statement. In each statement, the researcher defined the frequency. Next, the percentage in each statement was defined by dividing the frequency in each statement with total sample and then multiplied it with 100%. Johnson & Christensen (2008) stated that the frequency distribution is a systematic arrangement so that the data can be ranked and frequency of the data can be interpreted. For this study, the researcher decided to use comparing group percentages for describing the results. The researcher compared the result between English program and mathematic program. Then the data results were visualized through figures. In this study, the researcher chooses charts/diagrams. According to Dornyei (2003, p.125), charts/diagrams offer a useful way of describing the size/strength of variables in relation to each other.

Results

In this study, the findings were collected and analyzed from the data of questionnaires that were distributed to student teachers from two programs, such as: English and Mathematic. The survey had been held from October 2016 until November 2016. The total participants who were willing to participate in this study were 217 student teachers from two programs. There were 172 female (79.6%) and 45 male (20.4%). There were two data sets related to the findings of the study: The first was the data from demographic questionnaire and the second one was the data from closed-ended questionnaire.

Demographic Information

In the demographic information, the researcher reported the participants' background profile: name, place of birth, previous senior high school, the name of the college attended, semester, gender, age, location of previous senior high school, and parents' job. In this section, the researcher made the demographic characteristic of the participants quantitatively by using chart. In this case, the researcher described three items in chart: their gender, semester, location of previous senior high school and parent's job. While other items of demographic questionnaire were used as clarification.

Gender

In this section, researcher wanted to know the number of male and female participants. This study involved 217 student teachers. There were one hundred seventy-two (79.3%) females student teachers from two programs such as eighty-eight were from English major, eighty-four were mathematics student teachers. There were fourty-five (20.7%) males student teachers', they came from two different majors, twenty-six were English student teachers', nineteen came from math major.

Figure 1. *Gender*
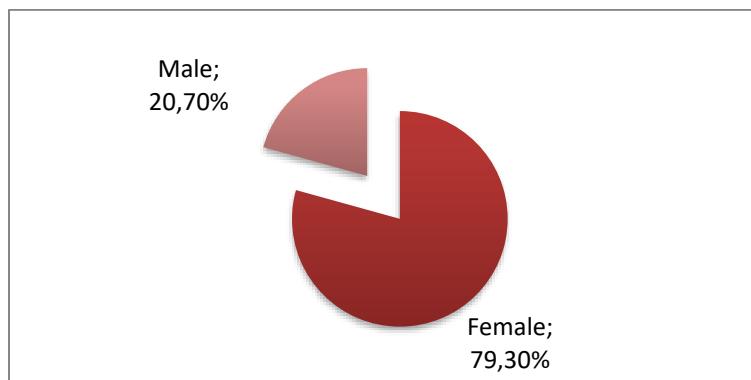
Semester

Before conducting the study, I already planned to get the data from the first semester of pre-service teacher from interdisciplinary program. After gathering the data, I found that the participants came from the same semester and what I expected before was the same thing with the reality one.

Location of previous senior high school

In this section, researcher divided the previous senior high school into two categories: from city and from rural areas. The researcher wanted to know the most motives participants coming from both areas. There were seventy-six participants (35%) were residing in city area and a hundred thirty-one participants (60.4%) were living in rural area. There were ten participants did not answer this question (4.6%).

Figure 1. *Location of previous senior high school*
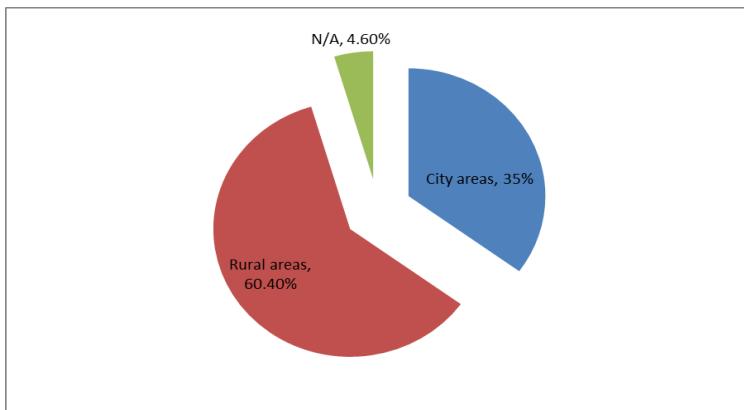
Parent's job

In this section, the researcher wanted to know which parents' job that motivated mostly the participants to make teaching as a career. The researcher divided parents' job into two categories: Teaching and Non-teaching (e.g. Entrepreneur, farmer). Among 217 student teachers', there were only eleven (5.1%) parents' job as a teacher, two hundred and nine (96.3%) parents' job as a non-teaching, and seven (3.2%) participants did not mention their parents' job.

Figure 2. *Parents' job*
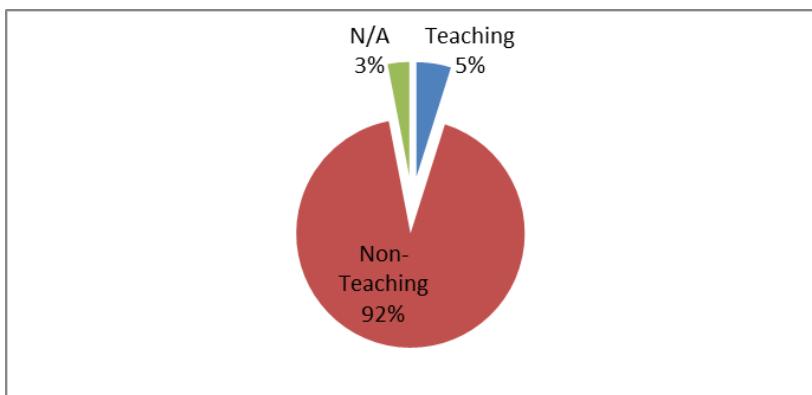
Data from close-ended questionnaire

There were 12 items related to student teachers' motives become a teacher as a career that was categorized into extrinsic, intrinsic, and altruistic. The findings of the questionnaire were analyzed by using descriptive statistics. The analysis was based on the student teachers'

responses to the 12 items on the questionnaire. The following parts will describe the findings based on the categories of motives.

Descriptive findings of altruistic motives

Altruistic motives are defined as social utility values or social reasons which encourage people to become a teacher. In this section, there were four motives that were described based on student teachers' (male and female) from two different education programs responses:

Figure 4. *I love to work with children*
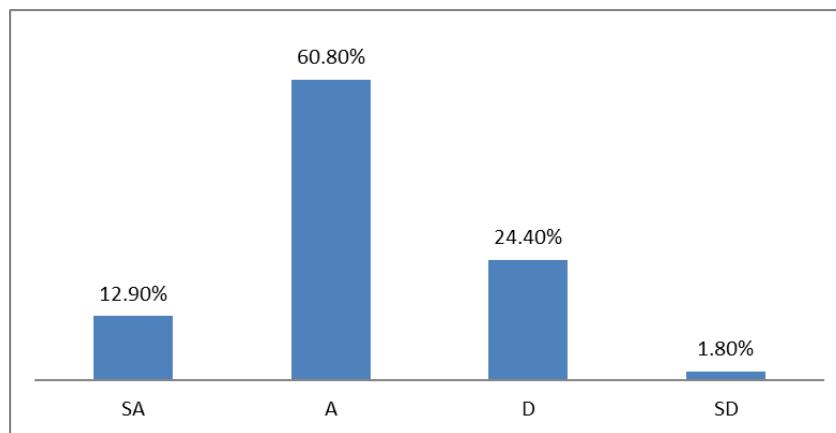
A majority of 132 (60.80%) f participants surveyed that they love to work with children. Only a few participants strongly disagreed.

Figure 5. *I want to shape future of children*
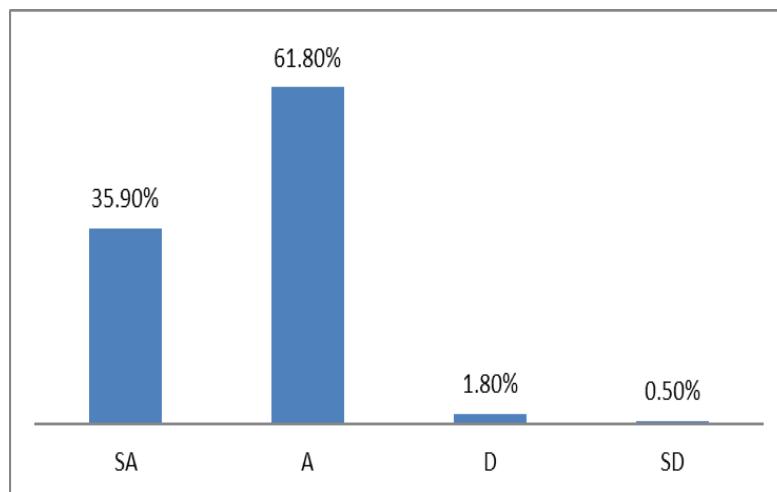
The data showed that 132 (61.8%) participants agreed that they wanted shape future of children. Meanwhile 4 (1.8%) participants disagreed.

Figure 6. *It has a socially worthwhile job*
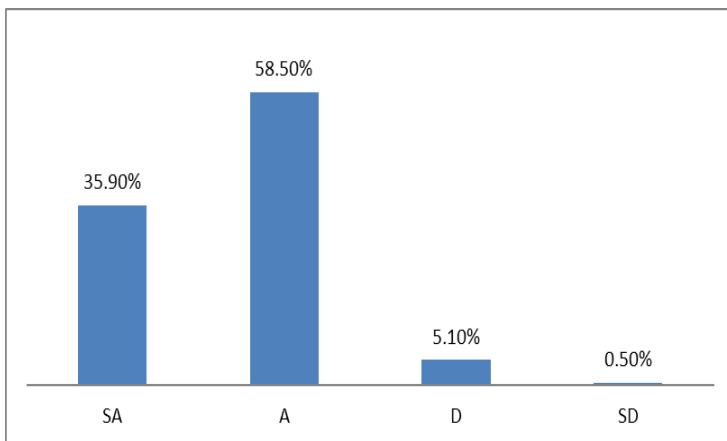
127 (58.5%) participants had a socially worthwhile job compared to 11 (5.1%) participants disagreed with this statement.

**Figure 7.** *It is like to answer a calling*
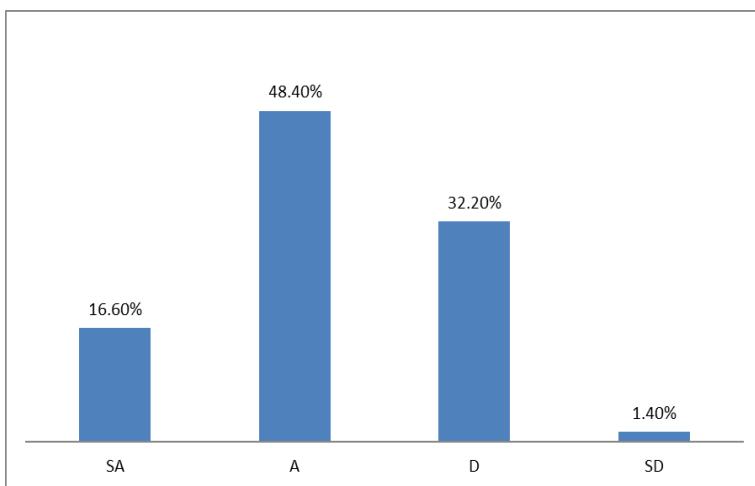
105 (48.4%) participants perceived that being a teacher was like to answer a calling. Interestingly, 72 (32.2%) disagreed and 3 (1.4%) strongly disagreed.

### Descriptive findings of intrinsic motives

Intrinsic motives are reasons that refer to the job activity itself such as interest in teaching, for the love of the subject, and perceived teaching as a challenging job. For this research, I took four motives that will be described.

**Figure 8.** *I am interested in teaching activity*
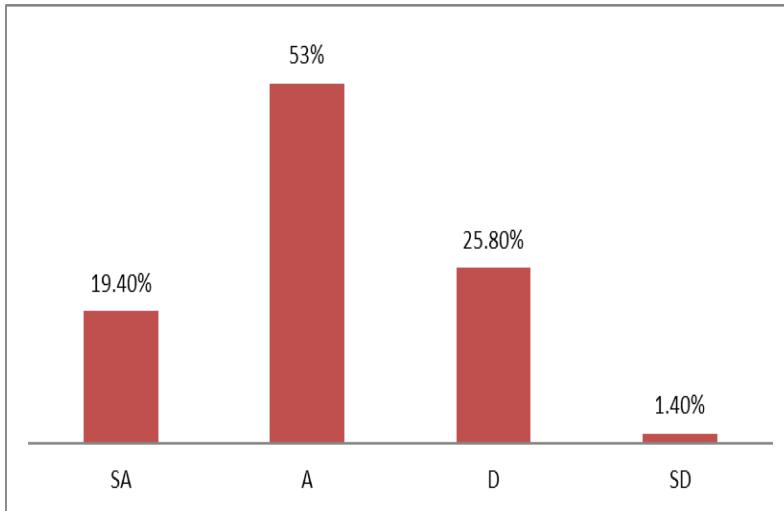
Moreover, the data showed that 115 (53%) participants chose agree for the statement. I am interested in teaching activity. There were 3 (1.4%) participants chose strongly disagree.

**Figure 9.** *Being a teacher opportunity for my academic development*
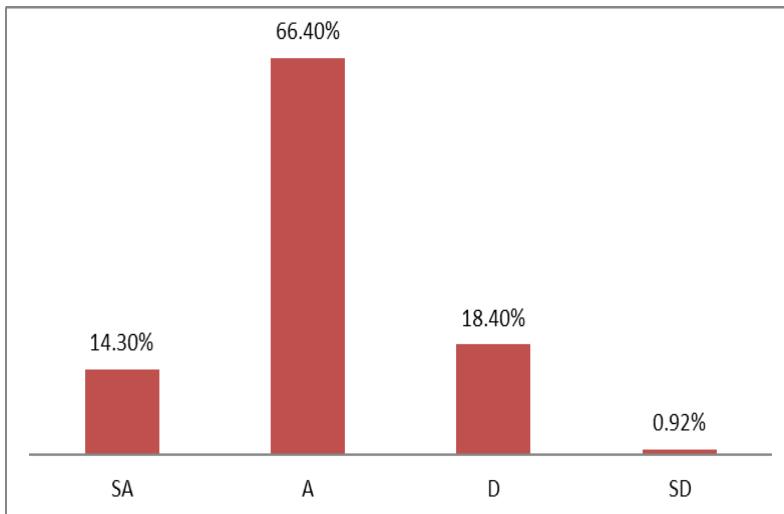
After analysing the data, the researcher could conclude that there were 144 (66.4%) student teachers' choosed agree for the statement. Only 2 (0.92%) choosed strongly disagree.

Figure 10. *I am inspired by good teachers (role models)*
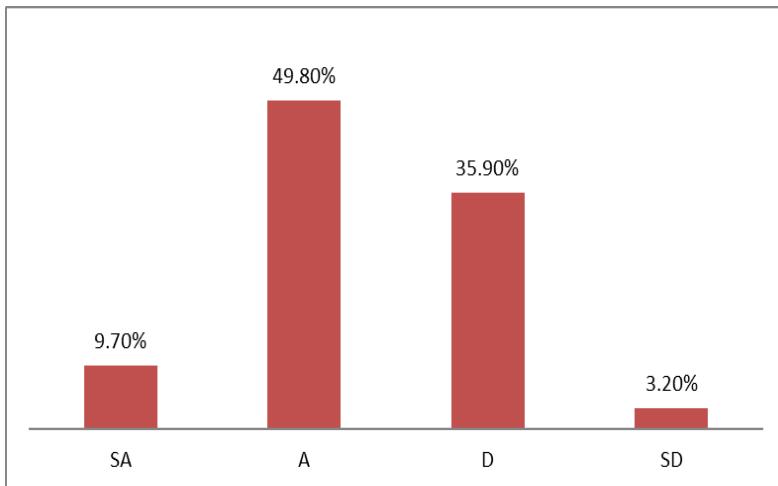
Most 108 (49.8%) student teachers responded that they were inspired by good teacher. Surprisingly, there were 78 (35.9%) student teachers disagreed.

Figure 11. *To be a teacher fits my personality*
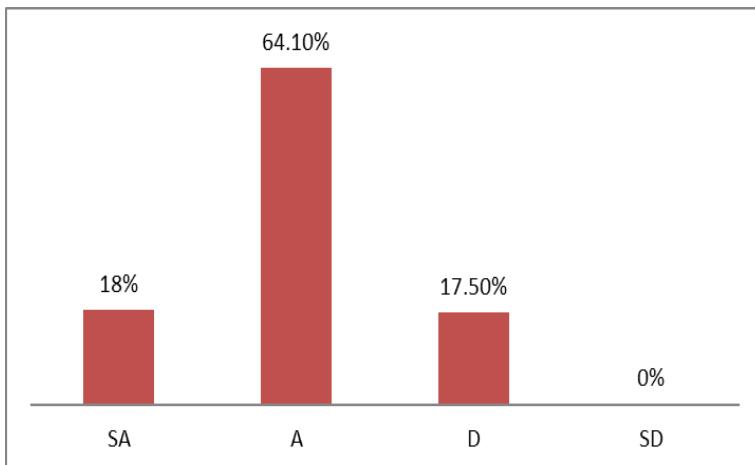
Most 139 (64.1%) student teachers believed that teacher fitted their personality. Surprisingly, there were no student teachers strongly disagreed.

Descriptive findings of extrinsic motives

The last category of the student teachers' motive for becoming a teacher as a career is the extrinsic motive, which are not inherent in the work itself. Four motives were categorized as extrinsic motives.

Figure 12. *Being a teacher offers good salary/better future*
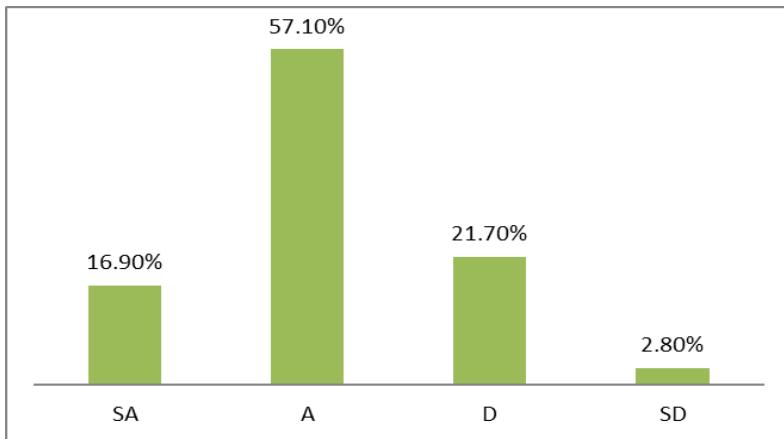

A majority of 124 (57.1%) participants believed that being a teacher offered good salary/better future. But 47 (21.7%) disagreed, and 6 (2.8%) strongly disagreed.

Figure 13. *Being a teacher offers long holidays*
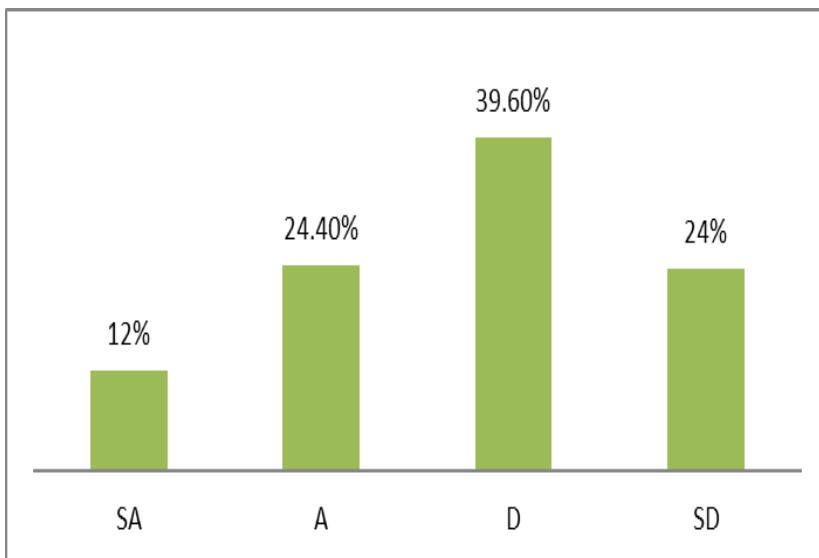
86 (39.6%) participants disagreed that being a teacher offered long holidays. Only 26 (12%) strongly agreed with that statement.

Figure 14. *Being a teacher offers more time for family*
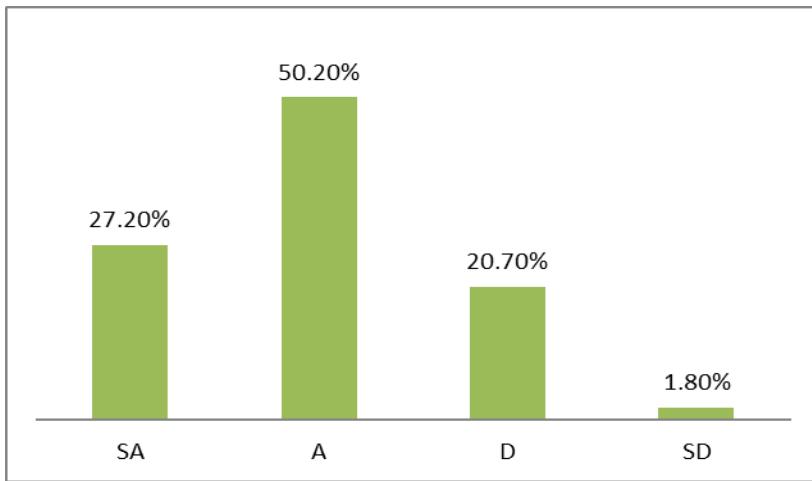
Most of 109 (50.2%) participants surveyed that being a teacher offers more time for family while 45 (20.7%) disagreed. Moreover, 4 (1.8%) strongly disagreed.

Figure 15. *I have no other choice*

In this motive, 87 (40.1%) participants agreed that they had no choice. Meanwhile, 64 (29.5%) disagreed and 12 (5.5%) was strongly disagreed.

Descriptive findings of student teachers' motives based on gender

In this point, the following explicate the findings based on gender under the categories of motives: Altruistic, Intrinsic and Extrinsic.

Descriptive findings of altruistic motives

There were 4 reasons of Altruistic that were elaborated based on gender (male and female).

**Figure 16.** *I love to work with children*
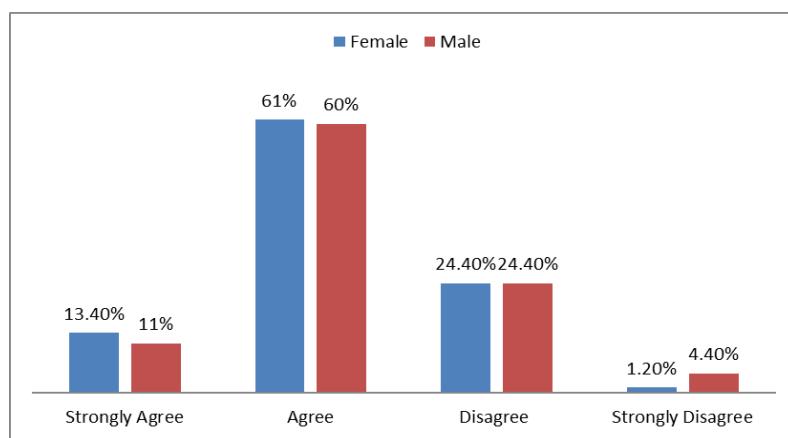
It was seen that female and male student teachers had the same opinion about this statement. Both of female and male student teachers got highest percentage on optional agree, 105 (61%) female participants and 27 (60%) male participants. Then it was followed with the same percentage (24.40%) by 42 female participants, 11 male participants choosed disagree for this statement.

**Figure 17.** *I want to shape future of children*
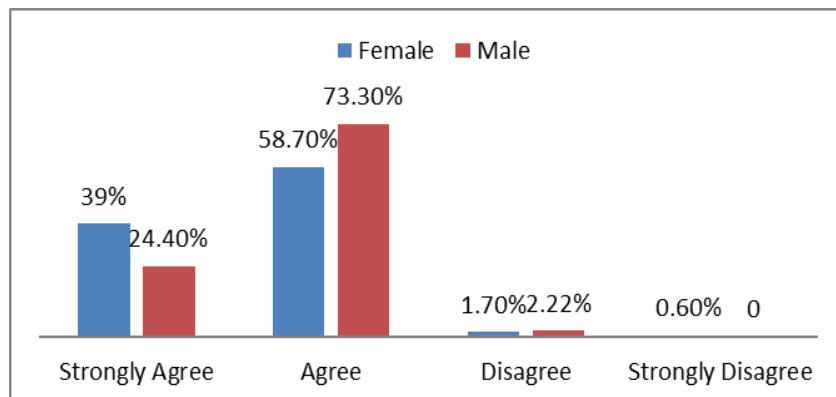
From the data, male participants agreed for that statement, it got the highest percentage 33 (73.3%) and female participants also got high percentage 101 (58.7%). Interestingly, there were no male participants strongly disagree with that statement.

Figure 18. *It has a socially worthwhile job*
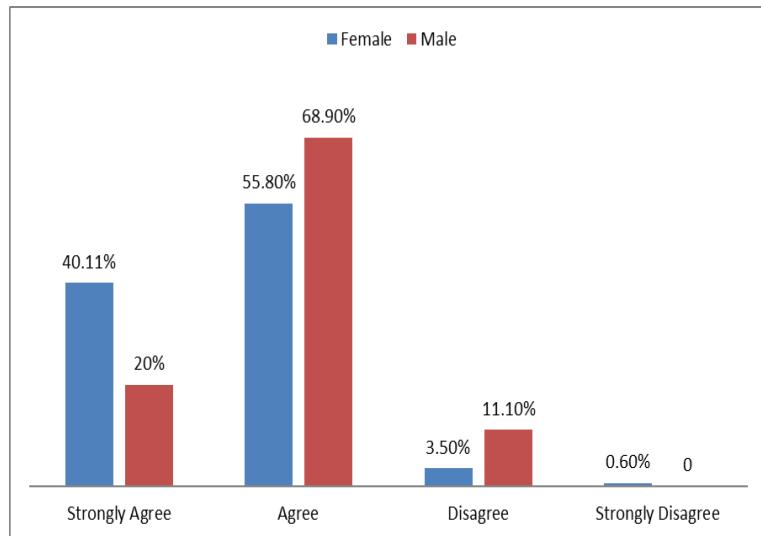
The optional agree got the highest percentage both of participants, 96 (55.8%) female and 31 (68.9%) male participants. It was seen that only 1 female participant and no one male participant choosed strongly disagree about that statement.

**Figure 19.** *It is like to answer a calling*
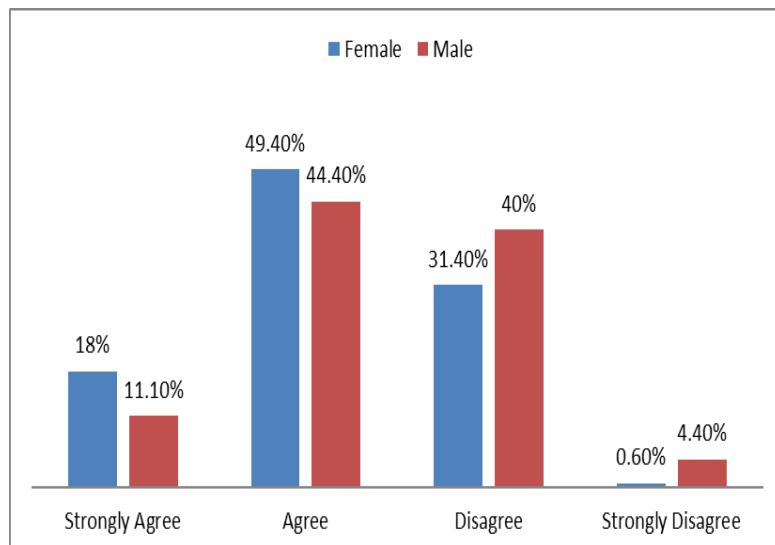
Both of participants agree that teaching like to answer a calling, it was seen from the highest percentage of that optional, 85 (49.40%) female and 20 (44.40%) male participants. Then it followed by 54 (31.40%) female and 18 (40%) male participants choosed disagree for that statement.

### Descriptive findings of intrinsic motives

There were 4 reasons of Intrinsic that were elaborated based on gender (male and female).

**Figure 20.** *I am interested in teaching activity*
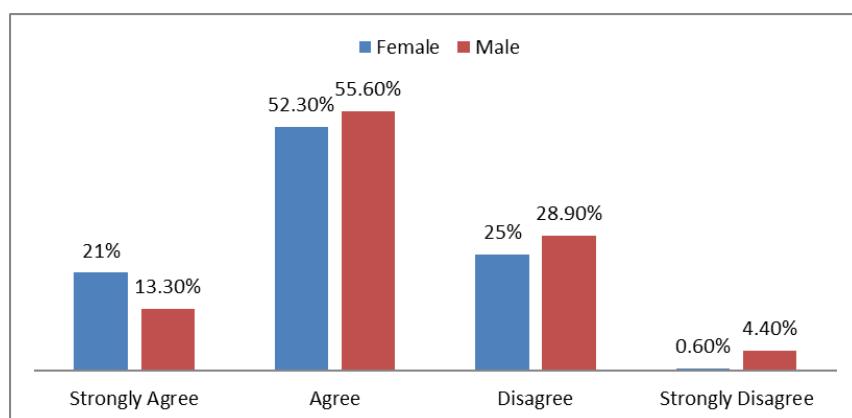
From the data, it was seen that mostly participants choosed optional agree, there were 90 (52.30%) female participants and 25 (55.60%) male participants agreed with this statement. Only a few 1 (0.60%) female participants and 2 (4.40%) male participants choosed strongly disagree.

Figure 21. *Being a teacher can lead on to other jobs in the future*
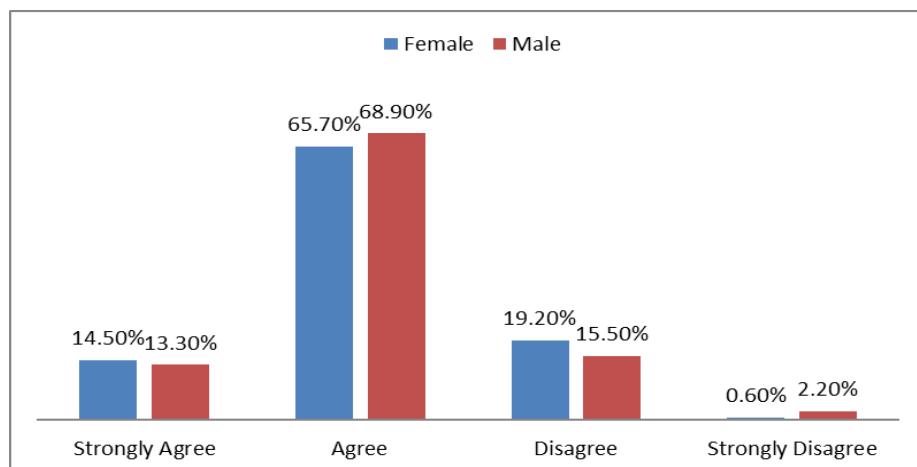
Similiar with the previous statement, the optional agree still get the highest position 113 (65.70%) female participants and 31 (68.90%) male participants. Then it was followed by 33 (19.20%) female participants and 7 (15.5%) male participants choosed disagree.

Figure 22. *I am inspired by good teachers (role models)*
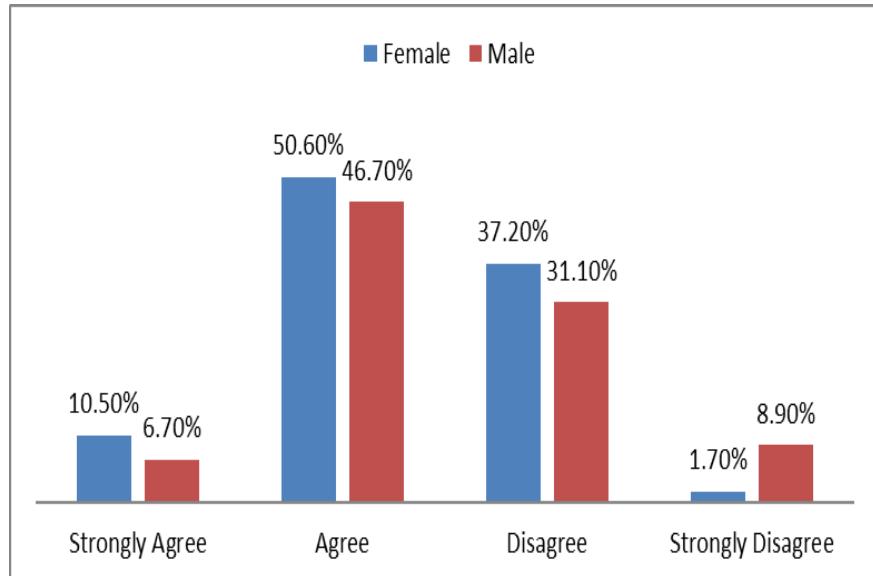
Like female participants, male participants mostly agree that they were inspired by good teacher. Around 87 (50.60%) female participants and 21 (46.70%) male participants choosed agree.

Figure 23. *To be a teacher fits my personality*
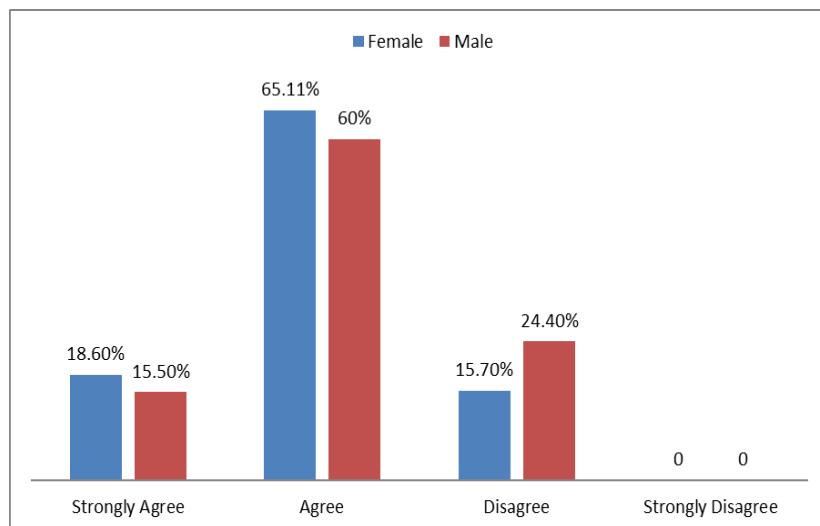
The data showed that most of participants chose agree for this statement. 112 (65.11%) female participants and 27 (60%) male participants chose agree. Interestingly no one participants (female and male student teachers') chose strongly disagree.

Descriptive findings of extrinsic motives

**Figure 24.** *Being a teacher offers good salary/better future*
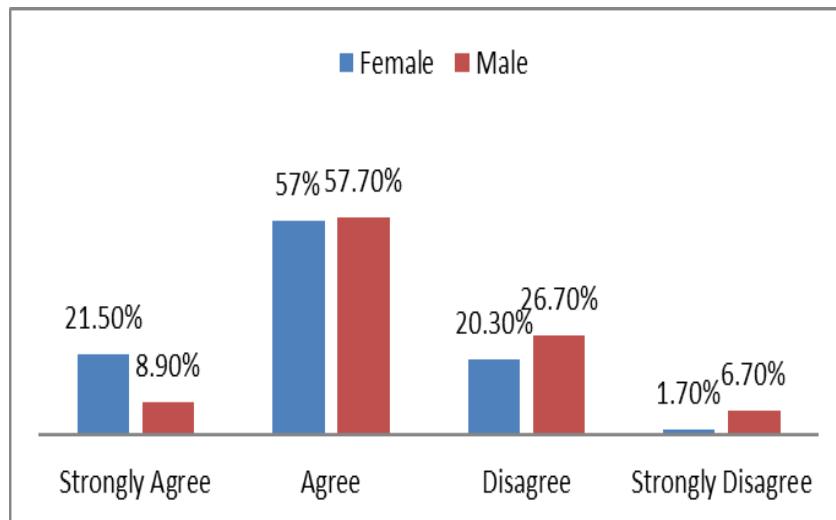
The highest percentage came from the optional agree, there were 98 (57%) female participants and 26 (57.7%) male participants choosed this optional. Only few participants choosed optional strongly agree. There were 3 (1.7%) female participants and 3 (6.7%) male participants.

Figure 25. *Being a teacher offers long holidays*
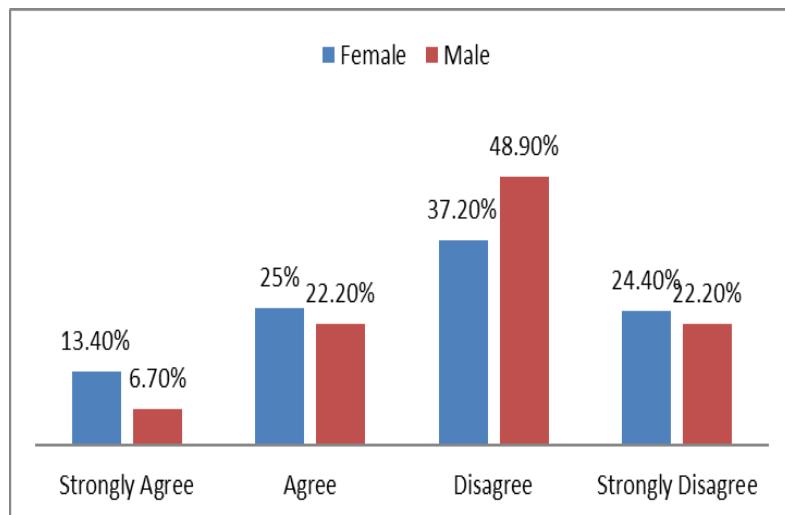
Both of participants (female and male student teachers') disagree if being a teacher offer long holidays. It was seen that optional disagree got the highest percentage, there were 64 (37.2%) female participants and 22 (48.9%) male participants. The lowest percentage came from optional strongly agree, there were 23 (13.40%) female participants and 3 (6.7%) male participants.

Figure 26. *Being a teacher offers more time for family*
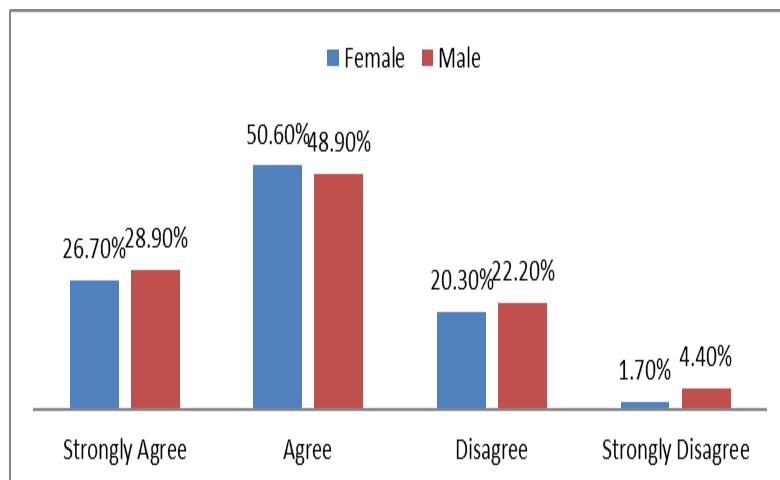
The data showed that most of participants had the same opinion about the statement. 87 (50.6%) female participants and 22 (48.9%) male participants choosed agree with being a teacher offers more time for family.

Figure 27. *I have no other choice*
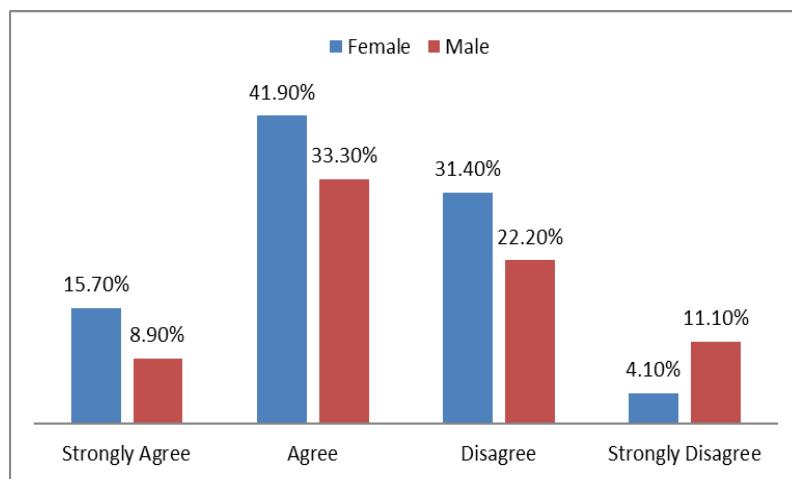
The last reason from this motive was I have no other choice. Most of the participant agree with this statement, this fact can be seen from the percentage clearly. There were 72 (41.9%) female participants and 15 (33.3%) male participants choosed agree.

Descriptive findings of student teachers' motives based on disciplinary program

In this point, the following elucidated the findings student teachers' motives from two different programs: Mathematic and English. The researcher will describe each of motives clearly and completely based on the programs.

Descriptive findings of altruistic motives

Figure 28. I love to work with children
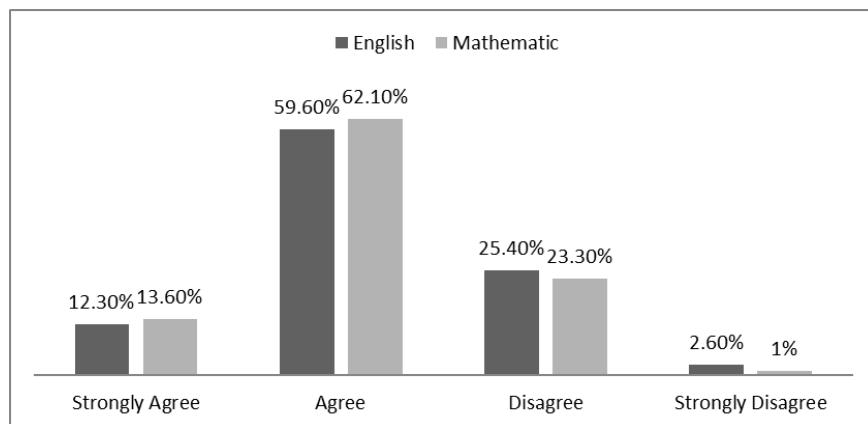
Based on the data, both of English and Mathematic program agree that they love to work with children. For English program {SA= 14 (12.3%), A= 68 (59.6%), D= 29 (25.4%) SD= 3 (2.6%)}; Mathematic program {SA= 14 (13.6%), A= 64 (62.1%), D= 24 (23.3%), SD= 1 (1%)}.

Figure 29. *I want to shape future of children*
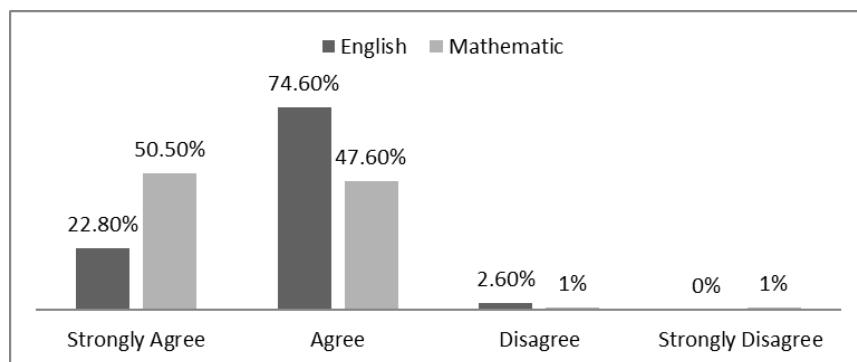
In this statement most of participants (English program and Mathematic program) choosed agree. Only one Mathematic participants choosed strongly disagree. English program {SA= 26 (22.8%), A= 85 (74.6%), D= 3 (2.6%), SD= 0 (0%)}; Mathematic program {SA= 52 (50.5%), A= 49 (47.6%), D= 1 (1%), SD= 1 (1%)}.

Figure 30. *It has a socially worthwhile job*
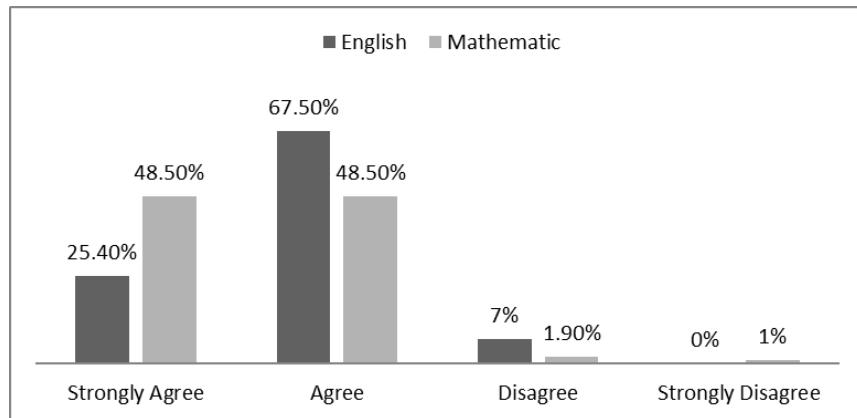
In this part, the motive was dominated with the optional agree. English Program {SA= 29 (25.4%), A= 77 (67.5%), D= 8 (7%), SD= 0 (0%)}; Mathematic Program {SA= 50 (48.5%), A= 50 (48.5%), D= 2 (1.9%), SD= 1 (1%)}.

Figure 31. *It is like to answer a calling*
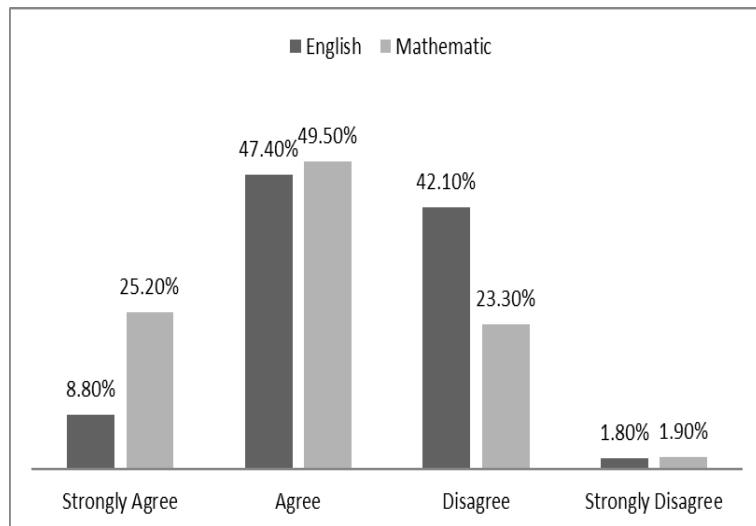
As ilustrated in Figure 31, most of participants agree with this motive. This can be seen from the result. From English Program {SA= 10 (8.8%), A= 54 (47.4%), D= 48 (42.1%), SD= 2 (1.8%)}; Mathematic Program {SA= 26 (35.2%), A= 51 (49.5%), D= 24 (23.3%), SD= 2 (1.9%)}.

Descriptive findings of intrinsic motives

Figure 32. *I am interested in teaching activity*
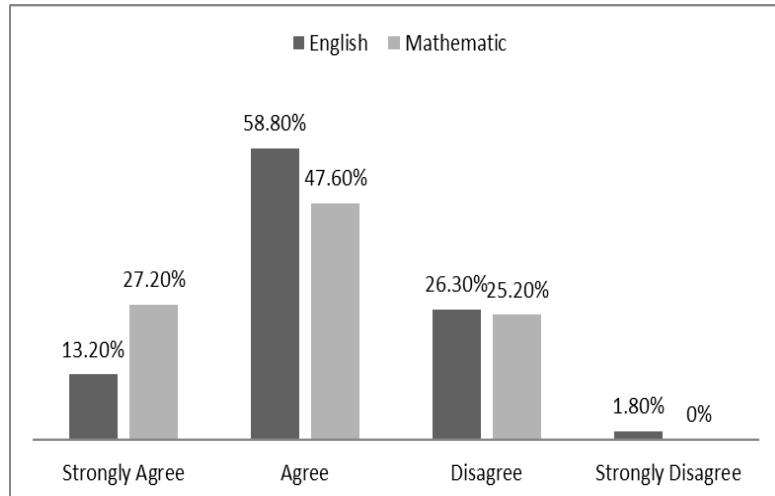
The data showed that the highest position still come from the optional agree. All participants agree with this statement. English Program {SA= 15 (13.2%), A= 67 (58.8%), D= 30 (26.3%), SD= 0 (0%)}.

Figure 33. *Being a teacher can lead on to other jobs in the future*
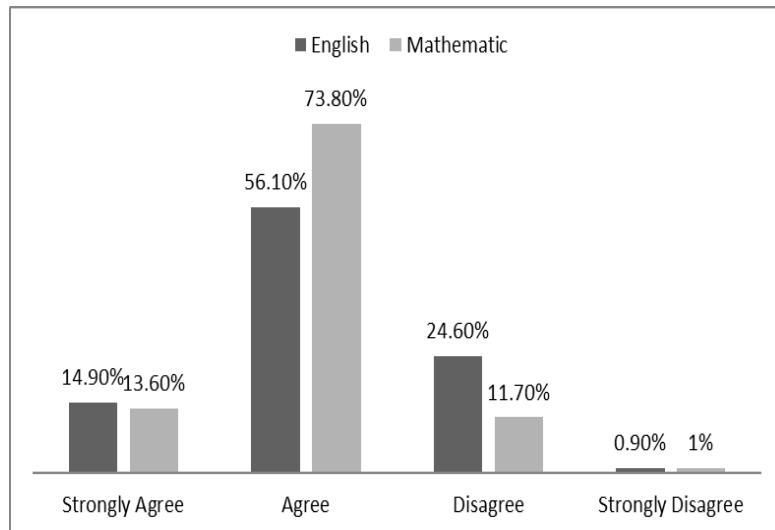
In this point, the data showed that English Program {SA= 17 (14.9%), A= 68 (56.1%), D= 28 (24.6%), SD= 1 (0.9%)}; Mathematic Program {SA= 14 (13.6%), A= 76 (73.8%), D= 12 (11.7%), SD= 1 (1%)}.

Figure 34. *I am inspired by good teachers (role models)*
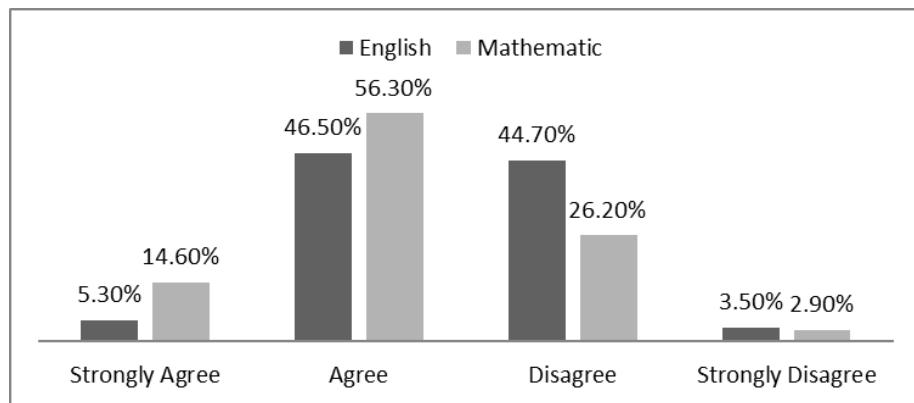
The largest groups in this motive came to the optional agree and the lowest gropus came from the optional strongly disagree. For further explanation will be described descriptively for each program. From English program {SA= 6 (5.3%), A= 53 (46.5%), D= 51 (44.7%), SD= 4 (3.5%)}; Mathematic Program {SA= 15 (14.6%), A= 58 (56.3%), D= 27 (26.2%), SD= 3 (2.9%)}

Figure 35. *To be a teacher fits my personality*
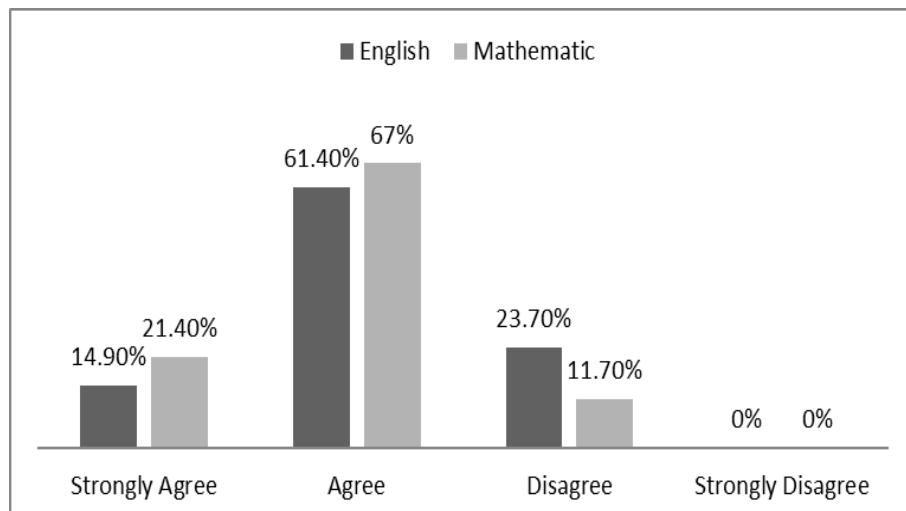
In this section most of participants agree to be a teacher fitted their personality. From English program {SA= 17 (14.9%), A= 70 (61.4%), D= 27 (23.7%), SD= 0 (0%)}; Mathematic program {SA= 22 (21.4%), A= 69 (67%), D= 12 (11.7%), SD= 0 (0%)}.

Descriptive findings of extrinsic motives

Figure 36. *Being a teacher offers good salary/better future*
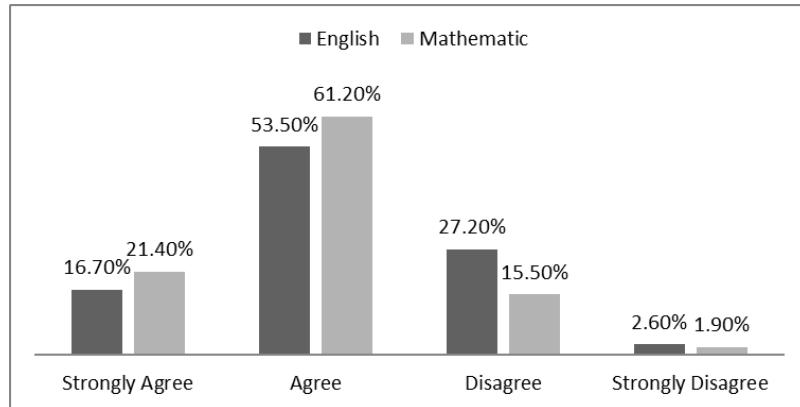
From English program {SA=19 (16.7%), A= 61 (53.5%), D= 31 (27.2%), SD= 3 (2.6%)} and Mathematic program {SA= 22 (21.4%), A= 63 (61.2%), D= 16 (15.5%), SD= 2 (1.9%)}.

Figure 37. *Being a teacher offers long holidays*
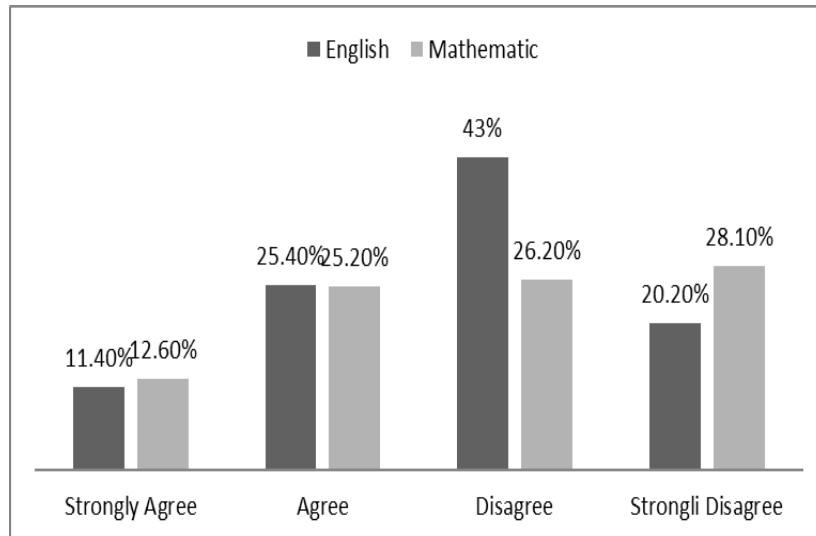
As illustrated in the figure 37, from English program {SA= 13 (11.4%), A= 29 (25.4%), D= 49 (43%), SD= 23 (20.2%)} and Mathematic program {SA= 13 (12.6%), A= 26% (25.2%), D= 27 (26.2%), SD= 29 (28.1%)}.

Figure 38. *Being a teacher offers more time for family*
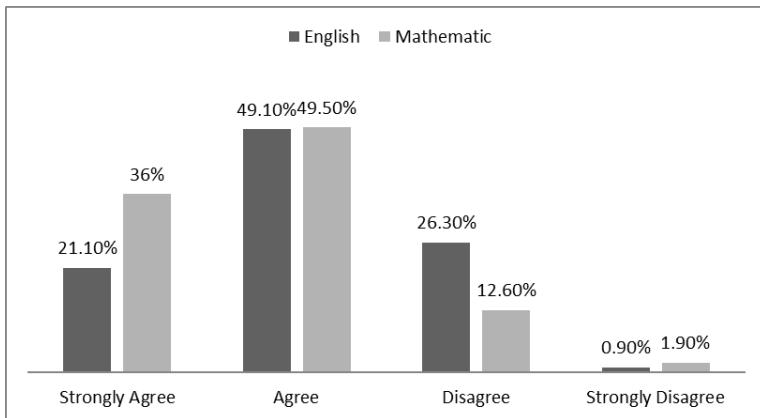
The data showed that from English program {SA= 24 (21.1%), A= 56 (49.1%). D= 30 (26.3%), SD= 1 (0.9%)} and Mathematic program {SA= 37 (36%), A= 51 (49.5%), D= 13 (12.6%), SD= 2 (1.9%)}.

Figure 39. *I have no other choice*
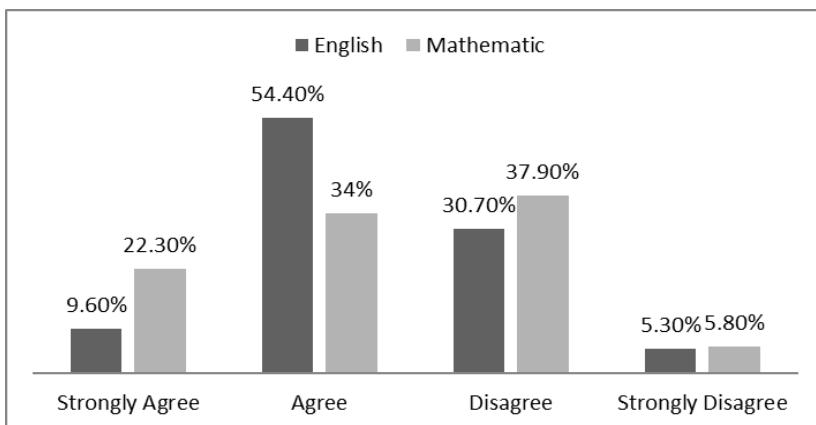
For this statement, most of participants agreed that they had no other choice. From English program {SA= 11 (9.6%), A= 62 (54.4%), D= 35 (30.7%), SD= 6 (5.3%)} and Mathematic program {SA= 23 (22.3%), A= 35 (34%), D= 39 (37.9%), SD= 6 (5.8%)}.

Discussion

The purpose of this study was to explore the goals or motives (Altruistic, intrinsic, and extrinsic) of male and female student teachers to become a teacher in two education programs at one public university in Jambi. Based on the purpose, there were many factors that influence someone a teacher. The motivation could be from altruistic, intrinsic, and extrinsic motives.

Within this study, three categories of motives that included twelve reasons related to the research questions based on the questionnaire, they are: 1. What are the altruistic motives that emerge and influence male and female student teachers to choose two education study

programs to become a teacher as a career at one public University in Jambi? 2. What are the intrinsic motives that emerge and influence male and female student teachers to choose two education programs to become a teacher as a career at one public University in Jambi? 3. What are the extrinsic motives that emerge and influence male and female student teachers to choose two education programs to become a teacher as a career at one public University in Jambi?

In this study, the researcher used previous studies as the lens of the study. Comparative studies had also been done to understand student teachers' motives for entering the teaching profession in different countries (Yong, 1995; Lai, Chan, Ko & So, 2005; Manuel & Hughes, 2006; Richardson & Watt, 2006; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012; Obsorn & broadfoot, 1993; King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mckeown & Alex, 1999; Kyriacou, Hultgren & Stephens, 1999; Kyriacou & Coulthard, 2000; Schutz, Crowder & White, 2001; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Ellis, 2003; Hobson, Tracey, Kerr, Malderez, Pell, Simm, & Johnson, 2004; Pop & Turner, 2009; Bruinsma & Canrinus, 2009). Hence, the following part discussed the findings under three categores: Altruistic, Instrinsic, and Extrinsic motives based on the quesonnaire and the student teachers' motives related to gender and two disciplinary programs.

Altruistic Motives

Altruistic motives were motives that deal with social reasons; working with children a desire to help children succeed, shape future of children, enhance social equity, a desire to contribute to society, have a socially worthwhile job, fulfill a mission, and answer a "calling". As Low, Lim, Ch'ng, and Goh (2011) state that altruistic factors go beyond any tangible benefits that the teaching profession has to offer.

In the results of Altruistic motives, based on the highest percentage, it revealed that 134 (61.8%) participants surveyed the motive "I want to shape future of children". It means that becoming a teacher will help and give the contribution to the future life of children. Teachers can help and shape future of children by giving them the knowledge, motivation, and direction that can they used in the future for the better life. As a facilitator, a teacher can direct the students to be what they want. Because most of teachers will be happy if their students can succeed under their supervision (Schutz, Crowder, & White, 2001). This result is also consistent with the previous research that was conducted by (Johnston et al, 1999).

The second position was "I love to work with children" in which 132 (60.8%) of student teachers' agreed with this statement. This finding was consistent with the reasons reported in the literature. This finding closely matched the reasons whom reported by Manuel and Hughes (2006); King (1993); Johnston, Mckeown, and Alex (1999); Kyriacou and Coulthard (2000); Hobson, Tracey, Kerr, Malderez, Pell, Simm, and Johnson (2004); and Pop and Turner (2009). It can be said that student teachers' love to interact with children.

The third category came from statement "It has a socially worthwhile job". There were 127 (58.5%) participants think it was important reason for student teachers' to enter faculty of education and become a future teacher. This echoed to the findings by Kyriacou, Kunc, Stephens & Hultgren (2003), who surveyed the student teachers' expectations of teaching as a career in England and Norway. They reported over 50% of the participants were absolutely certain that they would be doing a socially worthwhile job.

The last category "It is like to answer a calling" got the lowest percentage, there were 105 (48.4%) participants agreed with the statement. It's mean that to be a teacher like something calling them to do that. People who have this reason would like to help children and inspire them to reach their dreams (Low, Lim, Ch'ng, & Goh, 2011).

To conclude, the statement "I want to shape future of children" as the reason that the most influenced them to enter teacher education study program for becoming a future teacher. Noteworthy, "It's like to answer a calling" was consider as the lowest reason. On the other hand, they perceived teaching was not a calling and fitting their personality as in the beginning stage they were lack of experiences in teaching.

Intrinsic Motives

In terms of intrinsic motives, it deals with the student teachers' motives to become a teacher because of the job itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999 as cited in Kyriacou & Coulthard, 2000). According to Kyriacou & Coulthard, (2000) the natural motivation emerging spontaneously out of one's psychological needs for autonomy, competence, and relatedness. Intrinsic reasons" can be identified with the desire to be in the school environment, a liking for the job activity itself and a keen interest in the subject taught. Based on the survey, under intrinsic motives, the participants rate highest on "It offers opportunities for my academic development", followed by "To be a teacher fits my personality", "I am interested in teaching activity", and "I am inspired by good teachers (role models)".

From the findings, 144 (66.4%) participants were thought being a teacher offers opportunities for their academic development. It indicated that student teachers had tendency for further academic development. This was in line with Yong (1995) which his participant chose this reason due to their innate inclination to become teachers. Further, teaching could enable them to upgrade their academic and teaching qualifications in the future (Yong, 1995).

As illustrated in figure 11, 139 (64.1%) participants agreed to be teacher fitted their personality. It was indicated that most of student teachers had an experience in teaching and have a good ability in teaching. It might be influenced by the perceptions in which a teacher is known as a loving, knowledgeable, committed, engaging, and giving person of integrity and creativity and creative flair (Manuel & Hughes, 2006). This finding was consistent with the previous research that have been done Low, Lim, Ch'ng, and Goh's (2012) study.

Thus, 115 (53%) participants believed that they were interested in teaching activity. This was a positive finding as it indicated a positive tendency for the student teachers to outstay in the teaching profession. As teaching is a profession that is highly visible in terms of its demands and the nature of job, the realism underlying the participants choice (Low, Lim, Ch'ng, and Goh, 2011).

The lowest percentage came from statement "I am inspired by good teachers (role models)". This was similar with the findings in the study conducted by Manuel & Hughes (2006) in Australia and Low, Lim, Ch'ng & Goh (2011) in Singapore. The influence of positive role models was thus considerable in motivating entrants to the teaching profession. Instead of teaching as a more expert career and higher in task demand, they observed their teachers with a different lens and appreciated how hard it was to teach and managed the class. Some people considered to become a teacher because they had been inspired by their teachers as role models. This means that the roles of teacher are very important in giving contribution to

students decisions for becoming a teacher. Lortie (1975) in his seminal book, School Teacher: A Sociological Study, reported that "continuity within the family" or role models as one of the facilitators to enter the teaching profession.

To conclude, most participants were thought being a teacher offers opportunities for their academic development as the reason influenced them to enter teacher education study program for becoming a future teacher. On the other hand, "I am inspired by good teachers (role models)" was considered as the lowest reason that influenced them for becoming a teacher.

Extrinsic Motives

Extrinsic Motives are concerned with material benefits that the teaching proffers. The extrinsic determine whether the student teachers' commit to the teaching profession. On other side, the extrinsic can be seen as an attractor to the teacher recruitment and retention.

Based on the survey, 124 (57.1%) participants perceived teaching offers good salary/better future. It means that student teachers' chose teaching because of financial reason. The education in Indonesia is currently going remarkable revival. Government continue to improve the quality and welfare of teachers through one program was called certification. Certification is given to the teachers as a reward, that the teachers are professional educators. So, that's why this statement got the highest percentage. This is in accordance with Goh and Atputhasamy's (2001 as cited in Low, Lim, Ch'ng & Goh, 2011) study, which investigated whether the government's effort to make the teaching profession an interesting career choice through giving better remuneration and career advancement prospects has become one of students' and teachers' motives.

Thus, 109 (50.2%) rated that "Being a teacher offers more time for family". It indicated that the student teachers' chose teaching profession because there was long holiday, so they had more time with their family (Bruinsma & Canrinus, 2012).

87 (40.1%) participants agreed that they had no other choice, so they chose Education program. Commonly, they had other passions, but they did have capabilities or opportunities to reach it (Yong, 1995). This statement was supported by the previous research that have been done by Yong (1995) and Lai, Chan, Ko and So (2005) indicated that "no other choices" were one of the motives of choosing a teacher education program.

And 86 (39.6%) student teachers disagree with the statement "Being a teacher offers long holidays" because, on assumption, the teaching profession is workload than it was in the past. Teaching is a highly demanding career in terms of having a heavy workload, high emotional demand and generally requiring hard-work (Richardson & Watt, 2006).

Overall, student teachers surveyed that teaching offers good salary/better future as the reason that the most influenced them to enter teacher education study program for becoming a future teacher. On the other hand, "Being a teacher offers long holidays" reason was considered as the lowest reason that influenced them to become a teacher.

The Student Teachers' Motives Related to Gender

Many studies reveal that gender related issues determine the student teachers' motives as well. According to Kilinc, Watt, and Richardson (2012), most of female student teachers regarded teaching as a suitable career for them and fit their personalities. Besides that, there is

a well-known assumption that teaching is a female job as it provides more time for family. In contrast, the Butcher and Lewis's study (2002 as cited in Kilinc, Watt, & Richardson, 2012) found that male pre service were more influenced by status, salary, and career opportunities.

From the findings, there were 105 (61%) female participants love to work with children. This statement (Altruistic motive) got the highest percentage. This finding was consistent with the reasons reported in the literature. This finding closely matched the reasons whom reported by Manuel and Hughes (2006); King (1993); Johnston, Mckeown, and Alex (1999); Kyriacou and Coulthard (2000); Hobson, Tracey, Kerr, Malderez, Pell, Simm, and Johnson (2004); and Pop and Turner (2009). Further, in this context, there is an innate ability from the females to teach especially the younger children (Tasnim, 2006). Another side, the females had soft corner kids and their motherly attitude at play. In addition, caring for young children could be seen to be a more feminine trait (Low, Lim, Ch'ng & Goh, 2011). It indicated that the females wanted to contribute to the future of the children by motivating, facilitating knowledge and giving direction for a better life.

On the contrary, the study found that 33 (73.3%) male pre service teachers choosed "Agree" to become a teacher because "I want to shape future of children" (Altruistic motive) as the highest motive to become a teacher. It means that they agreed that they chose teacher education program because they wanted to build good or positive characters and education of children (shape future of children). There was a finding by (Lin, Shi, Wang, Zhang and Hui, 2012) stated that Both US and China participants in their study chose shaping future of children and adolescent in becoming the highest rating while in this study shaping future of children became the fourth rank from other altruistic reasons. It was in line with a research by Johnston, Mckeown, and Mcewen (1999) stated that males placed significantly less emphasis on the importance of working with children.

There were 113 (65.7%) female participants chose agree on the statement "Being teacher offers opportunities for my academic development" (intrinsic motive). It indicated that female students had tendency for further academic development. This was in line with Yong (1995) which his participant chose this reason due to their innate inclination to become teachers. Further, teaching could enable them to upgrade their academic and teaching qualifications in the future (Yong, 1995).

Male participants also got the highest percentage (68.9%) on the same statement "Being teacher offers opportunities for my academic development" (intrinsic motive). It means that most of 31 the participants were agreeing that they chose teaching career because they wanted their academic development improved. In teaching career, we know that there are so many opportunities to get some training and scholarship. There are also teacher certification programs attempts to improve on the previous teaching license program (Jalal et al., 2009). As the highest rating among others categories, this finding was contrast with Kilinc, Watt and Richardson (2012) in their study. Male student teachers in researcher study had a strong motivation in becoming a teacher unlike participants in (Kilinc et al., 2012) research which chose teaching as the second choice of their career.

The last motive, 98 (57%) female participants "Being a teacher offers good salary/better future" (extrinsic motive). In spite of low salary, the females indicated that the teaching was not merely about incentives. It echoed with some literatures that had significantly lower perceptions of salary. Moreover, they had optimism that the teaching would proffer a better future for them as a career.

26 (57.7%) male participants agreed that being a teacher offers good salary/better future. Many research stated 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). In this study, the researcher found that male students teacher also considered about salary. A study by (King, 1993 and Hobson et al., 2004) in their research of gender specification showed that males were also attracted by salary consideration/ financial incentives with the percentage (43%) and (52%). It is assumed that the benefit package of being a teachers, especially salary is an important thing for males, moreover for males who have family. A study by (Johnston, Mckeown and Mcewen, 1999) showed that salary became the sixth rank from 12 factors about primary teaching perception. Finally, based on the explanations in the discussion part, it could be taken a summary that both of female and male participants most influenced by Altruistic motives, followed by Extrinsic motive and Intrinsic motive.

Student Teachers' Motives Related to Two Disciplinary Program

The finding showed different percentage that student teachers' have from each program. In this research, the researcher took two programs. Each programs gave some different result. There were 114 participants from English program and 103 participants from Mathematic program. The researcher found the highest percentage from altruistic motives came from English program, in which 74.6% for "I want to shape future of children", then followed by Mathematic program, in which 62.1% for "I love to work with children". For intrinsic motives, the highest percentage came from Mathematic program, 73.8% for the statement "It offers opportunities for my academic development", then it was followed by 61.4%% from English program for "To be a teacher fits my personality". The last motive was Extrinsic. The highest position came from Mathematic program, 61.2% for "I am interested in teaching activity", and followed by English program, 54.4% for "I have no other choice".

Conclusion and Recommendations

The purpose of this study was to explore the goals or motives of male and female student teachers to become a teacher in two education programs at one public university in Jambi. Based on the findings and discussion, the researcher concluded that many factors influenced the student teachers' decision to choose teaching as a career. There were motives categorized into Altruistic, Intrinsic, and Extrinsic. Based on the demographic survey result, it showed that most student teachers were intrinsically, followed by altruistically and extrinsically motivated. Furthermore, in term of gender, male participants agreed that they wanted to build good or positive characters and the education of children (shape future of children). Altruistic motive be the important reason they chose teaching as a career. On the other hand, female participants tend to love to work with children (Altruistic motive). Followed by Extrinsic motive, both of female, and male participants agreed that being a teacher offers a good salary/better future. The last, female and male participants were motivated by intrinsic motive. They agreed that being a teacher offers opportunities for my academic development.

In term of disciplinary program, the study revealed that the highest percentage motives came from English program for "I want to shape future of children" (Altruistic motives), followed by Mathematic program for "I love to work with children" (Altruistic motives). For intrinsic motives, the highest percentage came from Mathematic program for "It offers

opportunities for my academic development" and English program for "To be a teacher fits my personality". The last motive was an extrinsic motive. The highest percentage came from Mathematic Program for "Being a teacher offers good salary/better future" and followed by English program for "I have no other choice".

Recommendations

Based on the findings of the study, the researcher suggested to student teachers should find out about the motives that were underlying them to become a teacher. Their reasons were key to make them outstay in the teaching profession.

Moreover, the researcher also suggested to education practitioner or lecturer to motivate and become a good role model for student teachers. The students were needed to be encouraged to become better teachers as future career. Because student teachers' commitment to be a teacher were relying on their motives when deciding to enter a teacher education study program. Further, studying these student teachers' motives in choosing a career in teaching will be helpful in providing more adequate information in teacher recruitment. On the other hand, the government should consider and pay attention to student teachers as the future generation teacher and to the teaching profession itself.

Finally, this study is useful to the further research to do this kind of research. The research must be done through a mixed method. It is needed to explore the female and male participants' responses to clarifying the information and strengthening each statement that elucidates their motives to becoming a teacher.

Disclosure Statement

No potential conflicts of interest were reported by the authors.

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