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	Drs. H. M. Syafi'i S. M. Pd	Hall
	Dedy Wahyudi, M. Pd	Hall
	Yasir Amri, M. Pd	IC 1

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		Syauki The Investigation of effective Teaching among different accreditation level of schools in South Tangerang		
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Choosing a teacher education program: Exploring reasons of male student teachers of English education program at one public university in Jambi

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Jambi University

The purpose of this study was aimed at exploring the altruistic, intrinsic, and extrinsic reasons of male student teachers to become a teacher by choosing English education department at one public university in Jambi. The participants were 65 male student teachers from all cohorts in one English study program at Faculty Teacher Training and Education, which aims to produce teachers in English teaching. In completing the data of this survey study, the researcher used a questionnaire which was divided into two parts. They were demographic backgrounds and closed ended questions with likert scale about student teachers' reasons in choosing English study program. There were many reasons that influenced student teachers to choose English department and to become an English teacher. It was found that male student teachers were influenced more by intrinsic first and followed by extrinsic and the third altruistic reasons. In this study, suggestions for future research, students, university and also government are also discussed.

Key words: altruistic reasons, intrinsic reasons, extrinsic reasons and student teachers

Introduction

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. This phenomenon also happened in one of public university in Jambi. Therefore, a study of male student teachers' reason in choosing teacher training institution is important in order to find teachers with good quality. 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).

Resulting from the above phenomenon, this research aimed at exploring male student teachers' altruistic, intrinsic, and extrinsic reasons to become a teacher at English education program in one public university in Jambi. One general research question in order to guide this research to reach the goals was: What are the altruistic, intrinsic and extrinsic reasons that emerge and influence male student teachers to choose English education department to become a teacher as a career at one public university in Jambi?

Theoretical framework: Altruistic, intrinsic, and extrinsic reasons

Altruistic reasons, according to Moran et al. (2001, as cited in Low, Lim, Ch'ng, & Goh, 2011), are going beyond any tangible benefit that the teaching profession has to offer. Those are also associated with the view that teaching is an important profession that contributes to the betterment of society (Uwin, 1990; Young, 1994 as cited in Lin, Shi, Wang, Zhang, & Hui, 2012). People who choose altruistic reasons in influencing them in choosing education program absolutely have a deep passion for teaching and seeing 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 calling.

Moran et al. (2001, as cited in Low, Lim, Ch'ng, & Goh, 2011) described that intrinsic reasons can be understood as job-related factors and intrinsic reasons are included with 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 (Brown, 1992; Kyriacou & Kobori, 1998; Chuene et al., 1999 as cited in Kyriacou & Coulthard, 2000). Extrinsic reasons are included the benefit and perks offered, Moran et al. (2001, as cited in Low, Lim, Ch'ng, & Goh, 2011). There are many extrinsic reasons which can attract people in becoming a teacher, such as financial reasons/salary succeed, long holidays, time for family, teaching as stepping stone, social status, job security and have no other choice.

Methods

The researchers chose a quantitative design with a survey study approach in exploring the goals, motives or reasons of male student teachers in becoming a teacher by choosing English education department at one public university in Jambi. According to Creswell (2012) survey research designs are the ways in conducting a quantitative research in order to describe the attitudes, opinions, behaviors or characteristics of the population in which the researchers administer a survey to a sample. In this survey approach, the researcher got 65 male student teachers at English teaching program from all cohorts in one public university.

The researchers used a close ended questionnaire in collecting the data and the questionnaire items in this study were taken from some previous studies. The instrument was constructed into two categories: (1) demographic background profiles used to obtain the general information about the participants and (2) the questionnaire used to explore the reasons of all cohorts of male student teachers to become a teacher by choosing English education department at one public university in Jambi. This questionnaire was administered to all male students after asking for permission from the head of English education major in this public university.

In analyzing the data gotten from the questionnaire, the researchers 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 particular set of data (Johnson and Christensen, 2008). The researcher s also considered about a think – aloud technique in the reliability while conducting this research. According to Johnson and Christensen (2008) about 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 the researcher to determine if the participants get the same interpretation about the items in the questionnaire with the researchers.

Findings

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

Figure 1: Altruistic reasons based on parent's job (teacher) in choosing teacher education program

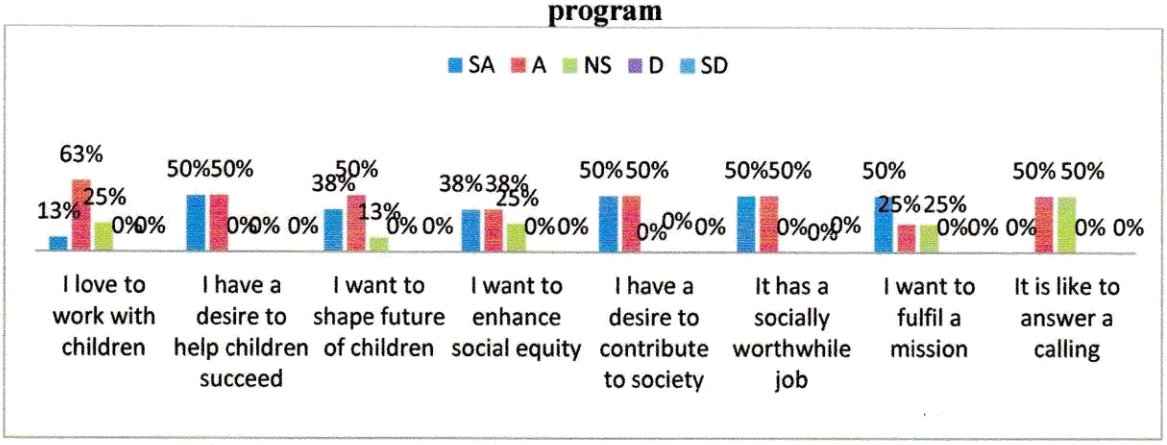
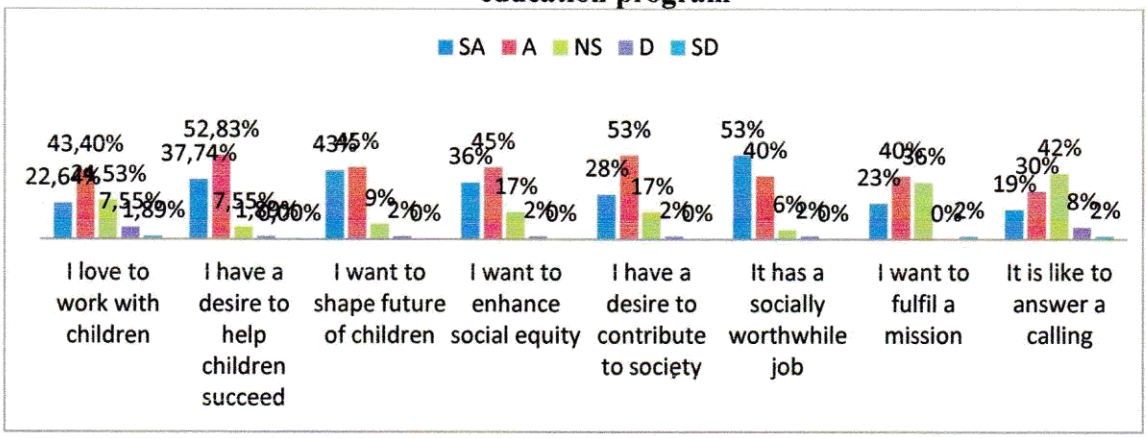


Figure 2: Altruistic reasons based on parent's job (non-teacher) in choosing teacher education program



The highest rank of altruistic reasons for participants whose parents work as a teacher in choosing teacher education program was "I love to work with children" with 5 participants (62, 50%) chose "Agree", while for participants whose parents work as a non-teacher was "I have a desire to contribute to society" with 28 participants (53%) chose "Agree" and "It has a socially worthwhile job" with 28 participants (53%) chose "Strongly Agree".

Figure 3: Intrinsic reasons based on parent's job (teacher) in choosing teacher education program

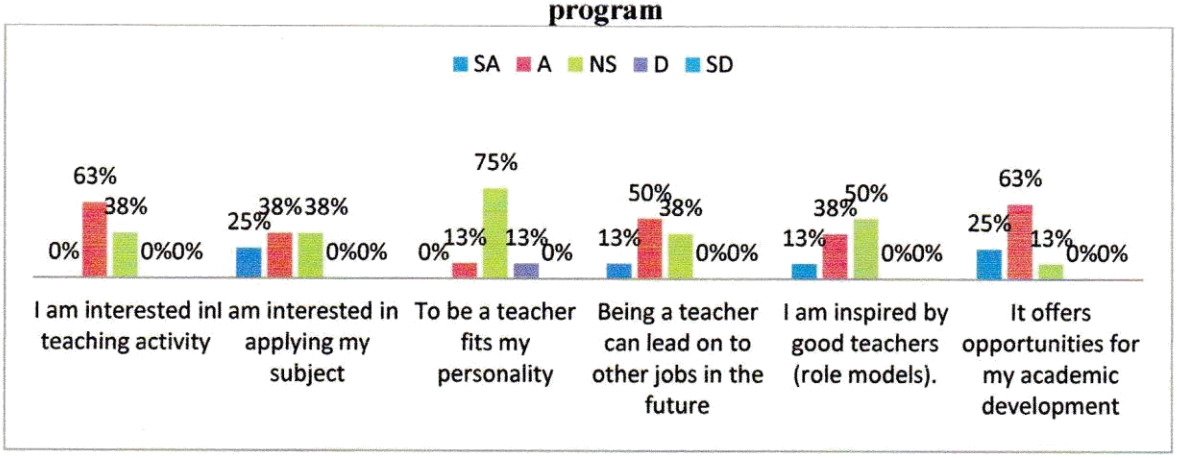
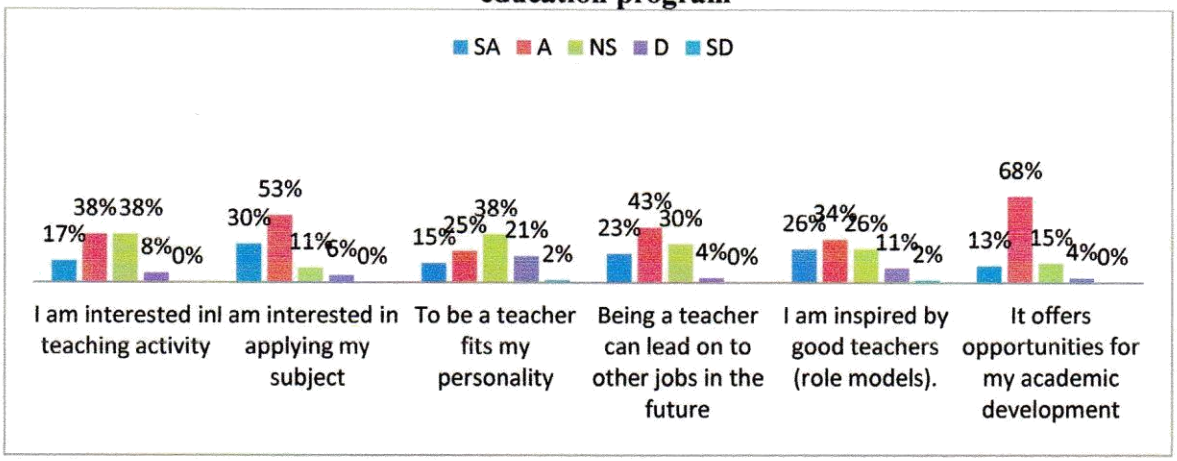


Figure 4: Intrinsic reasons based on parent's job (non-teacher) in choosing teacher education program



The highest rank of intrinsic reasons for participants whose parents work as a teacher in choosing teacher education program was "To be a teachers fits my personality" with 6 participants (75%) chose "Not Sure", while for participants whose parents work as a non-teacher was "It offers opportunity for my academic development" with 36 participants (68%) chose "Agree".

Figure 5: Extrinsic reasons based on parent's job (teacher) in choosing teacher education program

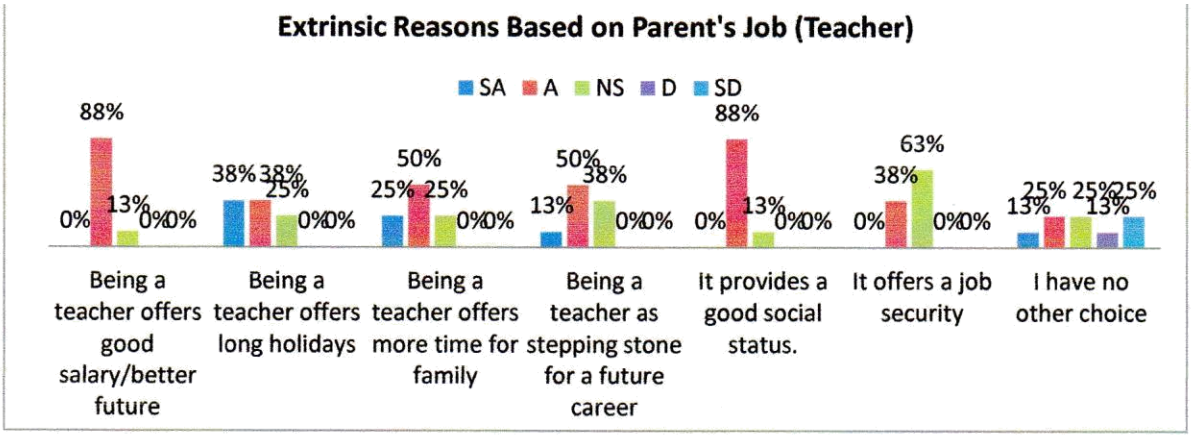
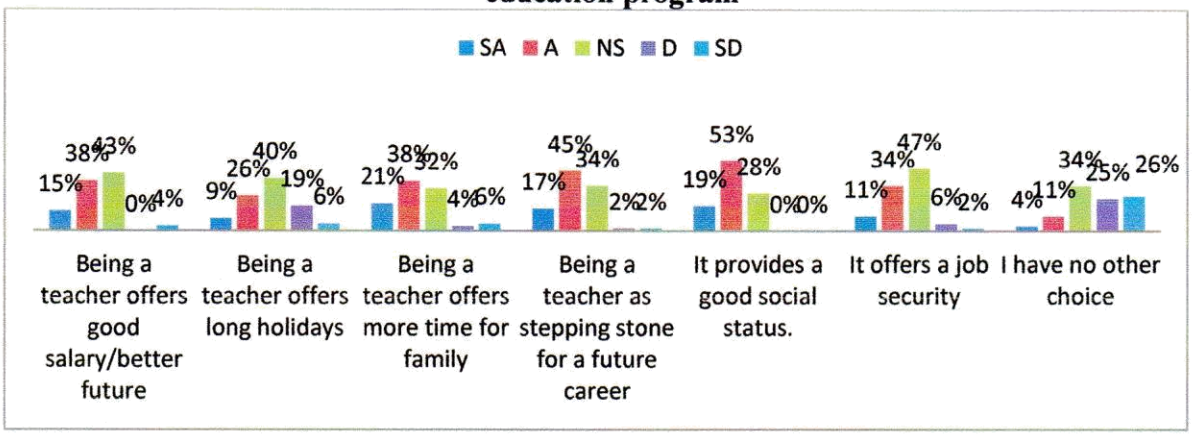


Figure 6: Extrinsic reasons based on parent's job (non-teacher) in choosing teacher education program



The highest rank of extrinsic reasons for participants whose parents work as a teacher in choosing teacher education program was "Being a teacher offers good salary/ better future" with 7 participants (88%) chose "Agree" and "It provides a good social status" with 7 participants (88%) chose "Agree", while for participants whose parents work as a non-teacher was "It provides a good social status", with 28 participants (53%) chose "Agree".

Discussion

In this discussion, the researchers explained about the reasons of altruistic, intrinsic, and extrinsic reasons per statements in their categories. Altruistic category consisted of eight reasons, intrinsic category consisted of six reasons, and extrinsic category consisted of seven reasons. Researchers also discussed about male student teachers' altruistic, intrinsic, and extrinsic reasons based on their parents' job.

In the altruistic reasons, there was "I have a desire to contribute to society" becoming the most chosen factor than other factors in altruistic reasons. This factor had 35 participants (53, 85%) who chose "Agree". It means that more than a half of participants were agree 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 they could make a better society. Besides that, teaching enabled them to 'give back' to society. There was a study by King (1993) which was in line with this study showed that there was high percentage of a statement which was similar with statement in researcher's study "teaching contributes to the betterment of society" with the percentage 86% for male. Besides, there was "I have a desire to help children succeed" in the second rank of altruistic reasons. There were 34 participants (52, 31%) who chose "Agree" for that statement for the reason of choosing teacher education program. It means that they wanted their job giving benefits for others, especially their students. In seeing their student succeed, they would be very proud and satisfied like an argument by (Kyriacou, Hultgren, & Stephens, 1999) stated that some people tend to help others in order they can feel better. Third, "It has socially worthwhile job" was the second rank of the highest altruistic reasons. There were 33 participants (50, 77%) who chose "Strongly Agree" in choosing teacher education program. It is assumed that the participant considered about the value of being a teacher. By being a teacher, everyone can work not only for money but also for social value. Actually, according to (Manuel & Hughes, 2006) people who choose this reasons, they do not consider about money in doing their job as teacher.

Another reason which had the relation with society was "I love to work with children" in the fourth rank. There were 30 participants (46, 15%) who chose "Agree" in choosing teacher education program. It means that these 30 participants loved doing their jobs around children, loving to have interaction with children, feeling happy in seeing children and etc. In gender specification, a study by Johnston, Mckeown and Mcewen (1999) showed that "Working with children" became the first rank from others for male in choosing teacher education program.

Not only "I love to work with children", "I want to shape future of children" and "I want to enhance social equity" were also in the fourth rank in this altruistic category. "I want to shape future of children" was chosen by 30 participants (46, 15%). They chose "Agree" and 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). It was in line with a study by Johnston, Mckeown, and Mcewen (1999) stated that males placed significantly less emphasis on the importance of working with children. In this research, male student teachers also just placed "I love to work with children" in the fourth rank. It means that they also did not really love to work with children.

Next, the other fourth rank percentage was "I want to enhance social equity". This reason got the highest percentage on "Agree" among others choice in likert scale. There were 30 participants (46, 15%) who chose this statement in choosing teacher education program. It means that these participants feel that they have a responsibility to enhance social equity. We know that nowadays in Indonesia, it is hard to find a justice in life. There are differences between the poor to the rich one, especially in education. This finding was related with other research's finding done by (Bruinsma and Canrinus, 2012), "enhance social equity" had score in the below mid-point. It means that this statement bellowed other statement which was chose teaching as a career.

The second last statement which was chosen by 26 participants (41, 54%) chose "It is like to answer a calling" in their reason in choosing teacher education. It was quite different with other statement, Most of the statement got "Agree" as their answers for the altruistic reasons. In this reasons, these participants chose "Not Sure" about teaching is like to answer a calling. To answer a calling was "an answer the call of GOD or a feeling that children are their calling and they

would like to influence children and inspire them to reach for their dreams" (Low, Lim, Ch'ng and Goh, 2011, p.201). There was a study by Low, Lim, Ch'ng and Goh (2011) about this topic found that 19 participants (1, 8%) chose "it is like to answer a calling" in becoming a teacher.

The last chosen statement among others altruistic reasons was "I want to fulfill a mission". There were 25 respondents (38, 46%) who chose "Agree" about that statement. "I want to fulfill a mission" is like to save students from cycle of poverty or to help the weaker student succeed and etc. There were only a few of participants who chose this statement in becoming a teacher. There were 209 participants (19, 6%) in a study by Low, Lim, Ch'ng and Goh (2011) who chose this reason in becoming a teacher.

The first *intrinsic reasons* "It offers opportunities for my academic development" became the highest factor chosen by 65 participants. There were 44 participants (67, 69%) who chose "Agree" for this factor. It means that most of the participants were agree 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, men rated fallback career more highly (extrinsic). It means that male student teachers had a strong motivation in becoming a teacher unlike participants in (Kilinc et al., 2012) research who chose teaching as the second choice of their career.

Second, the next highest percentage in intrinsic reasons was "I am interested in applying my subject". There were 33 participants (50, 77%) who chose "Agree" for these statements in becoming a teacher. It means that 33 participants agreed that the interest of teaching come from inner of them selves. They love the subject that they teach or this subject is one of her favorite subject. A study by Ellis (2003) found that there was a high percentage for love of the subject English (74, 6%). In gender specification, a study by King (1993) found that male participants gave 57% this statement. This finding supported researcher's finding. Male student teachers were also attracted by the interest of applying their subject. It is assumed that they chose this major because they also love the subject and make them interested in applying their subject.

Next, there were 30 participants (46, 15%) chose "Agree" for the statement of "Being a teacher can lead to other jobs in the future". It means that these 30 participants chose teaching because being a teacher can lead others job. They have a possibility to be the head of some part. In a study by Snyder, Doerr, and Pastor (1995) found that 12 frequencies among about 3000 participants chose teaching because teacher could lead to other jobs in the future. It means that they do not sure that teaching profession could lead other jobs. They do not sure that by being a teacher could give other job.

Fourth, the statement "To be a teacher fits my personality" had a meaning that teaching is very suitable with their self. They enjoyed this job happily. This statement got 27 participants (41, 54%) who chose "Not Sure" for this statement. It means that they do not really felt 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. In one study by Low at al. (2011) found that 20% of the respondents fit their personality.

Not only that, "I am interested in teaching activity" also became one of reasons in the fourth rank who chosen by 27 participants (41, 54%). They chose "Agree". It means that not more than a half of participants think that teaching activity is interesting and the rest might consider about workload. A study by Snyder, Doerr and Pastor (1995) stated that teaching was interesting chosen by 89 participants among from more than 800 participants. The last highest percentage of intrinsic reasons, there were 22 participants (33, 85%) chose "Agree" for the last statement of "I am inspired by a good teacher (role models)". The statement of "inspired by a role models" became the last highest percentage in becoming a teacher. Role models could be teachers, parents or just friends. A study by (Low at al., 2011) found that 55 participants (5, 2%) choosing role models as the reason they chose teaching. This finding was in contrast with a research by (Manuel & Hughes, 2006) which was stated that in their study, 75% (9 tallies from the total of 12) stated that there was a significant teacher or mentor who influenced their study to become a teacher.

Firstly, in *extrinsic reasons*, a statement of "It provides a good social status" became the paramount percentage among other statement. There were 38 participants (58, 46%) who chose "Agree". We know that 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 authorizes of knowledge (Lin, Shi, Wang, Zhang, & Hui, 2012). Although, in US, people saw teaching as a profession with low social status (Lortie, 1975), while in Indonesia, teachers call as hero. In gender specification, a research by (Johnston, Mckeown, & Mcewen, 1999) in Northern Ireland "status" became the ninth rank from 12 factors which was showed that they did not really care about social status.

Second, it was about 32 participants (49, 32%) felt "Not Sure" that teaching gave a job security. Although the statement about job security getting the second highest percentage, about a half of participants not sure that they chose teaching because teaching gave a job security for their life. It is assumed that in being a teacher when people have a security feeling, it could be because of the steady salary and retired in teacher profession. In fact, it is not for the participants in this study. Althogh, there was also another research by Tudhope (1944, as cited in Yong, 1995) stated that the attraction of secure job and fondness for children were the most important reasons.

Third, "Being a teacher as the stepping stone for a future career" become the third highest rank among others extrinsic reasons. This statement had 29 participants (44, 62%) who chose "Agree" that they chose teaching because teacher as stepping stone for a future career. By being a teacher we have a possibility to reach higher jobs that could be abroad but still having the same context with teaching. It could be as a stepping stone for them to continue their study. In a study by (Johnston, Mckeown, & Mcewen, 1999), there was gender specification of male student teachers reasons in becoming a teacher, promotion prospect which was classified as stepping stone became the last rank from 12 factors. It means that in Northen Ireland, the participants are sure that in becoming a teacher, teaching could not be as the stepping stone for their career.

Fourth, "Being a teachers offers good salary/ better future" became 28 participants' (43, 08%) reason in choosing teacher education. They chose "Agree" for that statement. Many research stated that male student teachers was 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 but in the lower percentage than the top 3 of extrinsic reasons. 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 benefit package of being a teachers, especially salary is an important thing for males, more over for males who have family.

Fifth, family is the best thing we have in this world. In looking for a job many people consider about the time that they will spend for family. By choosing teaching, teachers will have more time for family by spending it home or outside house. In this researcher, there were 27 participants (41, 54%) chose "Agree" for "Being a teacher offers more time for family" in their reason for choosing teacher education program. It means that teaching hours fit with their responsibilities of having time for family and part time teaching could allow more family time (Low, Lim, Ch'ng, & Goh, 2011)

The last two highest percentages was "Being a teacher offers long holidays". Many people actually consider about this reasons in choosing teacher education program. Teachers have holidays when the students are in holidays. In fact, 25 participants (38, 46%) chose "Not Sure" in choosing the reasons long holidays for the reasons of choosing a teacher education program. It means male student teachers rarely consider long holiday as one of reasons in choosing teacher education program. Another related research by King (1993) found that there were 54% of participants who chose teacher education program by the good vacation time.

The last percentage was "I have no others choice". There were about 21 participants (32, 31%) who chose "Not Sure" about this statement. It means that some of participant do not sure that they do not have others choice. Most of male student teachers have clear reasons in choosing teacher education program. It is absolutely different with a study by (Yong, 1995). He found that the most influential reason for Brunei student teachers because they did not have any other choice. They felt that teaching was the last choice in career.

In conclusion of all categories of reasons why male student teachers chose teacher/ teaching education program because they influenced more by intrinsic first and followed by extrinsic and the last altruistic motives, with the percentage "It offers opportunities for my academic development" by 44 participants (67, 69%), next "It provides a good social status" by 38 participants (58, 46%) and the last "I have a desire to contribute to society" by 35 participants (53, 85%). It is assumed that more than half of male student teachers having a desire to be a teacher because of them inner selves. It means that they have a strong motivation to be a teacher. It was followed by extrinsic reason that is assumed that male student teachers also consider about package of benefit that they get from the profession as teacher after their consideration about intrinsic reasons. The last consideration was altruistic reasons and could be assumed that they do not really consider about social value of being a teacher. Actually, the frequency among each of reason did not very significant; we could see the differences among them.

For the *male student teachers' reasons related to parent's job*, the researcher described and gave some assumption about the relation between male student teachers reasons in choosing teacher education program and participants' parent's job. The first group was participants whose parents had a profession as teacher and other was participants whose parent had a profession as non-teachers. The discussion of this part discussed per categories. There were altruistic, intrinsic and extrinsic.

The most influential *altruistic reason* for participants whose parents had profession as a teacher was "I love to work with children" with the percentage 62, 50% participants chose "Agree". While for participants whose parent had profession as non-teacher was "I have a desire to contribute to society" with the percentage 53% chose "Agree". It is assumed that participants whose parent had a profession as teacher are having the feeling of loving children and loving to interact with children much because these participants might enjoy the environment which is happened naturally by their parent's job, while for the participants whose parent had a profession as a non-teacher tended to choose a desire to contribute to society as their highest reason in choosing teacher education program, it could be because they have a great social spirit for others to make the society better.

The highest percentage in *intrinsic reason* for the participants whose parent had a profession as a teacher was "To be a teacher fit my personality" with the percentage 75% for "Not Sure", while for the participants whose parent had profession as non-teachers was "It offers opportunities for my academic development" with the percentage 68% for "Agree". It is assumed that participants whose parents had profession as a teacher do not really feel that teaching fit and suitable with their personality based on the data 75% for "Not Sure" about the statement of "To be a teacher fit my personality". They could be just influenced much by the environment by seeing and feeling the atmosphere of being a teacher. They might see the workload and heavy responsibility of a teacher and make them feeling not fit with their personality, while most of participants whose parent had profession as non-teacher were more interest by "It offers opportunities for my academic development". It is assumed that the participants consider about the development of their academic and always trying to improve themselves by choosing teacher education program, like following some seminars, trainings and etc.

The highest rating in this *extrinsic reason* for participants whose parents had a profession as a teacher was "Being a teacher offers good salary/ better future" and "It provides a good social status" with the percentage 88% for "Agree", while for the participants whose parents had a profession as a non-teacher was "It provides a good social status" with the percentage 53% for "Agree". It is assumed that both of the group of participants consider about "Social Status", which is in line with research done by Thom (1992 as cited in Yong 1995). Thom stated that "the honor in being a teacher" and the perception that teaching is a "caring" profession became the main intrinsic motives of teacher trainees for choosing teaching. In this case, Thom classified "Social Status" into intrinsic reasons. For the participants whose parent had profession as teacher was also influenced by good salary, which was in line with a study by Johnston et al., (1999) found that males were more influenced by extrinsic aspects like 'job security' and 'salary', while Hobson, Tracey, Kerr, Malderez, Pell, Simm, and Johnson, (2004) found that a higher proportion of men were attracted by the 'financial incentives attached to teacher training (52% male, 38% female), and by the 'benefits package' (36% male, 26% female). While for the participants whose parents had a profession as a non-teacher was "Not Sure" that teaching offers good salary/ better future. It is assumed that they had a high expectation about a job with a good salary/ better future or they did not really realize about the certification which were given by the government for teachers because they did not life among the atmosphere of being a teachers. Based the relation of reasons in choosing teacher education program and parent's job, it showed that parents job gave impacts for the participant's reasons in choosing teacher education program. It was proved by the different rating in some categories between (teacher and non-teacher) parent's job in motivating them in choosing teacher education program.

Conclusion

Based on the closed-ended questionnaire results, it was found that intrinsic category influenced male student teachers the most. One of the most influential reasons in intrinsic category was "It offers opportunities for my academic development". Then, the extrinsic category with the reason "It provides a good social status" becoming the second influential reason and followed with "I have a desire to contribute to society" from extrinsic category. Additionally, based the relation of reasons in choosing teacher education program and parent's job, it showed that parents job gave impacts for the participant's reasons in choosing teacher education program. It was proved by the different rating in some category between (teacher and non-teacher) parent's job.

Based on the finding of the research, the researchers recommend for the students to be more pay attention to what majors they chose based on their interests. Since interest encourages them to study well in the class in order to achieve their goals. Then for the institution is about the curriculum, the researchers recommend to recover the curriculum especially for education subject and training for student teachers in order to prepare students teacher for becoming a good teacher in the future. Last for the government, this research hopefully could help them to know how to improve the process of teachers' services and recruitment.

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