

“I chose vocational teacher education because”. Exploring the factors influencing the choice of education amongst vocational pre-teacher students in Indonesia

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Abstract

Passion for teaching is one of the aspects of the teaching profession. The literature showed that teachers' passion is one of the essential factors to become quality prospective teachers and retaining them in the profession. Therefore, this passion must exist since being a student. However, not all vocational pre-teacher students are interested to become teachers, some of them are interested to become engineers or entrepreneurs. This research aims to investigate factors influencing the choice of education amongst pre-teacher students. The first-year pre-teacher's students ($n = 76$) were surveyed to investigate the influenced factors for choosing vocational teacher education institutions. Exploratory factor analyses were used to examine influencing factors for choosing vocational teacher education institutions. The results showed that passion to be an engineer is the strongest influential factor. This finding is contrary to graduates' profile of vocational teacher education institutions that most graduates will become vocational teachers. The relationships between personal motivations, passion to be a teacher or engineer, and participants' perceptions for future demand are discussed as well.

Keywords

Factors influencing the choice, Passion for teaching, Vocational pre-teacher students

1. Introduction

High-quality and inclusive education is one of the challenges in the education system in Indonesia (WENR, 2019). There is a demand to be made more effort for good quality of education, which can be realised when governments focus to improve in highly motivated and well-trained teachers. Consequently, most of developing countries have paid attention for improving human resources especially in educational sector, both vocational and academic. Vocational education as a part of human resources development is projected to fulfil the economic and social demands of the emerging societies. Thus, a sufficient development of vocational education teachers is critical consequence for the further development of the Indonesia education system. Facing these challenges, the Indonesian government is currently focused in developing vocational education and training (Kemendikbud, 2019).

However, in contrast to this, there is a lack of numbers and the quality of vocational teachers. In quality aspect, minimum teaching and industrial experiences were the challenges (Voctech, 2012). Most of new vocational teachers in Indonesia are fresh graduates from vocational pre-teacher education institution (Paryono, 2015). The student is projected to become vocational teachers which provided with technical and pedagogical skills during undergraduate

study programs. Preparing the technical skills, they are provided with industrial practical internship, and vocational school internship for pedagogical skills.

Besides of quality matters, vocational teachers must have teaching passion and motivation. A great teacher has a passion for their field, their students and a passionate in what they teach. Passion is related with interest, commitment, caring, and optimism, which are themselves main characteristics of success in teaching (Crowell, L & Elliot, 2004). Teachers failed when they could no longer maintain their images of who thought they could be as curriculum creators. (Zhu et al., 2020). Teachers with no passion for teaching like body without heart. They teach only for administrative tasks. It one of big challenges in the term of teacher's personnel development.

Teaching passion should be found and built since the first of joining in teachers' education institution. Student who joined should have interest in teaching and learning activities. In vocational pre-teachers' education, they will learn both pedagogical and technical aspects. They should understand that the most of vocational pre-teachers' education graduates projected to become a vocational teacher.

1.1 Objectives

Given the trends regarding vocational pre-teacher education in specific of teaching passion in Indonesia, the main discussed in this paper focuses on the question of what the most influencing factors the choice of education amongst vocational pre-teacher students in vocational pre-teacher education context. Understanding these students' motivations could be helpful to education stakeholders and researchers who are interested in teaching passion-related perceptions. Identifying the most influencing factors of education choice could help lecturers provide strategies that could be helpful for improving students' effort and motivation during their study period.

2. Literature Review

A. Motivation of Becoming teacher

Teaching motivations matter has become an inseparable part of professional teachers. Hence, research in this matter is broadly acknowledged. Factors Influencing Teaching Choice scale for valid and reliable framework was developed for investigating teaching motivation factors. Thus, It will give a valid and reliable framework (Watt et al., 2007). Motivation of teaching are inevitably connected to satisfaction as teacher professional and a perceive of achievement (Watt et al., 2012). In addition, motivation becoming teachers as career choice for crossways any disciplines have been studied by many researchers. Study mentioned that choosing a teacher as career was influenced mainly by service-oriented purposes, altruistic, and other intrinsic motivation (Brookhart & Freeman, 1992).

B. Teacher Passion

Teacher passion is related to enthusiasm and commitment to do the tasks in teaching activities. Passion for Teaching is a contribution to understanding and improving the teaching profession and brings new understandings to the work and teachers lives (Day, 2004). Teachers are passionately dedicated to their jobs. Dedication is significantly connected to individual passions, which incorporate with values, ideologies, and beliefs (Crowell, L & Elliot, 2004). Commitment in emotional aspect is showed as passion, which was informed by Fried (Fried, 1995) "is at the heart of what teaching is or should be about".

Becoming passionate teacher is showed by enthusiasm, value-led, and smart way. Great teacher has a passion for their fields, passionate trust what they teach will make a difference in students future. There is a clear linking between passionate teaching and the quality of students' learning. For example, when students show respect to their teachers as passionately teachers, so it will influence them to take learn seriously. Getting them to inspire by example rather than by enforcement and compliance(Fried, 1995).

3. Methods

Students' motivations for joining vocational pre-teacher education institution were explored using the survey. Blaine (Blaine, 2019) stated that many research conduct on perceptions that are focused on survey research, but the descriptive study was conducted as a qualitative approach to investigate the survey results. Survey is a quantitative approach to solving the problems that have been stated. It was pointed at studying the respondents' characteristics also discover their perspectives about the issue or trend. The research studied factors influencing the choice of education amongst vocational pre-teacher students.

A. Development of Questionnaire

The questionnaire was developed based on research objectives and theoretical framework. Afterwards, 4 key topics were recognized and developed regarding the survey constructs or the overall investigation areas as follows: (a)

personal motivation (b) Passion to be an engineer (c) Passion to be a teacher, and (d) Perception of future demand. The content of survey is described in table I.

Table 1. The Content of Survey

Factors	Questionnaire
Personal Motivation	Q1 I knew mechanical engineering education study program before I joined in UNS
Passion to be an Engineer	Q2 I want to improve my knowledge in mechanical engineering
	Q3 I am interested in Mechanical Engineering Courses
Passion to be Teacher	Q4 I am interested in Pedagogical/Educational Courses
Perceptions of Future Demand	Q5 Mechanical engineering courses is useful for the future
	Q6 Pedagogical/Educational Courses is useful for the future

B. Respondents

The research findings represented of a study conducted with first year of vocational pre-teacher students in a university in the central java, Indonesia. The university is one of provider of vocational pre-teacher education in Indonesia providing undergraduate initial Vocational Teacher Education programs. First year students registered as undergraduate vocational teacher education programs are the key respondents. Total of 76 participants completed the survey. This program consist of a B.Ed (Bachelor of Education) with a specialization in Mechanical Engineering Education.

4. Data Collection

Respondents were requested to join in this research during the first time of lecture session on which the whole population was listed. Respondents' participation was voluntary, in no way linked to respondent' courses evaluation. Students who did not want to join were free to send back the questionnaire. All specific respondent's collected data would be hidden and informed generally.

The questionnaire contained 11 questions regarding the research guideline, and it was separated into three sections. The first section was the respondent' background information. The second section contained 5 points Likert questions related to factors influencing the choice. One short answer question in the last section about the participants dreams after graduation. a survey that took no longer than five minutes to complete.

Data has been exported and analyzed in IBM SPSS Statistics for Windows. Quantitative data from the survey was analyzed with various statistical analyses, and descriptive statistics included. Data was gathered using a 5-point Likert scale ranging from strongly disagree to strongly Agree. The disagree column included strongly disagree and disagree responses combined. On the contrary, the agree column included strongly agree and agree responses combined. The outline of the questionnaire showed in Table 1. The descriptive analysis was focus on participants perceptions of what factors influencing their choice to choose vocational education institutions.

5. Results and Discussion

5.1 Numerical Results

A. Validity and reliability of questionnaire

Validity is the degree to which the evaluation tool precisely calculates what it is expected to calculate. The validity was assessed using Pearson correlation. If the score of correlation is higher than r table, then the result is valid, and vice versa. Fig. 1 showed that all correlations value for each question (Q1 to Q6) was higher than r table (0.6215) in the significance level of 0.05. Therefore, the calculation for all questions meets the criteria of validity.

Reliability is degree to which the evaluation tool shows stable and constant results. The reliability was assessed using the Cronbach's alpha scores. The instruments could be reliable when the cut-off value of Cronbach's alpha is minimum 0.7 (Landauer, 1997) . Table II showed that all of the questionnaire items higher than 0.7. Hence, we agreed that the scores of Cronbach's Alpha for all questionnaire items are within criteria of reliable.

Table 2. Reliability statistics

Cronbach's Alpha	N of Items
0,931	6

B. Participants Demographics

The participants were surveyed described in the table III. below:

Table 3. Total respondents surveyed

Demographic Variables	n	%
Sex		
Male	60	79%
Female	16	21%
Age		
<19 years	15	20%
19 - 21 years	61	80%
Parents Occupation		
Entrepreneur	20	26%
Civil Servant	14	18%
Farmer	2	3%
Private Employee	12	16%
Freelance	19	25%
Others	9	12%

Gender representation. Enrolments within vocational teacher education were largely dominated by male. This was most noticed for vocational teachers' education, where students were almost entirely male.

Age profiles. Age profiles seemed in the range of 19 – 21 years in this university. Only a few of student is under 19 years.

Parents occupations. Family background influenced student motivation to choose the education and future dream career. Student parent occupation were dominated as entrepreneur and freelance. The diversity of parent occupation supported the complexity of data.

1) Factors influencing the choice

Table IV describes the factors influencing the choice of students. Overall, the highest factor rated was the passion to be an engineer ($M = 3.86$, $SD = 1.27$). However, personal motivation was the lowest factor rated by students ($M = 3.39$, $SD = 1,28$). This showed that vocational pre-service students in this research perceived to become an engineer as their future careers.

Table 4. Factors influencing the choice

Factors	Disagree	Neutral	Agree	M	SD
	%	%	%		
Personal Motivation	23,7	26,3	50	3,39	1,28
Passion to be an Engineer	17,1	17,1	65,8	3,86	1,27
Passion to be Teacher	18,4	14,5	67,1	3,72	1,24
Perceptions of Future Demand	18,4	27,6	54	3,51	1,09
	18,4	14,5	67,1	3,76	1,16
	18,4	14,5	67,1	3,74	1,15

The research findings support the quality improvement of vocational pre-teacher education within in Indonesia university context. While further research is necessary to study the external validity. Various aspects of what drives teachers is presented by Day [10]. In this study, we only focused on teaching passion aspect. Passion in teaching is important aspects of professional teacher. Passion is related with interest, thoughtful, commitment, and optimism, which its key characteristics of effectiveness in teaching activities.

2) Correlation between factors

Table 5. below describes the correlation between each factor.

Table 5. Correlation between factors

	Q1	Q2	Q3	Q4	Q5	Q6
Q1	1	.602**	.609**	.380**	.521**	.509**
Q2		1	.854**	.660**	.849**	.841**
Q3			1	.650**	.850**	.876**
Q4				1	.686**	.654**
Q5					1	.881**
Q6						1

** Correlation is significant at the 0.01 level (2-tailed).

We investigated substantial correlation between influencing factors and many of the student’s perception. Regarding table V, the strongest negative correlation was seen the personal motivation to passion to be a teacher ($r = .380, p < .001$). Passion to be an engineer, by contrast, had the strongest positive correlation among others ($r = .876, p < .001$). These correlations give information on the importance of those motivational factors in explaining participants’ reason with their choice of becoming vocational pre-teacher student.

5.2 Graphical Results

Figure 1. showed that all correlations value for each question (Q1 to Q6) was higher than r table (0.6215) in the significance level of 0.05.

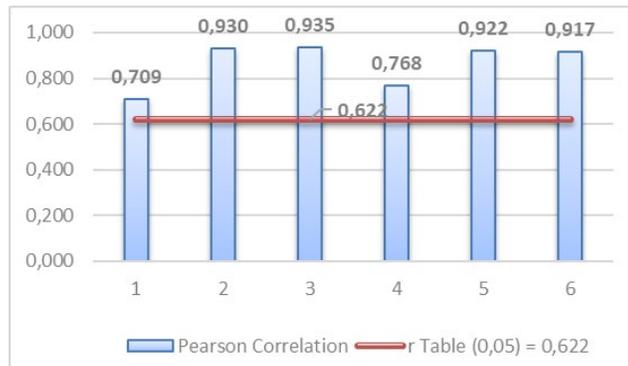


Figure 1. The bar chart of validity test

Figure 2. showed that highest influenced factor was Q2 represented factors of passion to be an engineer. Passion to be teacher was the lower than perceptions of future demand. In contrast, personal motivation was the lowest.

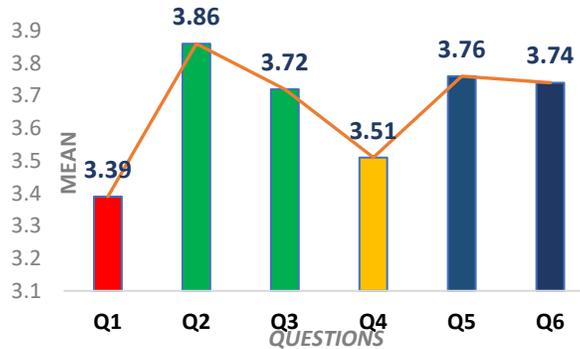


Figure 2. The bar chart of mean of factors influencing choice

5.3 Proposed Improvements

The characteristics of those people choosing to enter vocational pre-teacher education in the vocational teacher shortages era provide valued background information for policy-makers, institution recruitment boards, university governance, and vocational teacher educators. Our empirical findings regarding those motivations which have fascinated students to enter vocational pre-teacher education will be of particular use to these groups.

The result of our research showed that the most influencing factors rated was the passion to be an engineer ($M = 3.86$, $SD = 1.27$). Most of students are attracted to enter vocational pre-teacher institutions mainly because they perceive themselves to be an engineer, they believe they will learn engineering more than pedagogical aspects. The reason for not choosing a teaching career has been explored by (Suryani & George, 2021), those perceptions of low salary and a heavy workload were one of the reasons. While they chose teacher education because of the university's reputation, accessibility, and low tuition fees.

These findings contribute to the improvement of selection and preparation of vocational pre-teachers by providing data from a context where many students apply vocational teacher education with not choosing teaching as their future career. It is suggested that universities and relevant stakeholders should improve their student's admission criteria and offer required assistance for career planning. The vocational pre-teacher education program should offer students sufficient opportunities to improve a better understanding of the possibilities of future careers. This improvement will impact not only students' education objectives but also the process of learning during the study periods in vocational pre-teacher education. Thus, it would improve in providing great teachers in vocational education schools.

6. Conclusion

The research findings support quality improvement of vocational pre-teacher education within in Indonesian university context. While we are mindful of the study limitation that main data were gathered only from one university, so further research is necessary to study more aspects. Various aspects of what drives teachers are presented by Day (Day, 2004) that passion in teaching is one of the important aspects of a professional teacher. Similar results have been studied by other researcher (Rampa, 2012) that passion is the core of teaching. Passion is related to interest, thoughtfulness, commitment, and optimism, which its key characteristics of effectiveness in teaching activities.

The results of this present study highlight the substantial influence that participants' preceding teaching and learning experiences, as well as their perceived ability, had on their decision to pursue a teaching career. However, it was ones' passion to be an engineer, which was the strongest positive predictor of career choice for these first-year vocational pre-teacher education students. This result was contrast with the pre-teacher education institutions (LPTK) objectives. Based on law No. 14 of 2005 article 1 No.14 that pre-teacher education institutions objectives are to conduct teacher educational programs. This motivations profile for people entering vocational teacher education programs in Indonesian universities suggests that they choose more to be an engineer than a teacher. Instead, it is clear that passion in teaching is important due to the graduated profile of vocational pre-teacher education institutions is to provide vocational teacher rather than an engineer. Hence, we argue that it is a mandatory aspect to get professional vocational teachers.

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