

# Higher Education for Teacher Training Students' Motivation to Become Teachers

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**Abstract:** Teacher profession deals with giving service to students. Its quality and effectiveness are not only supported by competencies or hard skills, but also by soft skills, such as caring and patience. The soft skills are contributed by motivation, particularly the adaptive one. Conceptually, this can be developed through the curriculum. This study addresses the problem of the extent to which Universitas Pendidikan Indonesia students who are undertaking teacher training programs motivate to become teacher. This study adopted a quantitative descriptive method by collecting data from the students this university using questionnaires in the form of Motivation Scales. The sample subjects are randomly selected from six clusters. The data was analyzed by utilizing simple descriptive statistics, two factors ANOVA, and post-hoc analysis using Dunnett- $t_{\psi}$  multiple comparison tests. Findings of the study indicate the students' motivation of being teachers although it is high but vary among the six clusters as well as among the motivation category of adaptive and maladaptive across the six clusters. This implies the needs to review the curriculum, particularly the basic one regarding the development of teachers' profession focusing on the cultivation of motivation particularly the adaptive one.

## 1 INTRODUCTION

Motivation is a psychological factor which drives an individual behavior. Theoretically, fulfilling basic need, such as biological, psychological, social, esteem, and self-actualization needs drive an individual behavior. The basic needs are hierarchical in their nature. Once an individual satisfies his or her lower level needs he or she will behave to fulfill his or her higher level one and then move again until fulfilling the highest level in the hierarchy of the needs. This is applied in every aspect of human life, including motivation to become a teacher.

This study aims to explore university's students' motivation in choosing bachelor degree in educational studies. Motivation can be defined as a psychological factor which drives an individual's behavior. It is derived from an individual's desire to fulfill their basic needs whether it is physical or social needs, as well as vocational needs. Vocational needs are a motivation which leads a person to choose a professional career by selecting particular programs at a university level.

For the past couple of years, it appears that the motivation to become a teacher has increased among

young people entering a university. However, factors which drive the motivation vary among individuals. Bruinsma and Jansen (2010) differentiate motivation into two categories. They are adaptive and maladaptive motives. Adaptive motive is the intrinsic motivation, like a passion for teaching, while maladaptive motive is the external one, like a status an individual seeks.

The adaptive motive tends to stay longer and more permanent comparing to the maladaptive one which is easier to disappear (Bruinsma and Jansen, 2010). Among the maladaptive one according to Retelsdorf et al. (2010), is a motive for salary. However, because the maladaptive does not stay forever, there is a concern that despite the fact there has been an increase in teachers' salary, the motive will likely to diminish over time.

In spite of the fact that number of researches have attempted to explore individual's motivation to become a teacher, research conducted on this area in Indonesia remains very scarce. Most of the research about this topic is done in Western countries. For example, studies conducted by Kyriacou et al. (1999) has illuminated the different type of motivation among pre-service teachers in America and Norway.

Their research demonstrated the extent to which pre-service teachers chose to become a teacher because of the salary and flexible working hours. While pre-service teachers in Norway choose the profession because of their love toward children. Another study was done by Kyriacou and Benmansour (1999) in America and Morocco also yielded the different types of motivation among pre-service teachers in those countries.

Research conducted by Skaalvik and Skaalvik (2011) also unpacks factors that affect one's motivation to become a teacher and factors that will determine one's likely to stay or leave the profession. Malmberg (2006) argues that among those important factors that will influence one's decision to remain in the profession is related to goal-orientation behavior.

Based on this background, this study attempts to fill in the gap in the existing researches and literatures by exploring motivation of the students of Universitas Pendidikan Indonesia (UPI) who are undertaking bachelor degree program in several fields of teacher training to become teachers.

## 2 LITERATURE REVIEW

### 2.1 Theories and Types of Motivation

Latham and Pinder (2005) define motivation as a set of energy that can drive individual to achieve certain goals in life. Similar to them, Santrock (2011) also defines motivation as "... a process that provides an individual with spirit, directs, and sustains individual's behavior.

From a psychological perspective, there are two theories that explain human's motivation. They are behaviorism, humanism, cognitivism, and social theories (Santrock, 2011). The perspective of behaviorism perceives motivation as a set of behavior that is achieved through the learning process. Reward and punishment are considered to be two determinant factors in shaping one's motivation. If a person is rewarded for what she is doing, she is likely to repeat the behavior. At the same time, if she gets punished for what she is doing, she will tend to stop from doing the behavior again (Pervin and Cervone, 2010).

The second theory of motivation is humanism of which its pioneer is Abraham Harold Maslow who wrote a book entitled "A Theory of Human Motivation". He believes in existence of a needs hierarchy which needs to be fulfilled step by step. Meaning that one can only fulfill a higher need if the previous ones have been accomplished (Santrock, 2011).

He further believes that human being possesses five basic needs. They are as follows:

- Biological needs that include the need for food, water, air, and other physical needs;
- Safety need that involves a need for safety, security, order, law and stability;
- Love and belonging needs. It is a need to be loved and love in return, to be in a group, to establish a family, and a need for affection;
- Esteem need that incorporates a need to be appreciated, a need to master on something, a need to be in charge with something, and so forth;
- Self-actualization need. It is one's need to actualize one's potential, to be the best at one can be. This is the highest need of human being (Santrock, 2011).

The third theory on motivation is cognitivism. According to this school, the most fundamental factor that determines one's motivation is the way of thinking (Blumenfeld et al., 2006). Individual's perception plays an important role in deciding what and why she wants to do something (Young et al., 2012). If an individual thinks positive about something, He/she will be motivated to do something. However, if he/she thinks negative about something, his/her motivation will vanish.

The last theory that attempts to explain human's motivation is a social perspective theory. According to this theory, human's motivation can only be developed if he/she is supported by sociological factors (Andermana and Kaplanb, 2008). A study done by Wentzel et al. (2010) demonstrate that a student that receives supports from her teachers and peers will likely to develop achievement motivation.

Motivation is divided into intrinsic and extrinsic ones (Pervin and Cervone, 2010; Santrock, 2011; Young et al. 2012). Intrinsic motivation is an internal one even though it is not getting an external reward for doing something Extrinsic one is a type of motivation which is driven by rewards and punishment an individual will receive (Deci and Ryan, 2008).

Besides these two types of motivation, Bruinsma and Jansen (2010) distinguish it into adaptive and maladaptive motivation. The adaptive motivation carries the same meaning as the intrinsic one. while the maladaptive is associated with the extrinsic one (Sideridis, 2006). Previous research has confirmed that the adaptive motivation tends to have more positive results than the maladaptive (Bruinsma and Jansen, 2010; Kyriacou and Benmansour, 1999; Kyriacou et al. 1999).

## 2.2 Motivation to Become a Teacher: Indonesian Context

Teacher is a profession just like any other ones, such as doctor, pharmacist, and lawyer. Since the issuance of National Law number 14/2014 on Teacher and Lecturer, teachers and lecturers have been recognized as a professional workforce (Kementerian Pendidikan dan Kebudayaan, 2005). This brings certain implications that in order to become a teacher, one must have a bachelor degree in education followed by a training in teachers' profession (Kementerian Pendidikan dan Kebudayaan, 2005). Teachers are also encouraged to improve their competencies by undertaking raining and following seminars, and workshop (Ali, 2003; Ali, 2007; Surapranata, 2015).

This new law also brings financial implication. Teachers who have been certified will be eligible to get allowance, in addition to their salary, from the government. At the same time, the law might also be perceived as a challenge for teachers to improve their quality of teaching (Ali, 2014). Therefore, in order to become a teacher, one must equip him/herself with certain requirement like academic qualification and professional competencies, as well as high level of intrinsic motivation which is very much related to the adaptive one. When an individual is having this, they will be likely to stay longer in the profession as a teacher. Increasing of salary is only seen as additional motives for this kind of individual, but their passion for teaching that becomes the biggest source of their motivation.

University students who study in a teacher training university are assumed to have a strong motivation to become a teacher. Yet, studies that attempt to explore their motivation in Indonesia context is still very much limited. Therefore, there is a need to conduct research that tries to seek pre-service teachers' motivation and the type of motivation they possess.

## 3 METHODOLOGY

This study, by its nature is a case study, which adopts a quantitative descriptive approach. The approach is selected because it allows a researcher to gather a large number of information (Ali, 2014; Fowler, 2014). The research was conducted in several fields of the UPI's teacher training program. The study's sample was chosen from its population, i.e., all the university's students who were undertaking bachelor degree in teacher training, by using cluster random sampling technique. The population was divided into

six categories, and each category was treated as a cluster, namely, Primary School and Preschool Teacher education, Mathematics and Science education, Social Studies education, Language education, Physical education and Arts education, and Technology and Vocational education. From each cluster, 36 students were randomly selected, so the total number of students participating in this study were 216.

The instrument used for this study is adapted from the instrument developed by Kyriacou et al., (1999). This instrument was originally designed in order to measure pre-service teachers' motivation in language education. The instrument consisted of 23 items. For the purpose of this research, the numbers of the items are retained but the researchers adapted some of the items to make it more general, not specific to pre-service teachers in language education. The items were grouped into two categories namely those included in the category of adaptive (intrinsic) motivation and those included in the maladaptive (extrinsic) one.

The data was analyzed by using descriptive and inferential statistical methods. The former method was used to generate descriptive statistics presented in form of mean, standard deviation, minimum and maximum scores. The later one was used to test hypotheses whether there were significant differences in each cluster of the students' motivation scores means and each of their scores means in each of their motivation categories across the clusters. The test used two factors ANOVA by applying an alpha level of 0.05 followed by post-hoc analysis by using Dunnet- $t_v$  multiple comparison tests.

## 4 FINDINGS AND DISCUSSION

Descriptive statistics of students' motivation, the total (generic), the adaptive, and the maladaptive ones across the sample clusters are described bellows.

The scores mean of the students' adaptive and maladaptive (generic) motivation to become teachers is  $M=4.152$ , which is interpreted as they are motivated to become teachers. The standard deviation,  $S=1.007$ , indicates that their motivation is heterogeneous. This is denoted by their scores range between 3 and 5. The mean of adaptive motivation is lower than its maladaptive one, as indicated by the adaptive's  $M=3.961$ ,  $S=0.997$ , and the range of 2-4. while the maladaptive's  $M=4.341$ ,  $S=1.017$ , and scores range between 2 and 5.

The scores mean of the primary school/preschool teachers education students' motivation to become

teaches is  $M=4.786$ ,  $S=1.014$ , the scores range between 2 and 5. This can be interpreted that their motivation as slightly heterogeneous but highly motivated to become teachers. Their adaptive motivation is  $M=4.896$ ,  $S=1.112$ , the scores range between 1 and 5 (slightly more heterogeneous). The mean is slightly higher than its maladaptive one,  $M=4.737$  but slightly more homogeneous for its  $S=0.876$  and the scores range between 2 and 4.

Students who are undertaking mathematics and science education programs indicate lower generic, adaptive, and maladaptive motivation to become teachers comparing with those undertaking primary school/preschool education program. Their generic motivation  $M=4.103$ ,  $S=1.342$  and the scores range between 1 and 5 which is considered heterogeneous. This is also indicated by their adaptive and maladaptive statistics which indicate those of the adaptive motivation  $M=3.862$ ,  $S=1.786$  and the score range between 1 5 (more heterogeneous); and the maladaptive motivation  $M=4.234$ ,  $S=1.002$  and the score range between 2 and 4 which can be interpreted as relatively more homogeneous.

Social studies education students' generic motivation scores mean is almost similar with those in the mathematics and science education program but more homogeneous. It's  $M=4.048$ ,  $S=0.953$  and the range between 2 and 5. The adaptive's mean is lower than the maladaptive's and the former category is more heterogeneous. These are indicated by its  $M=3.898$ ,  $S=1.231$ , the range is between two and 5; while the maladaptive's  $M=4.223$ ,  $S=0.075$ , and the range between 2 and 5.

The Language education students' generic motivation scores  $M=4.021$ ,  $S=1.006$  and range between 2 and 5. Thiers adaptive motivation  $M=4.002$ ,  $S=1.135$  and range between 1 and 5. Their maladaptive motivation  $M=4.035$ ,  $S=0.927$ , and range between 2 and 5. These can be interpreted that the situation is almost similar with that of those of the social studies education students.

To some extent, the physical and art education students' motivation is not quite different. Their generic motivation indicates  $M=4.163$ ,  $S=1.002$ , and range between 2 and 5. However, their adaptive motivation's  $M=4.456$ ,  $S=1.023$  and range between 1 and 3 can be interpreted as less heterogeneous. Their motivation's  $M=3.867$  is lower than the adaptive's. Its  $S=1.032$  and its range between 2 and 5 which is slightly more heterogeneous than the adaptive one.

The generic motivation of the technology and vocational education students are indicated by  $M=4.098$ ,  $S=1.040$ , and range between 2 and 5. The adaptive's statistics are  $M=3.867$  which is considered

lower than the generic means and the maladaptive motivation one which indicates  $M=4.323$ . The adaptive's  $S=1.234$  and its range between 1 and 4 indicates more heterogeneous than those of the maladaptive one which indicates  $S=0.846$  and range between 2 and 5. This situation is not different from the situation of the students of physical and arts education.

Test of significant difference of the student's clusters' motivation means (A) and the difference of means between adaptive and maladaptive motivation across the clusters (B) using two factors ANOVA has been done. The test results indicate  $FA=9.8972$  which is significant at  $\alpha=0.05$  and  $\alpha=0.01$  since its p-value = 0.0009.  $FB=6.3274$  is also significant at  $\alpha=0.05$  and  $\alpha=0.01$  since its p-value = 0.0036. The significant of FA implies at least one mean of the student's clusters' motivation out of the six ones is significantly different. On the other hand, the significant of FB implies at least one mean different between adaptive and maladaptive ones across the student's cluster's motivation is different.

Post-hoc analysis using Dunnett- $t_{\psi}$  multiple comparison tests to examine the significant difference of the Factor A and Factor B means at  $\alpha=0.05$  has also been done. There are 15 combination pairs of the sample clusters' means. The results indicate that among the 15 pairs there are 5 pairs that are significantly different. Those are the means pairs of primary/preschool vs mathematics and science, primary/preschool vs social studies, primary/preschool vs language education, primary/preschool vs physical and art education, and primary/preschool vs technology and vocational education. Taking a look into the means of motivation categories, the primary/preschool and the physical and art education students adaptive motivation means are higher than their maladaptive means. The other three clusters mean indicate the maladaptive motivation means are larger than their adaptive ones. Each of their Dunnett- $t_{\psi}$  tests is significant at  $\alpha=0.05$  since each of their individual p-values is much lower than 0.05. The other 10 combination pairs of means are not significantly different since each of their individual p-value is more than 0.05.

Regarding Dunnett- $t_{\psi}$  multiple comparison tests to examine the significant difference of means in Factor B there are 6 pairs of means which is in line with the number of the sample clusters. The tests indicate each of the six means pairs is significant  $\alpha=0.05$  since each of their p-value is lower than 0.05. This indicates that the difference means of adaptive and maladaptive in each of the six clusters is significantly different. Looking into each of the means, the students of

primary/preschool education clusters as well as the physical and art education cluster's adaptive motivation means are larger than their maladaptive motivation means. The students of mathematics and science education, social studies education, language education, and technology and vocational education clusters' maladaptive means are larger than their adaptive means.

Findings of the study denote to the facts that the students of UPI's various education programs, who are assumed as the prospective teachers, although they considered motivated and highly motivated to become a teacher but their rate levels of motivation vary. The variation also occurs in their category of their motivation. The primary/preschool education students show their high motivation to become a teacher, and their adaptive motivation is higher than their maladaptive one. The other five clusters students show that they are motivated, instead of highly motivated, to become a teacher. Among these clusters, the physical and art education students' adaptive motivation is higher than their maladaptive one. The clusters of mathematics and science, social studies, language, and technology and vocational education clusters show their maladaptive motivation higher than their adaptive ones.

Teacher profession requires those who involve having not only hard skills or competencies but also soft skills, such as motivation. This means, every teacher should not only have qualified and competent but also should have the motivation to become a teacher. An individual is motivated to become a teacher either affected by the intrinsic one, such as loving and caring of the students, or the extrinsic factor, such as good salary and convenient work comparing with other professions. When the motivation is affected by intrinsic factors the teacher has the dominant adaptive motivation, otherwise he or she has maladaptive motivation. The adaptive motivation to become a teacher is considered much conducive in supporting the success of teacher profession. According to the data, the students of primary/preschool teacher education tend to have higher adaptive motivation. This situation is considered conducive to become a teacher in this particular level of education, because this level of education needs more friendly, patient, and caring teachers.

This study was conducted to the sample of UPI students who are undertaking the education or teacher training program as the subject's population. This means, a major limitation of this study is its limited scope of generalization. In regard to justifying a broader scope of its generalization it needs to involve

larger target population in the future study on the equitable focus.

## 5 CONCLUSIONS

- Universitas Pendidikan Indonesia students who are undertaking teacher training program are reasonably motivated to become teachers. Their motivations vary across the categories of generic, adaptive, and maladaptive ones; as well as across the program fields categories of primary/preschool education, mathematics and science education, social studies education, language education, physical and art education, and technology and vocational education;
- It is identified that the students who are undertaking the programs of primary/preschool education and physical and art education have stronger adaptive motivation than maladaptive one. Those who are undertaking the programs of mathematics and science education, social studies education, language education, and technology and vocational education have stronger maladaptive motivation than an adaptive one.

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