

ALTRUISTIC, EXTRINSIC, AND INTRINSIC MOTIVES OF HIGH SCHOOL GRADUATES IN CHOOSING ENGLISH EDUCATION STUDY PROGRAM AT FACULTY OF TEACHER TRAINING AND EDUCATION: A COMPARATIVE STUDY BETWEEN UNIVERSITAS JAMBI AND UNIVERSITAS BATANGHARI

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Abstract: The objectives of this research are to investigate which motive (altruistic, intrinsic, and extrinsic motives) is dominantly influenced by high school graduates to continue their study at English Study Program, Faculty of Teacher Training and Education in Jambi University and Batanghari University. Also, this study compare whether there are differences between the dominant motives of both universities. The sample of this research are the students of English Study Program of both universities from batch 2015, 2016, and 2017 with total sample are 325 students (238 students from Universitas Jambi (UNJA) and 87 students from Universitas Batanghari (UNBARI). The data were gathered by using questionnaire and were analyzed by using descriptive statistic to get dominant motives. and to get difference; researcher used Independent Sample t-test. The findings showed that, among the three motives (altruistic, intrinsic, and extrinsic), extrinsic motives got the highest mean score for both Universities (Jambi Univ got mean score 2.42 and Batanghari Univ got mean score 2.38) followed by intrinsic motives (2.23 for Jambi Univ and 2.14 for Batanghari Univ) and altruistic motives. Based on the result of analysis of independent sample t test, the value of significancy t-tailed is $.144 > .05$ which means that there is no significantly different in motives between Universitas Jambi and Universitas Batanghari students to continue their study at Teacher Education Faculty and become an English Teacher. In conclusion there are no different in motives from both universities in choosing English study program. Extrinsic motives is dominantly influence them to be an English Teacher.

Keywords: *Motives, High School Graduates, Extrinsic, Altruistic, And Intrinsic Motives*

Teachers quality are vital for producing qualified students in order to be able to compete in globalisation era. Teacher has responsibility for that case as everyday they have contact with the students (Organisation for economic Cooperation and Development [OECD] 2005, Mukminin, A., Kamil, D., Haryanto, E., Muazza., 2017). Additionally, any job which not succeed in recruiting qualified entrants, also will not succeed in producing the output later on (Lortie, 1975). Because of that reason, Teacher Education Faculty which has capacity in producing qualified future teacher should recruit and fill in by highly-motivated and competent candidates. Aside of that, understanding candidates' initial motives to pursue a Teacher Education Faculty is indispensable as a foundation to develop teacher education policies before, during, and after entering the program (Mukminin, A., Kamil, D., Haryanto, E., Muazza., 2017). In order to produce the qualified future teacher, understanding student teachers' initial motive especially to be an English teachers by enrolling at English Education Program, Teacher Education Faculty is very important as foundation to develop teacher education policis and programs in order to achieve the quality of future teachers.

Recently, many studies have explored the reasons of people choosing teaching as career. Mostly the reason for conducting the studies on this topic from many countries is that because not many people choose teaching as career. It caused the shortage of high quality applicants to teacher education program (Kyriacou, C., Hulthgren, A., & Stephens, P., 1999). On the contrary, in Indonesia, the number of freshgraduate high school student increase year by year in applying to teacher education program. Unfortunately, there are still limited studies concern on this topic, such as the studies of Mukminin, et al (2017a) and Mukminin, et al (2017b).

Special concern in this study will be on the motivation of the student teacher of English Study Program for choosing teaching as their future career. Such studies (e.g. Brown, 1992;

Kyriacou & Kobori, 1998; Chuene et al, 1999; Mukminin, et al 2017a and Mukminin, et al 2017b) found that there are three main categories of motivations: first, *Altruistic motivation* which deals with seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve. Second, *Intrinsic motivation* which covers aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise. Third, *Extrinsic motivations* cover the aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status.

Some other studies also have found motives that focus on altruistic, intrinsic, and extrinsic motives which attracted senior high school fresh graduates to enroll at teacher education faculty (e.g. Lortie, 1975; King, 1993; Yong, 1995; Johnston, Mckeown, & McEwen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Kyriacou & Coulthard, 2000; Schutz, Crowder, & White, 2001; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lai, Chan, Ko, & So, 2005; Manuel & Hughes, 2006; Richardson & Watt, 2006; Pop & Tunner, 2009; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012; Bruinsma & Canrinus, 2012; Mukminin, Rohayati, Putra, Habibi, & Aina, 2017a). Those studies commonly found three major motives (altruistic, intrinsic, and extrinsic) of fresh graduate senior high school students for choosing Teacher Education Faculty.

Unfortunately, those studies only give information about the student teachers' motive to enroll Teacher Education Faculty in English Study Program, Universitas Jambi only. However, this study was conducted to investigate the dominant motives (among the three motives) of student teachers' for both at Universitas Jambi (UNJA) and Universitas Batanghari (UNBARI). Also, this study compared the dominant motives of both universities.

Method

The sample of batch 2015, 2016, and 2017 student teachers who enrolled at English Department, Faculty of Teacher Training, Universitas Jambi and Universitas Batanghari were investigated. Total sampling technique was used in order to get more representative data with 87 students from Universitas Batanghari and 238 students from Universitas Jambi. Data were gathered from questionnaire which consist of 53 items. Out of 53 items, 23 items are extrinsic statements (no. 1 to 23), 12 items are altruistic (no. 24 to 36), and 16 items are intrinsic (no. 37 to 53). The questionnaire was designed into two parts, the first part is about demographic information of the student and the second part is about student teachers' reasons to continue their study at English Department and to be an English teacher.

Data gathered from the questionnaire were analyzed by using descriptive statistics. As Cozby and Bates (2012, p. 245), stated that "descriptive statistics allow researchers to make precise statements about the data". Additionally, Johnson & Christensen, (2008) said that by using descriptive statistics, the goal was to describe, summarize and make sense of a particular set of data. Aside of that, the reliability was also being considered. In this research, researcher used think-aloud technique. It is the technique where the participants are asked to verbalize their thought and perception about the questionnaire Johnson and Christensen (2008). Then the researcher take note every single statement about the opinion from the respondent about the statements in the questionnaire. This technique was used to determine whether the respondents have the same interpretation about the statements with the researcher.

Results and Discussion

Descriptive statistics were employed to find out the most dominant motive among the three motives (extrinsic, intrinsic, and altruistic motives) of English Department students, from both Universitas Jambi and Universitas Batanghari to enroll at Faculty of Teacher Education and become an English Teacher in the future. The instrument which were used to measure reasons for choosing English Department and teaching as a profession contains 53 items. Researchers run Factor Analysis to categorize the 53 possible factors into 3 main factors (extrinsic, intrinsic, and altruistic) to be in-line with the literatures that say these are three possible main reasons why people choose certain occupations. Table 1 presents the dominant motive between Universitas Jambi and Universitas Batanghari based on the mean score.

Table 1. The mean, Standar Deviation, and level of motivation of student teachers of Universitas Jambi and Universitas Batanghari to enroll at English Department and become an English Teacher.

Statements	Motives	UNIVERSITAS JAMBI			UNIVERSITAS BATANGHARI		
		Mean	S.D	Level	Mean	S.D	Level
1 – 23	Extrinsic	2.42	0.514	Medium	2.38	0.580	Medium
24 – 36	Altruistic	1.96	0.101	Low	1.81	0.139	Low
37 – 53	Intrinsic	2.23	0.242	Low	2.14	0.298	Low

From the table, it can be seen that the most dominant motive of both universities are the same, which is extrinsic motive. Universitas Jambi got mean score 2.42 and Universitas Batanghari got mean score 2.38 in medium level. Followed by intrinsic motive with mean score 2.23 for Universitas Jambi and 2.14 for Universitas Batanghari. The least motive is altruistic motive with mean score 1.96 for Univ. Jambi dan 1.81 for Univ. Batanghari. Both motives are in low level.

Aside of the dominant motive, this study also determined that the different in dominant motive between the student teachers who enroll at Universitas Jambi (state university) with those who enroll at Universitas Batanghari (private university). It was found that there is no significant different in dominant motive between the student teachers of state university with student teachers of private university. It was gotten from the resust of independent sample t-test analysis, in which, the value of two-tailed was $.144 > .05$. It means that there is no different of dominant motives between UNJA's student teachers and UNBARI's student teachers. Extrinsic motive was the main and dominant motives for them to be an English Teacher.

Based on the result it shows that extrinsic motives seemed to be the most dominant factors influencing the high school graduates to enroll at English Department at both universities (UNJA and UNBARI). One of extrinsic motives such as "teaching gives me an opportunity to interact with interesting colleagues/students" which include in "nature of work" category. Intrinsic motives (example: "Teaching is an intellectually stimulation occupation") then come after extrinsic motives then followed by altruistic motives (example: "Teaching English shall make esteemed contributions to society"). The finding was similar to the study of Bastic (2000) who also found that in Jamaica, extrinsic factors were more dominant in choosing teaching than intrinsic and altruistic factors. However, the present study contradict with the finding of Saban (2003) who found that in Turkey, the student teacher rate altruistic factors was the most important than intrinsic and extrinsic factors. Another study from Malaysia conducted by Bakar, Mohamed, Suhid & Hamzah (2014) showed that intrinsic is more important than extrinsic factors.

Some other studies from other parts of the world showed variety of dominant motives among the three motives. Such as the study of Abdullah (2002). His study found that extrinsic motivation was the main factors that lead student teachers to choose teaching as a vocation in one university in Malaysia. His study used sample of 265 student teachers. He found that 45% of the respondents rated extrinsic factor, 34.2% rated intrinsic factors, and 24.8% rated altruistic motives as the factors influencing them to choose teaching as a profession. However, in another study on Malaysian sample, Azman (2013) found that student teachers choose teaching as a career because of altruistic and intrinsic reasons. A study in Slovenia by Krecic and Grmek (2005) showed that self-realization was the top reason for choosing teaching, followed by altruistic and material reasons. A study by Moran et al. (2001) also demonstrated that intrinsic motivation seemed to be the most influential factors cited by teacher education students in Ireland in influencing their choice to choose teaching. Similarly, a study by Sinclair (2008) in Australia using 211 student teachers revealed that intrinsic factors have a greater influence than extrinsic factors over their decision to take up teaching position. In a study by Low et al. (2011) on pre-service teacher in Singapore, they found that the main reasons to go in to the teaching profession fell into altruistic (41%), intrinsic (55%) and extrinsic (3%). Like other pre-service teachers in Singapore rated Intrinsic factors as most influential that make them choose to enter the teaching profession.

Conclusion

The findings of the current study clearly shows that the senior high school graduates continue their study by enrolling at English Department, FKIP, which is supposed to be an English

teacher was not for a very good reason. Since extrinsic motives cover the aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status. Thus, the present study sheds an important light that needs to be taken into consideration by policymakers at the level of college that they supposed to change the recruitment system for the candidate who really want to be a qualified future English teacher. The candidates should be tested not only once general written test only. But they also should be tested about pedagogical knowledge as well as interview related to their motives to continue their study at Teacher Training Faculty especially at English Department.

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