

Factors Affecting Motivation to Choose TVET Teacher as a Career

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Abstract: The purpose of this research is to determine the factors that influence the motivation of choosing a career as a TVET teacher. This study also involved a comparison of career selection factors for male and female students. This study involved 301 undergraduate students of bachelor degree in vocational education from Universiti Tun Hussein Onn Malaysia. Data was collected through a questionnaire and were analyzed using SPSS software to obtain the mean score, frequency, and t-test statistics. The findings revealed that all factors such as interest, social influence, and social utility value have a high mean score value. In addition, only the social influence factor showed a significant difference in choosing a career as a TVET teacher for male and female students. This study is necessary to help the concerned parties explore the motivation factors that affect student to choose TVET teaching as their career. It is important to keep these future teachers motivated so that the TVET field can produce better-quality teachers in the future.

Keywords: Interest, Social Influence, Social Utility Value

1. Introduction

A civilized nation is built on the foundation of the teaching profession. The government must provide qualified teachers and educators who are professional, skilled, and effective to achieve the objective of creating TVET students who are competitive and capable of becoming skilled employees after graduation (Anwar & Mohamad, 2022). TVET curriculum design must incorporate ideas from different academic fields and is strongly tied to the working world (Yunos et al., 2019). The teaching profession is frequently viewed as a career that does not promise advantages or high rewards, despite numerous efforts and attention on the subject of TVET (Mutalib et al., 2019). This is because TVET teachers have a heavier workload than traditional teachers. As a result, a lot of TVET instructors lose interest in and motivation for their subject matter, which lowers their level of job satisfaction. The importance of teacher motivation cannot be overstated, and these TVET teachers may experience different difficulties than other teachers. According to Omar et al. (2018), issues like school politics, time constraints, low income, few perks, limited opportunities for growth, an excessive workload, and high exam loads are all thought to lower teachers' willingness to stay in the field.

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1.1 Research Background

The decision to become a TVET teacher is influenced by a variety of factors. To accomplish educational goals, teachers must be motivated to offer their expertise and enhance work performance (Elkhaira et al., 2020). The Factors Influence Teaching Choice' (FIT-Choice) scale, which covers valid factors, can be used to examine why instructors and preservice teachers decide to pursue a career in education (Watt et al., 2012). Several factors, including socialization influence, social dissuasion, prior teaching and learning experiences, social influences, task demand, task return, self-perceptions, intrinsic value, personal utility value, social utility value, and fallback career, are included in the FIT-Choice scale (Watt et al., 2012). All of these factors can then be categorized into three types of motivation: intrinsic, extrinsic, and altruistic. A motivated instructor might easily fulfill any responsibilities assigned and create good work performance (Kesavan, 2022).

However, not every student who enrolls in this teaching sector is highly motivated. Excellent students nowadays are less inclined to pursue careers in education. In the majority of nations, educational institutions like universities struggle to entice these outstanding students to pursue careers as teachers (Lang & Palacios, 2018). Due in large part to the low societal acceptance of the teaching profession, it is challenging to draw great students to this field (Castro-Zarzur et al., 2018). Additionally, some students are not serious about choosing a career. As a result, individuals choose that job decision in response to outside pressure from their parents, teachers, or peers (Balyer & Ozcan, 2014).

Furthermore, TVET teachers need to acquire technical qualifications at a professional level, which causes students to choose to become teachers not voluntarily but driven by other people's judgments (Ismail et al., 2018). However, one of the issues that lead to student unemployment in Malaysian vocational institutions is inept instructors. According to Hanapi et al. (2015), this problem of teacher weakness includes teaching strategies, poor classroom management, a lack of professional experience, a lack of abilities, and a lack of enthusiasm for the subject matter being taught. Industry insiders claimed that the effectiveness of the teaching staff is thought to be the key issue that arises in the TVET profession (Bassah, 2015). Because they are unmotivated and do not see a high social utility value in supporting students' success, the majority of teachers are incompetent and do not work to enhance their abilities. Motivation is essential for encouraging prospective educators to pick this career route, stay in education without changing occupations, and be dedicated to carrying out their responsibilities. The national education system will then produce more qualified instructors.

1.2 Research Objective

The objective of this research is to:

1. Identify the interest factors in the motivation of choosing a career as a TVET teacher.
2. Identify the social influence factors in the motivation of choosing a career as a TVET teacher.
3. Identify the social utility value factors in the motivation of choosing a career as a TVET teacher.
4. Identify whether there is a significant difference in factors in the motivation of choosing a career for male and female students who take the ISMPV course at UTHM.

2. Methodology

This methodology outlines the procedures used for conducting the study, the pertinent analysis, and the techniques used to make sure the researcher can gather correct data. Utilizing a methodology can aid in better organizing and solving difficulties. The methodology will include the planning of each phase from start to finish. The purpose of this study was to determine what characteristics

motivated people to choose a profession as a TVET teacher. To achieve the goals of the research, a methodical explanation of the survey's findings will be provided.

2.1 Research Design

Survey research is a quantitative research method used for this research to collect data from a set of respondents. A set of questionnaires as the instrument to gather the data. This study's design entails a research procedure to generate data analysis findings in the form of a survey study. UTHM was chosen as the site for the survey. UTHM is among the four universities that were crowned as universities under the Malaysian Technical University Network or better known as MTUN. Furthermore, among the four universities under MTUN, only UTHM offers Technical and Vocational Education courses under the Faculty of Technical and Vocational Education (FPTV). The research data obtained meet the criteria of the researcher because this study was made focusing on Bachelor of Vocational Education (ISMPV) course students and it coincides with the location and respondents of the study. 301 students who are enrolled in bachelor's programs in vocational education are the research's respondents. Because the population is uniform or homogenous, this study uses probability sampling techniques, which are more precise than simply random sampling. Depending on the results of the study, the gathered data were then analyzed using SPSS to establish mean scores and standard deviations.

2.3 Research Instrument

The Google Form application served as the survey. This questionnaire is disseminated via both a specifically created QR Code and messaging services like "WhatsApp." This online survey was chosen as a convenience for all parties because it allows respondents to react whenever they have spare time, regardless of where they are. Additionally, Google Forms will be more user-friendly for respondents than conventional approaches. The researcher uses the SPSS program to display the frequency and percentage of the feedback from the respondents.

3. Results and Discussion

The research question has guided the compilation of the study's findings. Descriptive statistics and inferential statistics were used in this research. The goal of descriptive statistics is to characterize the characteristics of the study sample, while the results are expressed in terms of frequency, percentage, and standard deviation. Additionally, inferential statistics were utilized to determine whether there were any appreciable differences between the reasons that motivated male and female students to enroll in the UTHM ISMPV course. The T-test was employed for statistical inference.

3.1 Demographic of Respondents

There were 301 Bachelor of Vocational Education (ISMPV) students from the Faculty of Technical and Vocational Education (FPTV) at Universiti Tun Hussein Onn Malaysia (UTHM) participated in this study as respondents. Data on respondent demographics, including gender, race, programs, and year of study, have been evaluated in this area. The demographic data are included in Tables 1, Table 2, Table 3 dan Table 4.

Table 1: Distribution of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Male	107	35.5
Female	194	64.5
Total	301	100

Table 2: Distribution of Respondents Based on Races

Races	Frequency	Percentage (%)
Malay	291	96.7
Chinese	0	0
Indian	5	1.7
Other	5	1.7
Total	301	100

Table 3: Distribution of Respondents Based on Programmes

Programmes	Frequency	Percentage (%)
General Machining	28	9.3
Building Construction	78	25.9
Catering	64	21.3
Welding and Metal Fabrication	35	11.6
Electrical and Electronics	28	9.3
Creative Multimedia	51	16.9
Air Conditioning and Refrigeration	17	5.6
Total	301	100

Table 4: Distribution of Respondents Based on Year of Study

Year of Study	Frequency	Percentage (%)
First Year	87	28.9
Second Year	92	30.6
Third Year	94	31.2
Forth Year	28	9.3
Total	301	100

3.2 Mean value for interest, social influence, and social utility value factors

To answer the first, second, and third research objectives which are the factor of interest, social interest, and social utility value in the motivation of choosing a career as a TVET teacher among ISMPV students at FPTV UTHM, the researcher has conducted a descriptive analysis based on the mean value. The results of the study are explained in detail in the following table.

Table 5: Mean Value

Factors	Mean
Interest	4.40
Social Influence	4.01
Social Utility Value	4.41

3.3 T-test value for interest, social influence, and social utility value factors

Inferential analysis was measured through the T-Test and was used to explain the findings of the study to find out if there was a significant difference in factors in the motivation of career choice for male and female students who took the ISMPV course at UTHM. The results of the inference analysis will be explained to answer the fourth objective of the study.

Table 6: T-test Value

Factors	Gender	N	Mean	T-value	df	Sig
Interest	Male	107	4.44	1.24	299	0.22
	Female	194	4.38			
Social Influence	Male	107	4.14	2.81	289	0.01
	Female	194	3.94			
Social Utility Value	Male	107	4.36	-1.32	299	0.19
	Female	194	4.43			

To evaluate the interest factor of ISMPV students that influences their motivation to choose TVET teachers as a vocation, a total of 7 items have been generated. According to the findings of a survey done on 301 ISMPV students at UTHM, there is a lot of curiosity among the students in what makes them want to become TVET teachers. The group with the highest mean score expressed happiness at being accepted as students in the subject of education and at the prospect of becoming TVET instructors. Not only that, but the results of the study by Per & Magnus (2021) reveal that the intrinsic motivation element, which is about the participants' feelings about teaching, correlates to the highest mean score. Both of these results demonstrate how students' positive emotions play a role in motivating individuals to pursue teaching as a profession. In addition, Bakar et al. (2014) demonstrate that the most productive combination and greatest option for TVET education students is a combination of intrinsic, extrinsic, and altruistic motivation. According to the study's findings, intrinsic motivation includes an interesting aspect. According to the lowest mean value score, students do not need to put in a lot of effort to enter the TVET teaching area, despite their high degree of enthusiasm. People who are passionate about teaching will find fulfillment in their work. They are passionate about their work, therefore whatever the difficulties they confront, they will work to find a solution and keep striving to make things better.

To evaluate the social influence factor of ISMPV students that influences their motivation to choose TVET teachers as a vocation, a total of 7 items have been generated. The findings indicate that students' motivation to choose a career as a TVET teacher is highly influenced by social factors. The highest mean score demonstrates that educators with moral integrity and a good heart can serve as "role models" for students as they choose their future vocations. This result is consistent with those of Eze et al. (2022), who found that the majority of these TVET practical teachers decided to enter the teaching profession due to the influence of their former professors. These professors most likely referred to their instructors from the postgraduate diploma courses they took before graduation. Extrinsic incentive is demonstrated in this case, demonstrating the importance of coaching. They thought their lecturer was a really strong and admirable individual. Parents' and friends' social impact was rated lower, which is consistent with Karunamurthi and Sieng's (2018) ranking of the family as the least important social influence component and Shahron's (2020) claim that friends' influence on people's professional decisions is little. Referring to the lowest mean value score demonstrates that career counseling programs have less of an impact on candidates' decisions to pursue the TVET teaching area. Even though parents have less effect on students' job choices than TVET professors, parents are nevertheless crucial in helping students achieve their goals. Additionally, the support of close friends will help boost motivation for pursuing a career as a TVET teacher.

To evaluate the social utility value component of ISMPV students that influences their motivation to choose TVET teachers as a vocation, a total of 7 items have been generated. The findings indicate that the student's motivation for choosing a career as a TVET teacher was driven by a high level of social utility value. The organization wants to raise the worth of students, as evidenced by the highest mean score. Additionally, the respondents desire to transform the community's perception of the TVET sector as a second-class profession by becoming TVET teachers. This finding is consistent not just with research done in Malaysia, but also with research done abroad to determine the elements that influence a person's decision to pursue a career in TVET teaching (Miciulienė &

Kovalcikene, 2022; Berger & Girardet, 2020). Accordingly, the social utility value component is the most significant aspect for TVET teachers when compared to other factors. According to the score with the lowest mean value, becoming a TVET instructor benefits the community.

To find differences in interest factors, social influence, and social utility value on the motivation of selecting a job as a TVET teacher depending on gender, the researcher used a T-test for two independent samples. Male and female ISMPV students did not differ significantly in their interest and social utility value elements, according to the findings of an independent two-sample t-test study. Social influence is one of the elements that significantly differ between male and female ISMPV students at UTHM. The study discovered that male students have a stronger social influence factor than female students. This indicates that male students are more likely than female students to be influenced by those around them when deciding on a future as a TVET teacher.

4. Conclusion

The government must pay attention to the aspects that affect a student's motivation for selecting a profession in TVET teaching to provide a clear explanation of the key elements that influence this decision. The importance of a teacher's social utility must be recognized by the government. This speaks to the efforts of educators who have a strong desire to help others, give back to society, and influence the future of kids. These future TVET instructors will be able to produce more skilled people who can contribute to the nation's economic progress by having a high social utility value. The interest of students in working in TVET education is a factor that needs to be encouraged by several parties. When students pursue their interests, they will be more committed to their studies and consequently be able to generate teachers of higher caliber. They will overcome all obstacles and issues with a job they are very interested in and work to find a solution. Parents and friends should encourage the student's real desire to become a TVET teacher because they are the people closest to the student. To encourage students to consider the profession of TVET teaching, various social influences, including the school counseling department and social media, must exert more effort. Students who get this support and encouragement may find their desire and efforts to become better TVET teachers are indirectly boosted. The government must also develop programs to reward outstanding teachers with additional compensation once they perform well. Prospective teachers will be indirectly encouraged by this acknowledgment to pursue excellence and become aware of the worth of the teaching profession.

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