

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the review of related literature. More specifically, this chapter presents the theoretical side, including the influencing factors and the challenges of being teachers. Additionally, the chapter explains the Social Cultural Career Theory, which serves as the foundation of this study. Lastly, this chapter reviews past studies regarding career choices as teachers.

2.1 Theoretical Review

The following section explains the theories and findings of previous research.

2.1.1 Perception of the teaching profession

Perception is one of the factors a person can choose a career to become a teacher. A person's perception influences the view of interest in selecting the profession he wants. If someone is interested in the profession he wants, that person has a particular perception of career views, especially the career of being a teacher. According to Rinke (2008), interest can be expressed and realized through statements indicating that a person (student) prefers something, which can be appreciated through an activity that supports his interest. If students have a good perception of the teacher, then these students will be interested in becoming a teacher, and vice versa. If students have a wrong perception of the teaching profession, then these students will not have an interest in becoming a teacher.

2.1.2 Self-efficacy on students' beliefs in choosing the teaching profession

Self-efficacy can influence individual behaviour and achievement in aspects of life, which are related to career selection, and individual belief in their ability to choose a career according to the abilities they have. Self-efficacy refers to a person's belief in his ability to succeed or achieve certain goals, in the context of career selection, self-efficacy reflects an individual's belief in his ability to choose and pursue a career according to his interests, values and skills (Arghode et al., 2021).

2.1.3 Influencing factors of being teachers

Previous research found several factors that influence interest in becoming a teacher. These factors are divided into internal and external factors.

2.1.3.1. Internal factors

Interest, talents, and motivation influence students' career choices (Nuryanti, 2008). The followings are internal factors that influence students in determining a career as a teacher, stating that the interest factor is significant to know to what extent a person pursues a particular job through education. Further, when students are interested in becoming teachers, they will follow the path of education that aligns with the job requirements for their desired career success (Brown et al., 2008).

Motivation. In determining a career, students need inspiration as a direction and encouragement to achieve their goals. According to Uno (2017), basis serves several functions in career achievement: (1) it acts as a driving force

for sustained effort; (2) it determines the direction of career choices and plans; and (3) it prevents actions that are not aligned with their goals. With motivation, students can move in a positive direction towards achieving their desired career goals, as it provides them with guidance and encouragement.

Talent. Talent is one of the factors that can influence a person to choose a career as a teacher. This factor also impacts the success of their career choice. The growth of interest in a person, mainly a student with talent, can be supported by completing further education from elementary school to university. Uno (2017), suggests that interest arises based on one's skills. Therefore, a claim arises because of a talent that exists from birth, without the influence of others, and is further developed through a learning process.

2.1.3.2 External factors

Factors driving students in determining careers to become teachers cannot be separated from the influence of the environment and the people around them. The interest in deciding a career is not just formed in a person, as several external factors influence career choices to become a teacher, including family and social environment (Dalyono, 2007). The following are external factors that influence students in determining a career as a teacher.

Family Environment and Surrounding Environment. The first factor is social environments that support a person's every step in choosing a career. According to Baron and Byrne (2003), social and environmental support gives them space for physical and psychological comfort provided by family members,

friends, or people around them. Social support from his family has increased a person's stability in choosing and making career decisions. Getting emotional support makes a person confident in making decisions about choosing a career.

Teacher Welfare. The next factor, teacher welfare, is one thing people consider when choosing a job (Anoraga, 2009). However, teacher welfare is still an issue in Indonesia due to the low salaries in contrast to the teachers' duties. In state schools in Indonesia, there are two types of teachers based on their status: permanent teachers (full-time state teachers) and non-permanent teachers (half-time teachers) (Aisyah & Chisol, 2020). The common difference between permanent and non-permanent teachers is their salary or income (Nurdin, 2021). Permanent teachers who have been appointed as civil servants receive a basic salary from the government that is adjusted according to their job class, while non-permanent teachers (who have not been appointed as civil servants) are still struggling to get wages that correspond to their performance, this issue is often observed among civil servant teachers.

The presence of teachers as educators is crucial at all levels of education. However, teachers still encounter difficulties obtaining wages that match their performance and meet the standards for teacher welfare, especially for non-permanent teachers. Until now, there are no salary regulations that make teachers prosperous, the performance of non-permanent teachers is assessed primarily based on their working hours, position level, and additional assignments adjusted to commensurate wages (Siahaan & Meilani, 2019).

This is a consideration for the younger generation when choosing a career as a teacher due to the low or insufficient salary and level of welfare. Improving teacher welfare can eliminate public perceptions of teachers being looked down upon. According to Zulkifli, Darmawan, and Sutrisno (2014), welfare should be the primary concern and priority in a job that allows workers to obtain their rights based on performance without burdening their duties. Salary can affect the performance and motivation of teachers in carrying out their responsibilities. Suppose salaries are increased in Indonesia without discrimination between permanent teachers and non-permanent teachers. In that case, it has been proven that teacher welfare is guaranteed and will boost interest in becoming a teacher, especially among students.

2.1.4 Social cognitive career theory (SCCT)

A career refers to a person's position or role during their working period, showing their growth or progression in a particular agency. Hackett (2002) states that a person chooses a career through further education or job selection based on their interests and talents. The Social Cognitive Career Theory (SCCT) is a theory that aims to explain career development through interrelated aspects of interests, abilities, values, and environmental factors. Is based on Albert Bandura's general social cognitive theory, an influential theory of cognitive processes and motivation, The model that has been developed to study many areas of psychosocial functioning, such as academic performance, health behaviour, and organizational development, seeks to incorporate some of the general aspects of the theoretical framework (Lent et al., 2002). The SCCT core model was created

to explain better several points related to the career choices of English education students based on their interest in teaching English.

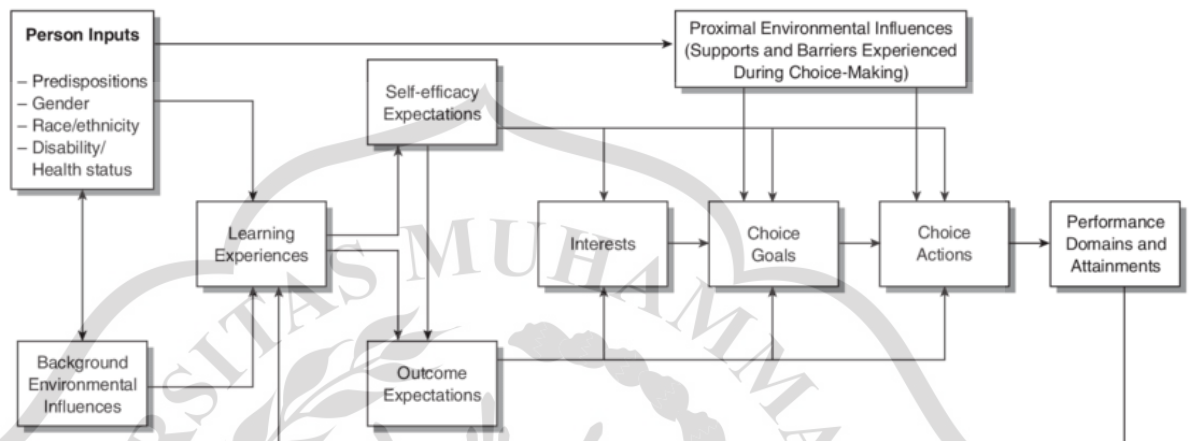
Self-efficacy beliefs, namely the personal achievement of success and failure with specific tasks, are assumed to offer attractive sources of success information. However, the nature of social models, messages of reinforcement, and the type of physiological state experienced in a particular field can all affect one's performance domain differently (Bets & Hackets, 2006).

Outcome expectations refer to the consequences or results of carrying out certain behaviours or the choices people make regarding activities they have done and their persistence in activities that require consideration of the results of self-efficacy beliefs. (Hsu et al., 2007).

3. Personal goals, namely the intention of a person to engage in certain activities or to achieve a level of performance, are called choice goals and performance goals. The existence of goals people tends to set goals that are consistent with their views about their abilities and the results they expect to achieve from pursuing actions. Success or failure in achieving personal goals provides important essential that helps to change or confirm self-efficacy beliefs and expectations (Walsh, 2014). Interest in career-relevant activities results from self-efficacy and outcome expectations, as shown in Figure 1.

Figure 1

The relationship between career interest and the formation of lent choices



SCCT's interests relate to its career selection model, which incorporates self-efficacy, outcome expectations, and goals. It plays a crucial role in the development model, making choices, choosing a career, and educational and occupational interests. In Figure 1, the point of interest in the activity is in the middle. Career-relevant activity points are seen as a result of one's abilities and expectations at school, home, and the community. When someone shows interest in an activity, they tend to develop goals to maintain or increase their involvement. Further activity engagement leads to subsequent mastery or failure experiences, which, in turn, help revise self-efficacy, outcome expectations, and interest in the ongoing feedback loop.

The development of interests may continue until late adolescence when general interests (such as art, science, social activities, or mechanical) become stable. However, data on the stability of interests suggest that interest changes

occur for some people during their post-adolescent years. According to Leung (2008), such changes can be explained by changes in self-efficacy beliefs and expectations. Specifically, exposure to powerful new learning experiences (such as parenting, technological advances, job training, or restructuring) allows people to change their sense of self-efficacy and outcome expectations, leading them in ultimately occupational reactions and hobbies.

2.2 Previous Study

Before this research, several previous studies had been carried out related to the driving factors of interest in becoming a teacher. For example, Setiaji (2016), conducted a study to determine the effect of learning achievement and student perceptions of teacher welfare on interest in becoming a teacher. This study involved 122 students of the Accounting Education Study Program at FKIP UNS Class of 2013 and 2014, using 55 samples. From the findings of this study, it is known that several factors influence the interest in becoming a teacher, including learning achievement and student perceptions of teacher welfare. There is an effect of achievement on interest in choosing a career as a teacher and an influence of teacher welfare on student perceptions of teachers when choosing a career as a teacher.

In another study, Lam (2012), conducted a study on prospective teachers' motivation. This study recruited 38 graduates of a teacher-preparation program in Hongkong to reveal their motivation for choosing teaching as a career path. The study revealed two primary factors affecting their motivation through in-depth interviews: stable career prospects and internal satisfaction.

In a more recent study, Bergmark et al. (2018) examined student-teachers perceptions of the teaching profession and the factors affecting their career choice. The qualitative data were collected from 259 student texts from three Swedish teacher education programs. The findings revealed that student achievement during the program and their perspectives of economic welfare from the teaching profession were the primary factors affecting their career choices.

