

# Is Altruism be The Main Reason for Education Students to Become Teachers? With Gender and Culture as Moderating Variables

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## ABSTRAK

Masalah yang dihadapi saat ini yaitu profesi guru mengalami krisis profesional dan kuantitas karena tidak menarik minat generasi muda untuk masuk ke dalam profesi guru di masa depan. Penelitian ini berfokus pada mahasiswa pendidikan ekonomi yang diharapkan menjadi guru di masa depan. Tujuan penelitian ini adalah untuk menguji pengaruh motivasi menjadi guru terhadap altruisme. Dalam melakukan penelitian ini, dilakukan survei terhadap 230 mahasiswa pendidikan di dua universitas pendidikan di Indonesia yang sedang menyelesaikan program sarjana empat tahun untuk menjadi guru sekolah menengah. Metode penelitian yang digunakan adalah survei kuantitatif. Metode pengumpulan data yang digunakan yaitu kuesioner. Pengolahan data dilakukan dengan regresi hierarki. Hasil yang ditemukan dalam penelitian ini menunjukkan bahwa motivasi menjadi guru mempunyai pengaruh positif dan signifikan terhadap altruisme. Siswa perempuan cenderung lebih termotivasi untuk menjadi guru dibandingkan siswa laki-laki. Temuan penelitian ini membuktikan bahwa gender dapat memoderasi hubungan antara altruisme dan motivasi menjadi guru, sedangkan budaya merupakan quasi-moderasi yang diungkapkan dalam penelitian ini.

## ABSTRACT

The current problem is that the teaching profession is experiencing a professional and quantity crisis because it needs to attract young people to enter the teaching profession in the future. This research focuses on economics education students who are expected to become teachers in the future. This study aims to examine the effect of motivation to become a teacher on altruism. In conducting this study, a survey of 230 education students at two universities of education in Indonesia who are completing a four-year undergraduate program to become secondary school teachers was conducted. The research method used was a quantitative survey. The data collection method used was a questionnaire. Data processing was done by hierarchical regression. The results found in this study indicate that motivation to become a teacher has a positive and significant influence on altruism. Female students tend to be more motivated to become teachers than male students. The findings of this study prove that gender can moderate the relationship between altruism and motivation to become a teacher, while culture is a quasi-moderation revealed in this study.

## 1. INTRODUCTION

Education is a crucial building block in the growth of both individuals and communities. It plays a vital role in unlocking human potential, expanding perspectives, and enhancing overall quality of life (C. Skaalvik, 2020; E. M. Skaalvik & Skaalvik, 2018). Teachers play a crucial role in education as they are responsible for imparting knowledge, influencing the development of students' personalities, and inspiring them to work towards their objectives. To be a teacher is not just a job, but also a vocation to help advance the development of future generations (Harmsen et al., 2018; Lejonberg et al., 2018). Many people choose to become educators because they want to have a positive impact on student's lives, instill a love for learning, and contribute to creating a more informed and enlightened society. Committed educators do not just impart knowledge from the curriculum, but also motivate and support students as they navigate life's obstacles, thus transforming education into a powerful tool for empowerment. Hence,

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the significance of education and the essential role of teachers in this process affirms that pursuing a career in teaching is a noble and impactful decision for the future of the country (Franz et al., 2023; Harmsen et al., 2019). Unfortunately, the problem found in the field is the low motivation to become a teacher today. Previous studies have explained that being a teacher is a profession that can cause stress, fatigue and even pressure which ultimately leads to low teacher retention (Carroll et al., 2021; Chaudhuri et al., 2022). This may provide a negative image so that the teaching profession may be less attractive to younger generations (Klassen et al., 2021; Turner et al., 2022). This issue raises the question of what motives education students have in higher education and future expectations, as they are prepared to become teachers both in terms of materials and teaching practices (Berg et al., 2023; Smith, 2020). Therefore, it is important to explore the factors that can influence the intention to pursue a career as a teacher, one of which is motivation. All forms of motivation influence the intention to become a teacher, both intrinsic and extrinsic motivation (Gundel et al., 2019; Kwok et al., 2022).

There is a five-factor model of personality to examine its relationship with teaching motivation in first-year student teachers. The personality traits of each individual are closely related (Franz et al., 2023; Kwok et al., 2022). Their research found that personality traits can predict the emergence of intrinsic motivation, and sociability is positively related to social caring attitudes including altruism. Previous research found a negative and significant relationship between altruistic motivation and school dropout. Based on these studies, it can be analyzed that to get a high retention rate in teacher education, prospective teachers need to have altruistic attitudes. Other studies have also found that high commitment and motivation to become a teacher is based on social awareness, and concern for students' intelligence and knowledge (Simonsz et al., 2023; Yao & Enright, 2020). Caring about children's education and wanting to contribute to social welfare, often referred to as altruism, are among the reasons that motivate individuals to become teachers (Kwok et al., 2022; Li et al., 2022). Altruism is also a prosocial attitude such as values and emotional reactions that value others and the fairness of sharing. Belief in altruistic attitudes can indirectly influence interrelated prosocial behaviors (Rodriguez et al., 2020; Yao & Enright, 2020). Some jobs that relate to and prioritize social interests other than volunteering, one of which is a teacher (Bullough Jr, 2019; X. Zhang, 2021). Altruistically motivated teachers have the characteristics of being 'lifelong learners' with social awareness in the form of caring and empathy. In addition, there is a desire to share, and a desire for equality to teach all students fairly. Altruism motives entail the perception of teaching as a valuable profession that is considered important for supporting children's educational development and the desire to make a difference in society (Bergmark et al., 2018; Shang et al., 2022; L. Zhang et al., 2019). In addition, material motivations such as job security, long holiday pay and professionalism such as enjoyment of teaching and the material taught are also motives. The most common motive for choosing the teaching profession is the inner satisfaction that prospective teachers expect from teaching (Kwok et al., 2022; Štemberger, 2020).

Gender roles show a significant relationship with motivation, intention and commitment to enter the teaching profession. Previous research found that male teacher candidates had lower motivation to become teachers than females in terms of humanistic orientation (Cheung et al., 2021; Kwok et al., 2022). Women showed greater intention and motivation to enter the teaching profession after graduating. In addition, there is research stating that men are also more likely to resign from the teaching profession compared to women. This is because some men tend to be attracted to realistic-oriented work, while women are more inclined to human-oriented work. In addition, teaching is often considered a feminine profession (Bergmark et al., 2018; Kirk, 2020). The evolutionary forces of culture in a place can influence people's behavior, including altruistic behavior regardless of differences. Cultural transmission can change individuals who obtain altruistic behavior from others, then the individual will learn to behave altruistically also from others. Cultural transmission is also able to encourage individuals to behave altruistically, even towards a better direction. This is because the cultural realm can direct the biological realm of individuals to increase empathy for others. Culture has a strong influence on how human behavior and experiences are shaped. Previous studies revealed that culture can reinforce altruistic behavior in addition to gender and age (Enelamah & Tran, 2019; Shang et al., 2022).

Studies focusing on the concept of altruism with dimensions of cultural and life meanings are limited. More precisely, collectivist culture has a strong correlation with altruism, because collectivist culture is pro-social so it forms a habitual altruist character. Previous studies show that culture can mediate human altruistic behavior. Community values and attitudes play a major role in prosocial behavior, including altruism in collectivist cultures. Because these cultures have strong social networks, mutual attachment, and dependence between community groups (Shang et al., 2022; Yao & Enright, 2020). Human altruistic dispositions develop through cultures that have evolved as empirical evidence. But although altruistic attitudes can develop through culture, altruism itself has a universal nature and there are genetic influences. Cultural similarities also make the connection with norms of fairness towards

humans strong, and this explains why individuals may behave altruistically at certain moments, especially towards the weak such as children (Vlerick, 2020; Yao & Enright, 2020). The previous study show that in addition to personal factors, social and cultural factors can influence an individual's motivation to become a teacher, as they are relevant considerations for teachers' professional identity. Social and personal cultural characteristics acted as mediators in the motivation to become a teacher (Berger & Lê Van, 2018; Kwok et al., 2022). Pioneer of self-determination theory also confirm that cultural context is one aspect of intrinsic and extrinsic motivational needs. Based on previous studies, this research tries to make culture a moderation between altruism and motivation to become a teacher. This study aims to examine the effect of motivation to become a teacher on altruism.

## 2. METHOD

This research uses a quantitative survey method. The sample used to test the validity and reliability of the instrument used 80 respondents. This research data was obtained from distributing online questionnaires completed by economics education students who were undertaking four years of teacher education at two state universities in Indonesia. Economics education students were chosen as the main respondents in this research because education students are future teacher candidates. A total of 233 students filled out the questionnaire which was distributed online. This study excluded 3 responses because the data filled in was incomplete, so the data could not be processed and used in the research. Thus, this study used 100 respondents and the sample size in this study met the required criteria (Berg et al., 2023; Bergmark et al., 2018). With 62% being female students and the remaining 38% being male students. The questionnaire used adapted and developed a survey instrument based on previous research and the altruism scale. The items created in this research used a 4-point Likert scale. The aim is to avoid middle answers or doubts which tend to eliminate the desired research answers. The 4-point Likert scale consists of the answer choices 'Strongly Agree' 'Agree' 'Disagree' and 'Strongly Disagree'. This study assessed gender differences with a dummy scale. (1) for male students and (0) for female students. This research ensures that every item used is reliable, and has been tested for validity and reliability. The results of validity testing using Confirmatory Factor Analysis on each construct produced an anti-image correlation that was greater than 0.6. The Kaiser-Meyer Olkin (KMO) value is greater than 0.7 namely 0.802. The reliability test used Cronbach Alpha with SPSS 26 with results obtained of 0.934 more than 0.7. Thus, the suitability criteria have met the requirements and demonstrated the validity and reliability of the construct being measured. This study uses differences in universities and semesters taken by education students as control variables by previous studies (Bergmark et al., 2018; Orsini et al., 2020).

## 3. RESULT AND DISCUSSION

### Result

The analytical tool for testing the hypothesis in this research uses Moderated Regression Analysis. Before carrying out data regression, it is necessary to test the classical assumptions. The results of the classical assumption test show a tolerance value of 0.98, meaning  $> 0.1$ , and the VIF value obtained is 1.021, namely  $< 10$ , meaning there is no multicollinearity. The normality test uses the One-Sample Kolmogorov-Smirnov Test with an Asymp value of sig 0.2 (0.05) where the data is normally distributed. There was no heteroscedasticity with a significance value for the altruism variable of 0.512 ( $> 0.05$ ) and gender as a moderating variable of 0.052 ( $> 0.05$ ). In the first stage, we carried out a regression between the dependent and independent variables. Second, we added religiosity as a main effect and added gender as an independent variable. Next, a regression was carried out on the motivation of education students to become economics teachers. Third, we included interaction effects and tested the relationship between motivation to become an economics teacher, we tested changes in R-square values and the F test.

**Table 1.** Hierarchical Regression Results the Influence of Altruism and Motivation to Become a Teacher

Variable	Model 1	Model 2	Model 3	Model 4
Constant	37.794 (43.001)***	4.395 (1.411)**	-1.295 (-.318)**	-9.480 (-1.648)**
University	2.005 (1.632)**	2.445 (2.460)***	2.776 (1.823)**	3.201 (2.138)***
Semester	3.591 (3.408)***	3.079 (3.608)***	3.341 (3.588)***	3.107 (3.329)***
Altruism		1.040 (11.013)***	.989 (10.165)***	.756 (6.306)***

Variable	Model 1	Model 2	Model 3	Model 4
Gender			1.030 (.679)**	16.170 (2.901)***
Culture			.631 (2.209)***	.238 (.715)**
<b>Interaction</b>				
Altruism*Gender				.459 (2.747)***
Altruism*Culture				.015 (.015)***
F	6.070	46.619	29.390	23.487
R	.225 <sup>a</sup>	.618 <sup>a</sup>	.629 <sup>a</sup>	.652 <sup>a</sup>
ΔR	-	-.393	-.011	-.023

Description: \*\*\* significant 1% (0.00-0.01); \*\* significant 5% (0.02-0.5); significant 10% (0.06-0.1).

The data in Table 1 presents the results of the hierarchical regression analysis for model 1 regression analysis including control variables and dependent variables. The semester variable was significant ( $p < 0.05$ ), but model 1 only explained a small portion of the dependent variable ( $R = 0.225$ ). In model 2, the main independent variable is included, which has a significant number (0.000;  $p < 0.05$ ) with a greater contribution to the dependent variable than in model 1, namely ( $R = 0.618$ ). Then in model 3, variables that moderate this influence relationship are included, namely gender and culture. In model 3, the gender variable is not significant (0.498;  $p > 0.05$ ) and the culture variable is significant (0.028;  $p < 0.05$ ). While in model 4 shows the results of the interaction of moderation variables with significant altruism \* gender (0.007;  $p < 0.05$ ) and significant altruism \* culture (0.044;  $p < 0.05$ ). Based on the results of the regression hierarchy in models 3 and 4, it can be said that the gender variable is a pure moderation variable because  $\beta_2$  is non-significant and  $\beta_3$  is significant. Then for cultural variables in this study, it produces quasi moderation, because it shows a significant relationship in  $\beta_2$  and  $\beta_3$  which have the potential to become independent variables.

### Discussion

The findings in this study produce some of the same statements, which are supported by previous studies. First, based on the results of the data presented in Table 1, it shows that this study proves the relationship between altruism has a positive and significant effect on the motivation to become a teacher in education students. The findings suggest that students with altruistic tendencies are more likely to be motivated to enter the teaching profession, driven by a strong desire to help and make a positive impact on the lives of others (Kwok et al., 2022; Li et al., 2022). Data collected from various respondents showed that aspects of altruism, such as concern for students' well-being and a desire to contribute to society, consistently increased their interest and commitment to teaching. The results of this study reinforce the view that altruistic values play an essential role in the formation of intrinsic motivations that drive education students to choose a career path as a teacher, thus providing a solid basis for the development of teacher education programs that better support and stimulate altruistic motivations (Qin & Alonso Trillo, 2023; Qin & Tao, 2021). The results of this study are supported by previous studies show that altruism can influence individuals to become teachers (Shang et al., 2022; X. Zhang, 2021). When the level of altruism in economic education students is high, it will make economic education students motivated to become teachers. The dimensions of the altruism attitude described in this study are based on indicators of altruism such as having a high sense of empathy for children, having concern for educating the next generation, being voluntary and there is no compulsion to want to teach. Then willing to help children who are less fortunate educationally and socially with the desire to teach (Kirk, 2020; Simonsz et al., 2023). Second, this study proves that gender can moderate the relationship between altruism and motivation to become a teacher, where the results of this study are in line with previous studies. The results in this study found that female students are more motivated to become teachers when compared to men. This statement is also following previous studies which state that women are indeed more strongly influenced to be motivated to become teachers (Kirk, 2020; X. Zhang, 2021). These findings underscore the importance of considering gender in designing teacher training policies and programs that are more inclusive and responsive to different motivations, ensuring that both men and women can feel encouraged and supported in pursuing a career in education (Qin & Alonso Trillo, 2023; Qin & Tao, 2021). Third, this study shows that culture is a quasi-moderating variable, which means that cultural variables can be independent variables as well as moderating variables. This research confirms the complex role of culture in motivation and career choice dynamics, suggesting that cultural influences cannot be ignored in

the analysis of causal relationships in social and educational research. This research contributes to the motivational theory of self-determination theory. In the context of economics education students, when they have a high level of altruism, the motivation to become an economics teacher is also high, especially for motivation that arises from within or higher intrinsic motivation following the theory of motivation which divides motivation into two, namely intrinsic and extrinsic motivation (Enelamah & Tran, 2019; Shang et al., 2022). This research has several implications, namely first, the university as a higher education institution that provides opportunities for education students to learn and practice how to work to become an educator in the aspects of pedagogy, teaching skills, preparing teaching materials, learning media, and learning materials. These opportunities, given in higher education will make education students plan their future goals whether students will continue to be committed to teaching in the future or vice versa (Vlerick, 2020; Yao & Enright, 2020). Therefore, it is important to know the motivation of students to become teachers, because it can be used to find ways to increase their commitment to teaching and as a first step to overcoming the low teaching profession. Second, high levels of altruism from individuals indicate that they have a high sense of caring, empathy, and volunteering, including the altruistic attitude of economic education students to become teachers (Htang, 2019; Shang et al., 2022). This means that economic education students are motivated to become teachers because they are concerned for education, have empathy for educating the next generation, and willingness to help children who have difficulty learning without coercion and of their own accord. This research certainly still has shortcomings because the sample used is limited and has not described the complexity. Suggestions for future research are to expand the sample and use more in-depth qualitative methods, such as interviews or case studies, to gain more understanding.

#### 4. CONCLUSION

The results of this study reveal that altruism has a positive and significant influence on the motivation to become a teacher in economics education students. Then prove that gender can strengthen the influence of altruism on motivation to become a teacher, where female students have a stronger influence to become teachers than male students. However, the cultural variable in this study can potentially be an independent variable in this relationship with motivation as the dependent variable. So the hypothesis that cultural variables can moderate the relationship between altruism and motivation to become a teacher is rejected.

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