

MOTIVATION OF PROSPECTIVE ECONOMIC TEACHER CANDIDATES AND THEIR RELATIONSHIP WITH RELIGIOSITY

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ABSTRACT

This research focuses on the influence of religiosity on motivation to become economics teachers among students who are studying for teachers at universities. A total of 100 students filled out the survey questionnaire that was distributed. The level of religiosity is measured using the intrinsic religiosity scale and motivation to become a teacher is based on Ryan & Deci's motivation theory, namely self-determination theory. The results of this study found that religiosity has a significant effect on motivation to become an economics teacher. However, there is no significant difference between male and female students in becoming teachers.

Keywords: Religiosity, Teacher Candidates, Motivation.

INTRODUCTION

Being a teacher is a noble job, but being a teacher is also not an easy profession¹. Often teachers also experience stress due to work pressures² for example, such as the large number of learning devices³, when exams are approaching, students need to prepare various questions⁴. Feelings of pressure, stress, and fatigue can certainly affect teachers' psychology and have an impact on learning⁵. The pressure faced by teachers can sometimes be relieved with spiritual aspects⁶. The spiritual level of religiosity can balance emotional feelings⁷ and form self-adjustment for

¹ Desiree Carver-Thomas and Linda Darling-Hammond, "The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools," *Education Policy Analysis Archives* 27 (2019).

² Tyler L Renshaw et al., "Assessing Teachers' Positive Psychological Functioning at Work :," *School Psychology Quarterly* 30, no. 2 (2015): 289–306.

³ Annemaree Carroll et al., "Teacher Stress and Burnout in Australia: Examining the Role of Intrapersonal and Environmental Factors," *Social Psychology of Education* 25, no. 2–3 (2022): 441–469.

⁴ Nathaniel P von der Embse et al., "Initial Development and Factor Structure of the Educator Test Stress Inventory," *Journal of Psychoeducational Assessment* 33, no. 3 (September 15, 2014): 223–237.

⁵ Nathaniel von der Embse and Ariel Mankin, "Changes in Teacher Stress and Wellbeing Throughout the Academic Year," *Journal of Applied School Psychology* 37, no. 2 (2021): 165–184.

⁶ Richard Barsh, "Exploring the Relationship Between Teacher Spirituality and Teacher Self-Efficacy BT - The Pedagogy of Shalom: Theory and Contemporary Issues of a Faith-Based Education,"

⁷ Patty Van Cappellen, Megan E Edwards, and Barbara L Fredrickson, "Upward Spirals of Positive Emotions and Religious Behaviors," *Current Opinion in Psychology* 40 (2021): 92–98.

teachers as learners who grapple with pressure and their way of life⁸; ⁹. Studies by Novitasari et al¹⁰ and Lal et al¹¹ explain that the level of religiosity can influence teacher welfare. Apart from that, religiosity can also influence academic performance¹², teacher motivation, and work ethic¹³. Aspects of religiosity are often separated from the educational context and discussed separately¹⁴, especially focusing on the religiosity of prospective teachers. Studies on the relationship between religiosity and motivation to become a teacher are still limited¹⁵.

Religiosity

Religion has occupied a central place in individual existence and social life in contemporary society¹⁶. Religion is operationalized by measuring 'religiosity' which is meaningful about how individuals understand religion more deeply, engage more closely, and how individuals integrate religion into their lives¹⁷; ¹⁸; ¹⁹. Religiosity is also related to hope and motivation²⁰. Therefore, aspects of religiosity are often linked to levels of well-being, such as research by Mahlo & Windsor²¹; Flores et al²²; and Lucette et al²³. Previous studies state that religiosity has an important aspect in determining life goals and influencing a person to make decisions in life²⁴, including career decisions which usually arise from aspects of

⁸ Marcus Penthin et al., "Measuring Student Teachers' Beliefs Regarding Religion in Schools: Piloting and Preliminary Validation of Two Newly Developed Scales," *British Journal of Religious Education* 44, no. 3 (April 16, 2022): 281–292.

⁹ David C Trott, "Teaching Spirituality and Work: A Praxis-Based Pedagogy," *Management Learning* 44, no. 5 (September 13, 2012): 470–492.

¹⁰ Novitasari et al., (2020) 'How far down can you go? Can you get reincarnated as a floorboard?' Religiosity education pedagogy, pupil motivation and teacher intelligence 16(3) 361-376.

¹¹ Lal et al., (2020) The prevalence, determinants and the role of empathy and religious or spiritual beliefs on job stress, job satisfaction, coping, burnout, and mental health in medical and surgical faculty of a teaching hospital: A cross-sectional survey 41 (4) 232-240.

¹² Ning Li and William H Murphy, "Religious Affiliation, Religiosity, and Academic Performance of University Students: Campus Life Implications for U.S. Universities," *Religion & Education* 45, no. 1 (January 2, 2018).

¹³ Raida Abu Bakar, Fang Lee Cooke, and Nuttawuth Muenjohn, "Religiosity as a Source of Influence on Work Engagement: A Study of the Malaysian Finance Industry," *The International Journal of Human Resource Management* 29, no. 18 (October 11, 2018): 2632–2658.

¹⁴ Viktoria Soltesova and Matus Pleva, "The Influence of Religious Education on the Religiosity of Roma Children in Slovakia," *Religious Education* 115, no. 5 (October 19, 2020): 536–548.

¹⁵ Mensah Eric, Francis Tabiri, and Asare Danso Seth, "University Students' Religious Literacy and Religiosity. What Is the Place of Academic Discipline and Religious Affiliation?," *Cogent Education* (11) 1.

¹⁶ Tulsi Jayakumar and Anshul Verma, "Indic Religiosity Scale: Developing and Validating an Indian Religiosity Scale," *Journal of Management, Spirituality and Religion* 18, no. 1 (2021): 35–56.

¹⁷ Maksym Bryukhanov and Igor Fedotkov, "Religiosity and Life Satisfaction: Evidence from the Russian Data," *Journal of Contemporary Religion* 36, no. 2 (May 4, 2021): 349–371.

¹⁸ Azad Ali Ismail, "Kurdish Religiosity: Development and Validation of a Religiosity Scale in a Muslim Kurdish Context," *Mental Health, Religion & Culture* 21, no. 9–10 (November 26, 2018): 884–898.

¹⁹ Tierney K. Ahrold and Cindy M. Meston, "Ethnic Differences in Sexual Attitudes of U.S. College Students: Gender, Acculturation, and Religiosity Factors," *Archives of Sexual Behavior* 39, no. 1 (2010): 190–202.

²⁰ Werner Nell and Sebastiaan Rothmann, "Hope, Religiosity, and Subjective Well-Being," *Journal of Psychology in Africa* 28, no. 4 (2018): 253–260.

²¹ Mahlo & Windsor, (2021) Older and more mindful? Age differences in mindfulness components and well-being 25(7) 1320-1331.

²² Florez et al., (2018) Suicidal ideation and hopelessness in PTSD: spiritual well-being mediates outcomes over time 31(1) 46-58.

²³ Lucette et al., (2016) Spirituality and Religiousness are Associated With Fewer Depressive Symptoms in Individuals With Medical Conditions 57(7) 505-513.

²⁴ Abu H Ayob and Shifa Mohd Nor, "Individual Religiosity and Career Choice: Does Cultural Religiosity Moderate the Relationship?," *Cross-Cultural Research* 56, no. 4 (April 6, 2022): 323–344.

intrinsic religiosity²⁵ which are explained²⁶. Deciding on plans for a career or entering a particular profession, apart from being prepared with skills, talents, and various relevant factors²⁷, internal motivation for a career is also important²⁸.

Motivation of teacher candidates

Motivation is a foundation or basis for an individual to carry out a job or action²⁹. Motivation is considered one of the aspects that best explains human behavior in various contexts³⁰. The factors that exist in motivation can control job satisfaction for each individual³¹. Apart from that, motivation will also build the existence of goals that will be achieved so that with these goals, it will be clear which direction each individual will take in life^{32,33}. Self-determination theory initiated by Deci & Ryan (1985)³⁴ explains the existence of intrinsic motivation and extrinsic motivation which have a regulatory process³⁵. According to Pavin-Ivanec³⁶, intrinsic motivation has a strong role in teaching, which is then supported by good teaching abilities so that the decision to choose a teaching career becomes more unanimous. He adds that intrinsic value is important, but social utility value is also needed which is often less visible. Intrinsic motivation and a picture of expectations for individual achievement determines choices and goals that will be related to the process, will, and strong intention to achieve them³⁷. Some studies also consider that extrinsic motivation has a weak effect because it is built from external factors^{38,39}. According to Praetorius et al⁴⁰, motivation to become a teacher is fairly stable over time.

²⁵ Esperanza F Hernandez, Pamela F Foley, and Ben K Beitin, "Hearing the Call: A Phenomenological Study of Religion in Career Choice," *Journal of Career Development* 38, no. 1 (May 17, 2010).

²⁶ C. Y. Stark, R., & Glock, "New Denominationism," *Review of Religious Research* 7, no. 1 (1965): 8–17.

²⁷ Diogo L. Pinheiro, Julia Melkers, and Sunni Newton, "Take Me Where I Want to Go: Institutional Prestige, Advisor Sponsorship, and Academic Career Placement Preferences," *PLoS ONE* 12, no. 5 (2017): 1–24.

²⁸ Kenneth D. Gibbs and Kimberly A. Griffin, "What Do i Want to Be with My PHD? The Roles of Personal Values and Structural Dynamics in Shaping the Career Interests of Recent Biomedical Science PHD Graduates," *CBE Life Sciences Education* 12, no. 4 (2013): 711–723.

²⁹ Ashraf Alam et al., "Need-Based Perspective Study of Teachers' Work Motivation as Examined From Self-Determination Theoretical Framework: An Empirical Investigation," *SSRN Electronic Journal* 17, no. 6 (2022): 8063–8086.

³⁰ Rafael Burgueño et al., "Academic Motivation Scale Revised. Inclusion of Integrated Regulation to Measure Motivation in Initial Teacher Education."

³¹ Jaime X Castillo and Jamie Cano, "Factors Explaining Job Satisfaction Among Faculty," *Journal of Agricultural Education* 45, no. 3 SE-Articles (September 30, 2004): 65–74

³² Frank Martela, "Self-Determination Theory," *The Wiley Encyclopedia of Personality and Individual Differences, Models and Theories* (2020): 369–373.

³³ Kimberly A. Noels et al., "Self-Determination and Motivated Engagement in Language Learning," *The Palgrave Handbook of Motivation for Language Learning* (2020): 95–115.

³⁴ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior*, ed. Elliot Aronson, 1st ed. (New York: Springer Science and Business Media B.V., 1985).

³⁵ Diego Vasconcellos et al., "Self-Determination Theory Applied to Physical Education: A Systematic Review and Meta-Analysis," *Journal of Educational Psychology* 112, no. 7 (2020): 1444–1469.

³⁶ Tea Pavin Ivanec, "Motivation for the Choice of a Teaching Career: Comparison of Different Types of Prospective Teachers in Croatia," *Journal of Education for Teaching* 49, no. 3 (May 27, 2023): 355–369.

³⁷ Altay Eren and Kadir Vefa Tezel, "Factors Influencing Teaching Choice, Professional Plans about Teaching, and Future Time Perspective: A Mediation Analysis," *Teaching and Teacher Education* 26, no. 7 (2010): 1416–1428.

³⁸ Sonia San-Martín et al., "The Determinants of Teachers' Continuance Commitment to e-Learning in Higher Education," *Education and Information Technologies* 25, no. 4 (2020): 3205–3225.

³⁹ Paul W Richardson, Stuart A Karabenick, and Helen M G Watt, *Teacher Motivation; Theory and Practice*, vol. d (Routledge, 2015).

⁴⁰ Anna-Katharina Praetorius et al., "Longitudinal Relations between Teaching-Related Motivations and Student-Reported Teaching Quality.," *Teaching and Teacher Education* 65 (2017): 241–254.

Therefore, because teaching is a profession that educates and builds the nation, it is necessary to know individual motivations for becoming teachers^{41,42}. Knowledge of motivation is the key so that future teachers can choose a teaching career and be consistent in that career⁴³. This effort also aims to encourage students at universities studying teaching to strengthen their commitment to becoming teachers⁴⁴.

METHOD

The method used in this research is a quantitative survey method. Then this research survey was distributed to economic education students at two state universities in Indonesia. Survey questionnaires were distributed, and it was found that 100 students filled out the questionnaire completely, so that the research data could be processed for the next stage. The data obtained for this research used 25 question items that were adopted and developed from previous study instruments by Stark & Glock and Watt & Richardson which then processed the data using SPSS26.

FINDING

Table 1.1 Regression Model

Variable	Model 1	Model 2
<i>Constant</i>	42.689 (84.203)***	30.628 (9.468)***
Control Variable		
Gender	0.558 (0.808)**	0.526 (0.812)**
Main Effect		
Religiosity		0.263 (3.769)***
<i>Model fit statistic</i>		
F	0.653	7.474
R	0.081	0.365
VIF	1.000	1.000

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

The results of data processing are shown in Table 1.1. In model 1 it can be interpreted that there is a control variable, namely gender, with a significance value of $0.421 > 0.05$ with a t value of 0.808, which means there is no significant difference between male respondents and female

⁴¹ Kemal Yüce et al., "Motivations for Choosing Teaching as a Career: A Perspective of Pre-Service Teachers from a Turkish Context," *Asia Pacific Education Review* 14, no. 3 (2013): 295–306.

⁴² Helen M.G. Watt and Paul W. Richardson, "Motivational Factors Influencing Teaching as a Career Choice: Development and Validation of the FIT-Choice Scale," *Journal of Experimental Education* 75, no. 3 (2007): 167–202.

⁴³ Marjon Fokkens-Bruinsma and Esther T Canrinus, "The Factors Influencing Teaching (FIT)-Choice Scale in a Dutch Teacher Education Program," *Asia-Pacific Journal of Teacher Education* 40, no. 3 (August 1, 2012): 249–269.

⁴⁴ Xiomara L Zúñiga, Rosa A Espinoza, and Hugo Campos, "Teacher Education Strategy That Allows Developing Motivation towards Learning in College Students from Milagro City," *American Scientific Research Journal for Engineering, Technology, and Sciences* 12, no. 1 SE-Articles (April 29, 2015): 123–135.

respondents. The R-value in model 1 is 0.081, meaning the influence of the control variable on motivation to become a teacher is 0.81% and the rest is influenced by other variables. Model 2 shows that the regression coefficient (β) value of religiosity is 0.263, meaning that if the religiosity variable increases by 1%, motivation to become a teacher will increase by 0.263. The significance value of religiosity is 0.000. It can be interpreted that religiosity influences the motivation to become an economics teacher among economic education students. The religiosity aspect has an influence of 36.5% and the rest is influenced by other factors.

DISCUSSION

Based on the results of the regression test, it can be said that religiosity has a positive and significant effect on motivation to become an economics teacher. The results of this research are supported by previous studies by Pethin et al⁴⁵ and O'Grady⁴⁶ that religious beliefs such as the level of religiosity are important factors in determining a teacher's professional actions. Aspects of religiosity also influence education students to build work motivation and motivation to determine career choices as found in previous studies^{47,48}. This research contributes to the self-determination theory⁴⁹ which then looks for its influence on aspects of religiosity using a scale that has been developed based on previous studies⁵⁰ which relate to intrinsic religiosity.

The points generated in this research first, this research prove that religiosity can have a positive and significant influence on the motivation of economics education students. The results of this research are also supported by previous research^{51; 52; 53}. Second, the results of this research found that there were no significant gender differences between men and women in their motivation to become economics teachers. The results of this research are supported by previous studies^{54,55}. These three studies contribute to the motivation theory initiated by Ryan & Deci⁵⁶ which states that every individual who will determine the direction of their life goals needs to be based on strong motivation, both intrinsic and extrinsic motivation. The four findings in this research reveal that economics education students tend to be intrinsically motivated compared to extrinsic motivation, although the two have not much difference.

⁴⁵ Penthin et al., (2023) Does Teachers' Spirituality Make a Difference? The Explanatory Value of Spirituality and Religiosity for Teachers' Professional Beliefs on Teaching and Learning, 50 (2-3), 159-190.

⁴⁶ O'Grady,(2008) 'How far down can you go? Can you get reincarnated as a floorboard?' Religious education pedagogy, pupil motivation and teacher intelligence 16(3) 361-376.

⁴⁷ Novitasari et al., "The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance. Solid State Technology, 63(6), 2953–2967.

⁴⁸ Rożnowski & Zarzycka, (2020) Centrality of religiosity as a predictor of work orientation styles and work engagement: A moderating role of gender 11(8) 1-12.

⁴⁹ Ryan & Deci, (2020) Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions.

⁵⁰ Stark, R., & Glock, "New Denominationalism."

⁵¹ Novitasari et al., "The Role of Religiosity, Leadership Style, Job Satisfaction and Organizational Citizenship Behavior Mediation on Woman Teachers' Performance. Solid State Technology, 63(6), 2953–2967.

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⁵⁴ Ekin et al., (2021) A Comparative Study of Career Motivations and Perceptions of Student Teacher 16 (1) 505-516.

⁵⁵ Sharif et al., (2014) Motivation and Determination of Intention to Become Teacher: A Case of B.Ed. Students in UAE International Journal of Business and Management 9(5).

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CONCLUSION AND SUGGESTION

Conclusion

Although aspects of religiosity are rarely discussed in the field of education, especially those related to motivation to become a teacher, it turns out that religiosity is positively and significantly related to motivation. Therefore, based on previous research that has discussed the relationship between religiosity and mental health, work pressure, and work ethic, researchers tried to find the influence of religiosity on motivation, the results of which had a significant effect. It was also found from the results of this research that there was no significant difference regarding motivation to become a teacher. The findings in this study also prove that the question items developed based on Stark & Glock⁵⁷ are reliable and can be used to measure the level of intrinsic religiosity.

Suggestion

The limitations of this research are first, this research only focuses on how religiosity can influence the motivation of economics education students to become teachers. Second, the data taken for this research was at one time only and at a certain point. It is hoped that further research can identify and examine the influence of religiosity on motivation to become a teacher at different points and at different times. Third, this research only uses a few samples and on a small scale for research. It is hoped that future researchers can take larger research samples on a wider scale so that the resulting data will be more accurate.

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