

Analysis of Readiness for Becoming Teacher Based on the Theory of Planned Behavior

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Abstract

This research aims to identify the factors behind the readiness of accounting education students as prospective teacher. This study applies the Theory of Planned Behavior. Research population consists of Undergraduate Students of Accounting Education in State University of Malang on batch 2019-2022, totaling 251 students. From those population, 155 students are chosen to use slovin technique to determine measurement of sample. To make sure the proportional representative of every batch, proportionate stratified random sampling method was applied in taking sampling. The questionnaire is used as data collecting technique which is analyzed by using Structural Equation Modeling Smart PLS 3. It was found in this study that family environment and self-efficacy in teaching directly influence to the interest. Meanwhile, the perception of teacher profession does not significantly affect to the interest. Family environment and self-fficacy in teaching increase personal the readiness to be a teacher. Even though the perception of teacher profession does not influence the teaching readiness, but the readiness of teaching is influenced by interest. Interest is proven to mediate the influence of family environment on teaching readiness. In addition, interest also successfully mediate the influence of teaching self-efficacy on teaching readiness. However, interest does not play a strong enough role as an intervening variable in the relationship between perception of the teaching profession and teaching readiness. The benefit of this study is to provide input to higher education institutions as a basis for conducting more in-depth curriculum evaluations.

How to Cite

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INTRODUCTION

Readiness of teaching profession is a part of working competence which consist of skill level and individuality to reach the success in working environment. (Peersia et al., 2024). For students who learn in teaching field, readiness of teaching profession is a important aspect in increasing education quality. A number of graduates from educational programs, particularly accounting education, prefer to pursue careers in public accounting rather than becoming teachers, despite prospective teachers having been equipped with professional readiness (Anis & Lyna, 2014). This is worsened by the Decree of the Minister of Education, State Apparatus Empowerment, and Bureaucratic Reform Number 347 of 2024, which states that the government will abolish honorary workers in 2025 ((PANRB). & Birokrasi, 2024). This policy puts education graduates in a disadvantageous situation, where they have to compete for teaching positions while opportunities to become teachers are increasingly limited. By 2025, the number of teachers needed is approximately 38,112 (Kementerian Pendidikan, Kebudayaan, Riset, 2024), which is not balanced with the large number of education graduates each year.

Various factors play a role in an individual's decision to become a teacher. Research by Fray & Gore (2018) and Laily (2022) shows that the decision to enter the teaching profession emphasizes individual motivation rather than considering social context. Sikora's study (2021) found that readiness to become a teacher is influenced by several factors, including individual perceptions, social values, job demands, and expected salary. Students' perspectives on various aspects of teaching are part of their perception of the teaching profession (Rizkia & Samlawi, 2024). According to research by Ayu Prastiani & Listiadi (2021), perception of the teaching profession has a positive influence on interest, meaning students are more interested in becoming teachers if they have a positive view of teaching.

However, another finding shows that

eventhough students have positive perception to teacher profession, such as considering it noble or important, this does not necessarily support into a strong personal interest in becoming an educator (Sri Maryati, 2024). Although the literature shows diverse results and there is a possibility that other factors are more dominant in shaping interest, this study still proposes the hypothesis that there is a positive influence between the perception of the teaching profession and the interest in becoming a teacher. This hypothesis is proposed to re-examine those relationships in the spesific context of Students of Accounting Education in State University of Malang, and also becomes starting point before investigating potential mediating or moderating variables that may explain the complexity of this relationship.

In addition to the perspective, interest is shaped by influence of family environment. With family support, an individual will be motivated to choose a career that aligns with their interests and goals. Parental education style, family relationships, home atmosphere, family economic conditions, parental attention, and cultural background are several aspects that play a role in this (Hartanti, 2021). However, this contrasts with Sundari's research (2024), which shows that interest is not influenced by family environment. There is possibility that family indirectly influences interest through intervening variable that have not been fully explored. This indicates a research gap that needs to be further examined.

To get a more comprehensive understanding, this study examines various other factors that contribute to interest, namely teaching self-efficacy. In the context of teaching, self-efficacy refers to a teacher's belief in their ability to achieve desired learning outcomes (Kwarteng & Servoh, 2024). To measure the level of self-efficacy, this study is based on the Teachers' Sense of Efficacy Scale (TSES) (2001).

The factors behind students' career choices are often identified through the framework of the Theory of Planned Behavior

(TPB). There are three factors that influence intention, namely attitude towards the behavior, subjective norm, and perceived behavioral control.

According to Azjen (1991) dalam Theory of Planned Behavior (TPB), Attitude towards the behavior is formed from how someone views something, which will then influence their behavior. When individuals receive adequate information about teacher welfare, such as promising career opportunities and high salaries, students' confidence in choosing to become a teacher becomes stronger (Sri Maryati, 2024). Therefore, based on this theory, attitude towards the behavior is closely related to the perception of the teaching profession.

An individual's intention to perform a behavior will be stronger if they feel supported by their social environment (Ajzen, 1991). Students tend to be more motivated in pursuing their goals when they receive support from their family. The influence of family environment on interest in becoming a teacher shows that subjective norms are a social factor that affects an individual's intention to perform a behavior.

Theory of Planned Behavior (TPB) is an important framework for understanding how individuals make career decisions. In this theory, perceived behavioral control, which includes an individual's confidence in controlling their behavior, plays a crucial role in shaping their intentions and actions. Specifically, perceived behavioral control is related to teaching self-efficacy, which is an individual's belief in their ability to perform teaching tasks effectively. Thus, the three main components of the Theory of Planned Behavior collectively influence an individual's intention and behavior in choosing and pursuing a career as a teacher.

In this study, intention is connected to interest in becoming a teacher. Interest is an internal support that arises when an individual sees a match between their desires, needs, and an object or activity, motivating action to achieve it (Alifah & Hastuti, 2023). This interest then becomes a key determinant of whether the behavior will be carried out or

not. Based on the background, grand theory, and research gap described above, the research hypotheses proposed are:

H1: Perception of Teaching Profession has positive influence on interest.

Research results show a relationship between perception of the profession and interest (Febriati, 2022). An individual's interest depends on how they view the teaching profession itself

H2: Family Environment has positive influence on interest.

A study by Amalia & Pramusinto (2020) shows the influence of family environment on interest. In this context, the Theory of Planned Behavior (TPB) confirms that behavior is shaped by individual attitudes, social influences, and self-efficacy beliefs. (Buerkle et al., 2017).

H3: Self-efficacy in teaching has positive influence in interest.

Research by Yohana & Umami (2024) shows that self-efficacy has positive influence on interest. It support the research by Nani & Melati (2020) which concludes that self-efficacy has positive influence on interest.

H4: Interest has positive influence on Readiness of Teaching.

Research by S. Wahyuni et al. (2021) shows that interest in a job can enhance an individual's readiness to work. This finding is consistent with Alifah & Hastuti's research (2023), which states that students' teaching readiness is influenced by their interest. These findings are supported by the Theory of Planned Behavior (TPB) framework, which suggests that interest motivates individuals to act.

H5: Perception of Teaching Profession has positive influence on Readiness of Teaching.

A study by Puspitasari & Asrori (2019) reveals that a positive perception of the teaching profession contributes to readiness to become a teacher. This is consistent with the framework of Theory of Planned Behavior (TPB), which suggests that an individual's perceptions influence their actions.

H6: Family Environment has positive influence on Readiness of Teaching

An analysis by Riahmatika & Widhiastuti (2019) indicates that teaching readiness is influenced by family environment by 26%. In this case, subjective norms play a significant role in shaping someone's interest and readiness to take action.

H7: Self-efficacy in teaching has positive influence on Readiness of Teaching

Based on the findings of Mariyatul Qibthiyah et al. (2024), readiness to become a teacher is influenced by self-efficacy. In the context of teaching, an individual's belief in their abilities plays a crucial role in enhancing their readiness.

H8: Interest mediates the influence of perceptions of the teaching profession on teaching readiness.

Ibrahim's analysis (2014) revealed that teaching readiness is not always supported by perceptions of the teaching profession. However, Puspitasari & Asrori's research (2019) stated that perceptions play a role in enhancing students' readiness. To improve students' readiness to become teachers, interest plays a crucial role in influencing their behavior. This statement is in line with Roisah & Margunani's research (2018), which proved that teaching readiness increases as interest increases. These findings align with the Theory of Planned Behavior (TPB) framework, which explains that behavior is driven by an individual's views and interest serves as an indicator to perform a behavior. (Ajzen, 1991).

H9: Interest mediates the influence of Family Environment on teaching readiness.

Septiani & Widiyanto's research (2021) revealed that family environment influences readiness to become a teacher. This finding aligns with the Theory of Planned Behavior (TPB), which suggests that subjective norms as a social factor affect an individual's intention to act (Ajzen, 1991). In this context, interest connects the influence of family environment with teaching readiness. Individuals with strong interest tend to show high readiness (Yuniasari, 2017).

H10: Interest mediates the influence of teaching self-efficacy on teaching readiness.

Research of Mariyatul Qibthiyah et al (2024) states that teaching readiness is influenced by self-efficacy, although the correlation is relatively weak. An individual's belief in controlling their behavior plays a crucial role in shaping their intentions and actions (Ajzen, 1991).

This study positions interest as an intervening variable, where students with greater interest, ability, and skills will have higher levels of teaching readiness (Roisah & Margunani, 2018). The following is the conceptual framework of the research:

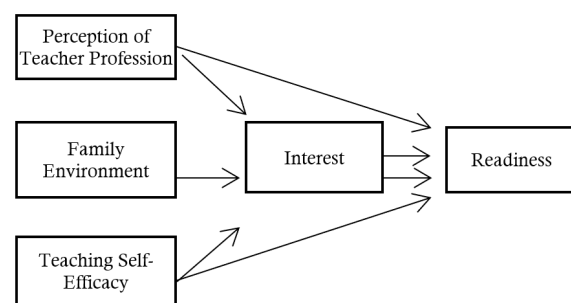


Figure 1. Research Conceptual Framework

The need for further research is indicated by the existence of a phenomenon gap and inconsistencies in previous research findings. Therefore, it is essential to investigate how various factors interact in shaping and strengthening or weakening students' readiness to become teachers. This study aims to identify the factors behind the readiness of accounting education students as prospective teachers and provide input to the campus as a basis for conducting a more in-depth curriculum evaluation.

METHODS

To test and explain the causal relationships between variables, this study employs an explanatory quantitative approach (Sugeng, 2022). The population consists of 251 undergraduate students from the Accounting Education program at Universitas Negeri Malang, batches 2019-2022, who were chosen for their relevant experience with the research topic, providing in-depth knowledge. Sampling

was conducted using the Slovin technique (Sugeng, 2022), resulting in a sample of 155 students. Probability sampling with proportionate stratified random sampling method was applied to ensure proportional representation from each batch.

Table 1. Proporsional Random Sampling

Year of Entry	Number of Samples
2019	16
2020	22
2021	54
2022	63

Source: Processed Primary Data, 2024

In this research, perception of teaching profession is as independent variable (X1) is measured by using questionnaire which is adapted from Research of Fatah (2014) in which that instrument developed based on The Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers. Moreover, the family environment as an independent variable (X2) was assessed using indicators adapted from Hartanti's study (2021), including parental teaching style, relationships among family members, home environment, family economic status, parental involvement, and cultural background. Furthermore, teaching self-efficacy as an independent variable (X3) was measured using the Teacher's Sense of Efficacy Scale (TSES) developed by Tschannen-Moran & Hoy (2001). Interest acted as an intervening variable (Z) and was measured using a questionnaire adopted from Fatah's research (2014), covering three aspects of interest: cognition, emotion, and conation. Readiness to become a teacher as the dependent variable (Y) was measured using indicators adopted from Mohamed's research (2017) on perceptions of students as pre teachers toward core teacher competencies.

To ensure the construct validity and reliability of the instrument, the questionnaire items were assessed and evaluated by expert validators with expertise in the field. The va-

lidators were tasked with conducting an in-depth review of the alignment between each item and the theoretical concepts under investigation. They also provided input on the clarity of the drafting and the linguistic precision of each question to ensure that the questions were clear and unambiguous for respondents.

Data was collected directly by the researcher through a questionnaire administered via Google Form, using a 5-point Likert scale. On average, respondents required between 15-35 minutes to complete the survey.

Smart PLS (Partial Least Squares) version 3 was used for data analysis. The analysis began with testing the outer model to explain each block of indicators with its latent variable. The questionnaire's validity test must meet the criteria: (1) outer loadings validity with a value > 0.7 , (2) discriminant validity with a value > 0.5 , and (3) average variance extracted (AVE) with a value > 0.5 . Additionally, to meet reliability requirements, the Cronbach's alpha value must be > 0.6 .

The second step is testing the inner model, where hypotheses will be tested using Structural Equation Modeling (SEM). The evaluation of the structural model begins by examining the R-square value. The R-square value has its own criteria, namely 0.25 for a weak effect, 0.50 for a moderate effect, and 0.75 for a strong effect (Hair et al., 2021). Following this, the structural model is evaluated by examining the total effect, which is calculated by summing the direct effect and indirect effect.

Hypothesis testing requires a T-statistic value > 1.96 and a p-value < 0.05 to be considered significant. The same criteria apply to indirect effect testing involving intervening variables, where a T-statistic value > 1.96 and a p-value < 0.05 indicate significance. The magnitude of the mediation effect can be determined using the Variance Accounted For (VAF) calculation with the formula:

$$VAF = \frac{\text{Direct Influence}}{\text{Direct Influence} + \text{Indirect Influence}}$$

The conclusion about the mediation effect can be drawn from the VAF value, where a VAF value > 80% indicates full mediation, a VAF value between 20-80% suggests partial mediation, and a VAF value < 20% indicates no mediation (Hair et al., 2021).

RESULTS AND DISCUSSION

Measurement Testing (Outer Model)

Testing at this stage includes convergent validity and discriminant validity. Both types of validity are crucial to ensure that each indicator reflects the measured variable. After conducting outer loading tests, it was found that 1 indicator for perceptions of the teaching profession, 1 indicator for teaching self-efficacy, and 5 indicators for interest had loading factor values below 0.7, failing to meet the minimum threshold. Therefore, further outer model testing was conducted using 80 indicators out of the original 87.

Based on the Figure 2, each variable indicator has met the established minimum threshold of 0.7, thereby proving all indicators to be valid. The next step is to examine the Average Variance Extracted (AVE) to ensure that each indicator meets the criteria for convergent validity.

Overall, each variable has an AVE value > 0.5, indicating that each indicator is

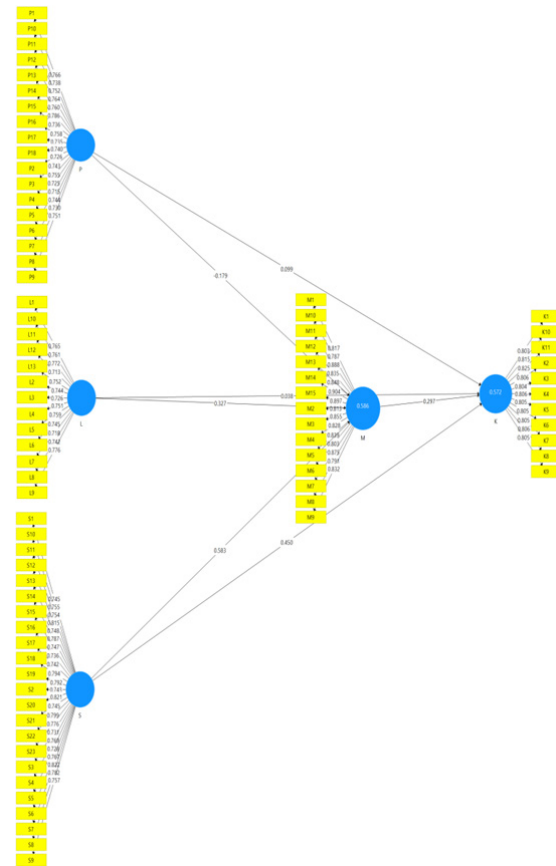


Figure 2. Outer Loading

Source: Primary Processed Data, 2024

able to explain the variance in the measured construct. Additionally, the composite reliability value of this variable has reached 0.7, showing that the variable is reliable.

Table 2. Validity and Construct Reliability

Variable	Cronbach Alpha	Rho_A	Composite Reliability	AVE	Description
K	0.947	0.948	0.954	0.652	Reliable
L	0.935	0.941	0.943	0.560	Reliable
M	0.970	0.972	0.973	0.708	Reliable
P	0.954	0.964	0.958	0.556	Reliable
S	0.968	0.969	0.971	0.590	Reliable

Source: Primary Processed Data, 2024

Explanation:

- K : Readiness to become Teacher
- L : Family Environment
- M : Interest
- P : Perception of Teaching Profession
- S : Self-efficacy in Teaching

After that, it is necessary to examine the Heterotrait-Monotrait Ratio (HTMT) to test discriminant validity, where items of each variable should have a higher correlation with the variable itself compared to other variables.

Table 3. Heterotrait-Monotrait Ratio (HTMT)

No	K	L	M	P	S
1	K				
2	L	0.541			
3	M	0.675	0.623		
4	P	0.331	0.316	0.158	
5	S	0.749	0.610	0.723	0.411

Source: Primary Processed Data, 2024

Explanation:

K : Readiness to become Teacher

L : Family Environment

M : Interest

P : Persepction of Teaching Profession

S : Self-efficacy in Teaching

Based on the HTMT values between variables showing < 0.9 , it can be concluded that the discriminant validity between constructs is valid

Structural Model Testing (Inner Model)

The structural model testing (inner model) stage is evaluated using the R-Square value with assessment criteria of 0.25 for weak influence, 0.50 for moderate influence, and 0.75 for strong influence (Hair et al., 2021).

Table 4. R-Square

Variable	R-square	R-Square Adjusted	Influence
Readiness to be teacher	0.572	0.561	Moderate
Interest	0.586	0.578	Moderate

Source: Primary Processed Data, 2024

Based on the tests conducted, the R-Square value for path model 1 is 0.572, indicating that perceptions of the teaching profession, family environment, and teaching self-efficacy influence readiness through inte-

rest by 57.2%. For path model 2, the R-Square value is 0.586, meaning that perceptions of the teaching profession, family environment, and teaching self-efficacy influence interest by 58.6%.

Next, the Goodness of Fit model is evaluated using the Standardized Root Mean Square Residual (SRMR). According to Hair et al. (2021), an SRMR value < 0.08 indicates a good model fit.

Table 5. Model Fit Result SRMR

	SRMR
Saturated model	0.069
Estimated model	0.069

Source: Primary Processed Data, 2024

Table 6. Model Fit Result GoF Index

Average AVE	Average R-Square	GoF Index
0.613	0.579	0.595

Source: Primary Processed Data, 2024

The SRMR value for both the saturated model and estimated model is 0.069, indicating a good model fit.

According to Wetzels et al. (2009), the Goodness of Fit (GoF) index values are interpreted as 0.1 (low), 0.25 (moderate), and 0.36 (high). With a GoF index value of 0.595, the measurement model has a high level of fit.

Table 7. Output Path Coefficients

Dirrect Effect	Original Sample	T-Statistic	P-Values
P→M	-0.179	2.955	0.003
L→M	0.327	3.609	0.000
S→M	0.538	6.943	0.000
M→K	0.297	3.219	0.001
P→K	0.099	1.181	0.238
L→K	0.038	0.351	0.726
S→K	0.450	4.622	0.000

Source: Primary Processed Data, 2024

Explanation:

K : Readiness to become Teacher
 L : Family Environment
 M : Interest
 P : Perception of Teaching Profession
 S : Self-efficacy in Teaching

Next, hypothesis testing is conducted using path coefficients, where a significant effect requires a T-statistic value > 1.96 and a P-value < 0.05 . The path coefficients output can be seen in Table 7.

The Influence of Perceptions of The Teaching Profession on Interest

"Referring to the table above, the coefficient value of the perception of the teaching profession on interest is -0.179 (negative), with a T-statistic ($2.955 > 1.96$) and P-Value ($0.003 < 0.05$), which means H1 is rejected. This implies that the higher the positive perception of the teaching profession, the lower the interest tends to be. This finding is consistent with previous research suggesting that perceptions of the teaching profession do not correlate with interest, as perceptions are merely assessments without directly influencing students' decisions to pursue a career in education (Nani & Melati, 2020; Sri Maryati, 2024). Based on the questionnaire data, a positive view of teachers does not automatically increase respondents' interest in becoming teachers. They may consider other factors in choosing a career, such as salary prospects, workload, and alignment with personal interests and talents.

Influence of Family Environment on Interest

The results indicate that the coefficient value for the influence of family environment on interest is 0.327 (positive), with a T-statistic ($3.609 > 1.96$) and P-Value ($0.000 < 0.05$), leading to the acceptance of H2. This suggests that interest becomes stronger with a positive family environment. This finding supports previous research highlighting the crucial role of family support in motivating individuals to choose careers aligned with their interests and goals (Amalia & Pramusinto, 2020; Indrianti & Listiadi, 2021; Karyantini & Rochmawati,

2021). The questionnaire data reinforces this, showing that students who receive career-related support from their families tend to have stronger interests. This support includes family concern for students' educational processes. (Islamiati & Armida, 2023).

Influence of Self-Efficacy in Teaching on Interest

Based on the information in the table above, the coefficient value for the influence of teaching self-efficacy on interest is 0.538 (positive), with a T-statistic ($6.943 > 1.96$) and P-Value ($0.000 < 0.05$), leading to the acceptance of H3. This finding suggests that students with strong interest typically have high confidence in their teaching abilities. The result is consistent with previous research indicating that teaching self-efficacy positively influences interest (Nani & Melati, 2020; Yohana & Umami, 2024). The questionnaire results show that respondents interested in pursuing a teaching career scored high on items related to teaching self-efficacy.

Interest has Positive Influence on Teaching Readiness

The table shows a positive coefficient value (0.297) for interest in teaching readiness, with a significant T-statistic ($3.219 > 1.96$) and P-Value ($0.001 < 0.05$), leading to the acceptance of H4. This means that interest supported by abilities, skills, and competencies positively contributes to students' teaching readiness. This finding supports previous research indicating that interest influences teaching (Alifah & Hastuti, 2023; Roisah & Margunani, 2018). Additionally, the questionnaire results reveal that prospective teachers with an interest in teaching responded positively to items measuring teaching readiness.

Perception of the Teaching Profession has a Positive Influence on Teaching Readiness

The table shows a coefficient value of 0.099 (positive), with a T-statistic of 0.351 and a P-Value of $0.726 > 0.05$, thus, H5 was rejected. This finding aligns with Ibrahim's (2014) research, indicating that positive per-

ceptions may not directly impact teaching readiness. The questionnaire results suggest that perception is insufficient to maximize teaching readiness without additional motivational and supportive factors.

Family Environment has a Positive Effect on Teaching Readiness

According to the table above, the coefficient value is 0.038 (positive), but the T-statistic ($1.181 < 1.96$) and P-Value ($0.238 > 0.05$) indicate a non-significant relationship, leading to the rejection of H6. This means that family motivation does not significantly impact students' teaching readiness. This finding contradicts previous research by Septiani & Widiyanto (2021) and Yuniasari (2017), which suggested a strong correlation between family environment and teaching readiness. Questionnaire data show that while family environment plays a crucial role in encouraging students' interest in becoming teachers, teaching readiness is more influenced by other factors.

Teaching Self-Efficacy has a Positive Effect on Teaching Readiness

According to the table, the coefficient value is 0.450 (positive), with a significant T-

statistic ($4.622 > 1.96$) and P-Value ($0.000 < 0.05$), leading to the acceptance of H7. This suggests that an individual's confidence in their teaching abilities fosters a greater sense of readiness to pursue a teaching career (Aprilita & Trisnawati, 2022; Mariyatul Qibthiyah et al., 2024; Roisah & Margunani, 2018). The questionnaire results reveal that most students have high teaching self-efficacy, which this condition enhances their readiness to teach.

Interest Mediates the Relationship Between Perceptions of the Teaching Profession and Teaching Readiness

The results show a coefficient value of -0.053 (negative), with a significant T-Statistic ($2.064 > 1.96$) and P-Value ($0.040 < 0.05$). Overall, these findings suggest that perceptions of the teaching profession tend to decrease readiness through interest. Therefore, H8 is rejected because the results contradict Rahmawati's (2016) research, which found that teaching readiness is influenced by perceptions of the teaching profession through interest. The questionnaire results indicate that despite having a positive opinion of teachers, this does not motivate students to be interested in pursuing a teaching career. In other words,

Table 8. Output Path Coefficients

Indirect Effect	Original Sample	T-Statistic	P-Value
Perception - Interest-Readiness	-0.053	2.064	0.040

Source: Primary Processed Data, 2024

Table 9. Output Path Coefficients

Indirect Effect	Original Sample	T-Statistic	P-Values
Family Environment-Interest-Readiness	0.097	2.534	0.012

Source: Primary Processed Data, 2024

Table 10. Output Path Coefficients

Indirect Effect	Original Sample	T-Statistic	P-Values
Teaching Self-Efficacy-Interest-Readiness	0.173	2.706	0.007

Source: Primary Processed Data, 2024

interest cannot mediate the relationship between perceptions of the teaching profession and readiness to become a teacher.

Interest Mediates the Influence of Family Environment on Teaching Readiness

According to the table, the relationship between family environment and teaching readiness, mediated by interest, has a coefficient value of 0.097 (positive), with a significant T-Statistic ($2.534 > 1.96$) and P-Value ($0.012 < 0.05$), leading to the acceptance of H9. Family support is proven to enhance students' readiness to become teachers through interest. The VAF calculation of 96% indicates full mediation. This finding supports previous research that interest acts as an intervening variable, connecting the influence of family environment with teaching readiness (Septiani & Widiyanto, 2021; Yuniasari, 2017). Based on questionnaire data, family environment directly influences interest but does not directly impact readiness. Students believe that family support does not immediately make them ready to teach, but it encourages them to be more prepared for the role of an educator.

Interest Mediates the Influence of Teaching Self-Efficacy on Teaching Readiness

H10 is accepted because the data shows a positive indirect effect coefficient of 0.173 for the relationship between teaching self-efficacy and teaching readiness through interest, with a significant T-statistic ($2.706 > 1.96$) and P-Value ($0.007 < 0.05$). In conclusion, interest mediates the relationship between teaching self-efficacy and teaching readiness. Additionally, the VAF calculation shows a value of 26%, indicating partial mediation. This finding supports previous research that self-efficacy significantly influences teaching readiness indirectly through interest (Fauzi et al., 2023; Mariyatul Qibthiyah et al., 2024; Yuniasari, 2017). Based on questionnaire results, students with strong confidence in their teaching abilities tend to have a greater interest in pursuing a teaching career, which in turn contributes to increased teaching readiness.

CONCLUSION

After conducting an in-depth analysis, it was found that family environment and teaching self-efficacy directly influence interest in becoming a teacher, while perception of the teaching profession does not have a direct impact. Interest plays a mediating role, fully mediating the relationship between family environment and teaching readiness, and partially mediating the relationship between teaching self-efficacy and readiness. However, interest fails to mediate the relationship between perception of the teaching profession and teaching readiness. Overall, family support and teaching self-efficacy are crucial in enhancing an individual's interest and readiness to become a teacher.

The findings of this study deepen the application of the Theory of Planned Behavior (TPB), particularly in the context of choosing a career as a teacher. These results support the idea that subjective norms and perceived behavioral control, in this case, family environment and teaching self-efficacy, play a crucial role in shaping an individual's interest and readiness to pursue a career as a teacher. Conversely, the perception of the teaching profession as part of attitude towards behavior does not directly influence interest and readiness to become a teacher. To increase individuals' interest and readiness to become teachers, it is necessary to involve and educate parents so they can support their children's career choices. Parental involvement and support can boost individuals' motivation in making career decisions, including choosing the teaching profession. Additionally, educational institutions should provide more opportunities for teaching practice. This step will help students build confidence and feel more competent in teaching.

Despite these findings, there are limitations that need to be considered in this study. Respondents tended to choose neutral answers for some extreme question items, which may affect the analysis results. This may occur because a large number of questionnaire items

can cause respondent fatigue, leading them to tend to choose neutral answers to speed up the completion process. Additionally, respondents' lack of interest in the topic and poorly specific item design make neutral answers a safe zone for respondents who are uncertain or unsure about their interpretation of the questions.

The small sample size, limited to bachelor degree students in Accounting Education at State University Of Malang, restricts the generalizability of the findings. This finding cannot be accurately applied to the broader population of accounting education students. Additionally, small changes in the data will have a greater impact on the analysis results.

The focus on interest as an intervening variable leaves room for other potential mediating variables between the studied factors. It opens the possibility that other variables can act as intervention.

Given these limitations, the authors suggest several improvements for future research: designing questionnaires that minimize neutral answers to enhance data quality, using larger sample sizes to broaden the generalizability of the findings, and incorporating other relevant intervening variables based on theory or previous research for a more comprehensive understanding.

For a more comprehensive understanding, future studies should explore additional mediating variables that could link these relationships, such as motivation, self-efficacy, and outcome expectations. By including these variables, research can offer more profound insights and develop effective strategies to foster students' interest and preparedness for a career in education.

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