

FAMILY AND PEERS MATTER: WHAT DRIVES UNDERGRADUATES' INTENT TO BECOME TEACHERS

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ABSTRACT

Education systems rely on teachers as key agents of learning, yet many undergraduates—even in teacher-education pathways—report waning interest in teaching. Grounded in social-context perspectives, this study examines whether family environment and peer relationships shape students' interest in becoming teachers at Universitas PGRI Argopuro Jember. The objectives were to (1) estimate the partial effects of family environment and peer relationships and (2) assess their simultaneous influence on teaching interest. A quantitative survey was administered to a purposive sample of 96 students from the 2021 cohort (population = 2,480). Data were gathered via Likert-scale questionnaires and analyzed in SPSS through data screening, classical assumption tests, and multiple linear regression. Instruments demonstrated high internal consistency ($\alpha = .918, .930, .909$). Assumptions were met (e.g., Kolmogorov–Smirnov $p = .200$; VIF = 1.214; Glejser $p > .05$). The regression model $Y = 21.663 + 0.426X_1 + 0.225X_2$ showed that both family environment ($p < .001$) and peer relationships ($p < .001$) positively and significantly predict interest in becoming a teacher, with family exerting the stronger effect; the model explained 31.5% of variance ($R^2 = .315$). These findings indicate that strengthening family support and cultivating constructive peer climates can bolster students' teaching interest. Practically, programs should integrate parent-partnership orientations and peer mentoring/communities of practice alongside early mastery experiences (e.g., micro-teaching, supervised practicums). Future studies should employ longitudinal or SEM/PLS-SEM designs to test mediated–moderated pathways (e.g., self-efficacy, task values) and conduct multi-group analyses by gender, SES, or practicum exposure, complemented by qualitative inquiry into family and peer meaning-making about the profession.

Keywords: Family Environment; Peer Influence; Teacher Education; Teaching Interest; University Students

INTRODUCTION

Education plays a crucial role in shaping competent human resources capable of developing their potential and contributing to national progress. Within the educational system, teachers serve as the key agents who facilitate learning, guide students' development, and nurture their interests and talents (Wulandari & Pamungkas, 2022). Therefore, understanding students' interest in pursuing teaching as a career is essential, especially among university students enrolled in teacher education programs. Such interest is influenced by both internal and external factors, among which family environment and peer influence are particularly significant. The family, as the first social environment, has a profound impact on an individual's development, including career formation. Families who model positive attitudes toward education and the teaching profession tend to inspire similar interests in their children (Prastiani & Listiadi, 2021). Likewise, the presence of supportive parents—particularly those working in the education sector—often fosters early admiration for the teaching profession. Conversely, the absence of encouragement, low educational background, or lack of understanding about the importance of teaching can diminish students' motivation to become teachers. Meanwhile, peers serve as the second most influential social environment after family. Interactions among peers—sharing ideas, experiences, and career aspirations—often shape one's preferences and career orientation (Azizah & Nurkin, 2022; Tifani & Wahjudi, 2022). Peers who value education and view teaching as a meaningful career can significantly motivate others to follow the same path.

Despite being enrolled in teacher education programs, many students show a declining interest in becoming teachers. Observations and interviews conducted among 20 student representatives at

Universitas PGRI Argopuro Jember revealed that most students are reluctant to pursue teaching careers. This reluctance is often linked to insufficient family encouragement, lack of parental educational background, and negative peer influence. Such findings align with broader concerns about declining teacher motivation among youth in Indonesia (Indrianti & Listiadi, 2021; Febryanti & Rochmawati, 2021). Various educational initiatives—such as professional development programs, teaching internships, and teacher appreciation campaigns—have been introduced to increase the attractiveness of teaching careers. However, these efforts often overlook the socio-cultural dimensions of family and peer influence that shape students' intrinsic interest from an early stage.

Previous studies have highlighted the importance of social and environmental factors in shaping students' professional aspirations. Family support—manifested through parenting style, educational values, and career discussions—has been shown to significantly influence students' motivation to pursue teaching (Amalia & Pramusinto, 2020; Julindrastuti & Karyadi, 2022). Likewise, peer relationships serve as a vital channel for social learning; positive peer feedback and modeling behavior encourage greater career confidence and self-efficacy (Prilop et al., 2021). Empirical evidence also shows that both family and peer factors can enhance students' professional identity and long-term commitment to teaching (Fadilla et al., 2020). However, the extent to which these two variables jointly affect teaching interest, especially across diverse student populations, remains underexplored.

Most existing studies have examined the effects of either family environment or peer influence in isolation. For instance, Islamiati and S. (2023) focused solely on family influence on teaching interest among economics education students at Universitas Negeri Padang, while Bahri and Tri (2024) investigated self-efficacy and perception of the teaching profession as predictors of teaching intention. Similarly, Ananda Rezka et al. (2022) explored how family and peer environments affected students' intention to pursue graduate studies rather than their desire to teach. These studies, while valuable, tend to be limited in scope—focusing on single faculties or variables—and often exclude the interactive role between family and peer contexts. Consequently, a comprehensive analysis that simultaneously examines both factors across multiple faculties is still lacking, particularly within the context of Universitas PGRI Argopuro Jember. This gap underscores the need for a more integrative model to explain how social environments collectively shape students' interest in becoming teachers.

This study aims to analyze the influence of family environment and peer relationships on students' interest in becoming teachers at Universitas PGRI Argopuro Jember. Specifically, it seeks to: (1) determine the partial effect of family environment on teaching interest, (2) examine the partial effect of peer relationships on teaching interest, and (3) assess the simultaneous influence of both factors. The novelty of this research lies in its integrative approach, combining two social-environmental variables—family and peers—that have rarely been studied together in relation to teaching interest. Moreover, the study adopts a cross-faculty perspective, encompassing students from the Faculty of Teacher Training and Education (FKIP), Faculty of Economics (FE), and Faculty of Science and Technology (FST), thereby providing a broader understanding of the dynamics influencing career interest in education. The scope of this study is confined to undergraduate students of Universitas PGRI Argopuro Jember (class of 2021), using a quantitative approach to measure the degree and significance of the relationships among the studied variables. By addressing this gap, the study aims to contribute to educational policy and teacher training institutions by identifying key social factors that can be strengthened to cultivate future educators motivated by both family and peer support.

METHOD

Research Design and Approach

This study adopted a quantitative research design using a survey method to examine the influence of the family environment and peer relationships on students' interest in becoming teachers. A quantitative approach emphasizes the collection and analysis of numerical data through statistical techniques to test hypotheses and describe the relationships among variables (Siregar, 2017). The survey method was considered appropriate because it allows researchers to collect standardized data from a large population without manipulating any variables (Sugiyono, 2022). This design enabled the researcher to describe the phenomenon objectively and measure the extent of influence between independent and dependent

variables. The research was conducted at Universitas PGRI Argopuro Jember, located at Jl. Jawa No. 10, Tegal Boto Lor, Sumpersari, Kabupaten Jember, East Java, Indonesia, where the target population was accessible and relevant to the objectives of the study.

Population and Sample / Participants

The population of this study comprised all students of Universitas PGRI Argopuro Jember from the 2021 academic cohort, totaling 2,480 individuals. Given the large size of the population and considering limitations of time, cost, and resources, a representative sample of 96 students was selected using a purposive sampling technique. Purposive sampling was chosen because the researcher intentionally selected participants based on specific inclusion criteria, ensuring that they represented the target characteristics necessary to answer the research questions (Sugiyono, 2022). The number of participants was determined using the Slovin formula with a 10% margin of error, calculated as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2480}{1 + 2480(0.1)^2} = \frac{2480}{25.8} \approx 96$$

Thus, the total sample consisted of 96 respondents, considered sufficient to generalize findings from the population within the accepted confidence level.

Data Collection Techniques and Instruments

The main data collection instrument used in this research was a structured questionnaire designed to measure three primary variables: the family environment (X_1), peer relationships (X_2), and interest in becoming a teacher (Y). The questionnaire consisted of statements developed according to indicators derived from relevant theories and previous studies. Each statement was rated on a five-point Likert scale, with options ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*, allowing respondents to express the degree of their agreement or disagreement (Sugiyono, 2022). This scale was chosen because it effectively quantifies attitudes, opinions, and perceptions, thereby transforming qualitative judgments into measurable numerical data.

Table 1. Likert Scale Interpretation

Response Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The questionnaires were distributed to 96 students from the 2021 cohort, both in printed form and through online platforms such as Google Forms. Before completing the questionnaire, participants were informed about the study's purpose, assured of their anonymity, and provided with instructions to ensure consistent understanding of all items.

Data Analysis Procedures

After data collection, responses were carefully coded and analyzed using the Statistical Package for the Social Sciences (SPSS) software. Data analysis began with data screening and cleaning, which aimed to detect incomplete or inconsistent responses. Descriptive statistics were then used to present general characteristics of the respondents and variables. To ensure the appropriateness of the regression model, several classical assumption tests were conducted, including the normality test to assess the distribution of residuals, the multicollinearity test to examine intercorrelations among independent variables, and the heteroscedasticity test to verify homogeneity of variance (Ghozali, 2018). Subsequently, multiple linear

regression analysis was applied to determine the effect of family environment and peer relationships on students' interest in becoming teachers, expressed through the following model:

$$Y = a + b_1X_1 + b_2X_2 + e$$

where Y represents interest in becoming a teacher, X_1 is the family environment, X_2 is peer relationships, a is the constant, b_1 and b_2 are regression coefficients, and e denotes the error term. Further, hypothesis testing included the t-test to evaluate the individual (partial) effects of each independent variable and the F-test to examine the simultaneous influence of both predictors. The coefficient of determination (R^2) was used to measure the extent to which the independent variables collectively explained variance in the dependent variable (Ghozali, 2018).

Validity, Reliability, and Ethical Considerations

Instrument validity was tested using the Pearson Product Moment correlation, which measured the correlation between individual item scores and total construct scores. Items were considered valid when their correlation coefficients exceeded the critical value in the r-table at the 0.05 significance level (Ghozali, 2018). Reliability testing was carried out using Cronbach's Alpha, with a coefficient of 0.70 or higher indicating internal consistency and reliability of the questionnaire (Ghozali, 2018). Ethical standards were rigorously upheld throughout this study. Participants provided informed consent before taking part, and all responses were kept confidential and used solely for research purposes. Participation was entirely voluntary, with the right to withdraw at any stage without any consequence. This study complied with the ethical research guidelines of Universitas PGRI Argopuro Jember and adhered to broader ethical principles for educational research as outlined by Creswell and Creswell (2018).

RESULTS AND DISCUSSIONS

Measurement Quality and Descriptive Validity of the Findings

All instruments fall into the high reliability category: *Family Environment* ($\alpha = 0.918$), *Peer Influence* ($\alpha = 0.930$), and *Interest in Becoming a Teacher* ($\alpha = 0.909$). Methodologically, a Cronbach's alpha above 0.90 indicates very strong internal consistency and suggests that the items within each construct cohere on the same underlying dimension (Taber, 2018). In educational psychometrics, high reliability is important because it reduces measurement error, thereby yielding more stable estimates of regression coefficients (Hair et al., 2020). Accordingly, the inferential claims made in the subsequent sections rest on a solid measurement foundation; conclusions regarding the effects of family environment and peer influence on interest in becoming a teacher are not mere artifacts of noisy instruments but reflect relatively pure variation in the latent constructs.

Furthermore, Table 3 reports an Asymp. Sig. Kolmogorov–Smirnov = 0.200 (> 0.05), indicating that the data are normally distributed. The plausibility of residual normality is highly relevant for the use of parametric tests (t , F) and the interpretation of coefficients in the classical linear regression model (Cohen et al., 2003). At the same time, Table 4 shows VIF = 1.214 and tolerance = 0.824, well away from multicollinearity thresholds (VIF ≥ 10 or tolerance ≤ 0.10). This means *Family Environment* (X_1) and *Peer Influence* (X_2) contribute sufficiently distinct unique variance to *Interest in Becoming a Teacher* (Y); coefficient estimates are not “contaminated” by redundancy between predictors (Hair et al., 2020). Assumption checks are further reinforced by Table 5 (Glejser test, $p > 0.05$) and Table 6 (randomly dispersed residual scatterplot), which together reject indications of heteroskedasticity. The combination of high reliability, normality, non-multicollinearity, and homoskedasticity strengthens the model's internal validity (Shadish et al., 2002), so that the observed relationships between X_1/X_2 and Y can be interpreted as robust patterns within the study sample.

Core Model Estimation and Patterns in the Data

The multiple regression equation obtained is: $Y = 21.663 + 0.426X_1 + 0.225X_2$ (see Table 7). Substantively, the constant 21.663 represents the baseline level of interest in becoming a teacher when the influences of family environment and peer support are at zero on the scale; this implies a baseline determination that may stem from personal factors (e.g., altruistic values, vocational calling, or prior

learning experiences) as well as institutional factors (curricular exposure, guided teaching practice) not explicitly modeled here (Watt & Richardson, 2012; Richardson & Watt, 2018). The 0.426 coefficient for X_1 indicates that each one-unit increase in the quality of the family environment is associated with a 0.426-point increase in interest in becoming a teacher, *ceteris paribus*. Similarly, the 0.225 coefficient for X_2 implies a 0.225-point increase in interest for each one-unit rise in peer support/modeling, holding other factors constant. The difference in coefficient magnitudes indicates that the family effect is stronger than the peer effect in this context—a pattern consistent with Indonesia’s relatively collectivist and family-oriented sociocultural tradition (Hofstede, 2020; Triandis, 2001).

In terms of goodness-of-fit, $R^2 = 0.315$ (see Table 8) indicates that about 31.5% of the variance in interest in becoming a teacher is jointly explained by family environment and peer influence. This value lies in the moderate range for human behavior research, where many other psychosocial variables realistically play a role but are not included in the model (Cohen et al., 2003). The partial tests (*t*-tests) in Table 9 show significance for X_1 ($t = 4.457$; $p < 0.001$) and X_2 ($t = 2.512$; $p < 0.001$), confirming that both predictors make unique contributions. The simultaneous test (*F*-test) in Table 10 is also significant ($F = 21.602$; $p < 0.001$), reinforcing the conclusion that the combination of family environment and peer influence jointly affects students’ interest in becoming teachers at Universitas PGRI Argopuro Jember.

Viewed as data patterns, three points stand out. First, a positive linear pattern: the better the family support and the stronger the peer reinforcement, the higher the interest in becoming a teacher. Second, an asymmetry of effects ($\beta_{\text{family}} > \beta_{\text{peers}}$), interpretable as evidence that educational career orientation remains heavily influenced by parental/familial legitimacy (Eccles & Wigfield, 2020). Third, the remaining variance (68.5%) opens the possibility that teacher self-efficacy, prosocial values, income/status expectations, quality of field experiences/school induction, or program climate are plausible additional mediators/predictors (Klassen & Chiu, 2011; Han et al., 2021; Zhao et al., 2022).

Family Environment as the Primary Socializing Context

The finding that the family environment exerts a positive and significant effect on interest in becoming a teacher aligns with the Expectancy–Value framework (Eccles & Wigfield, 2020) and Social Cognitive Career Theory—SCCT (Lent et al., 1994; 2017). In both frameworks, parental support, expectations, and modeling shape success expectations (*expectancy*) and task values (*attainment, intrinsic, utility*) attached to a career choice. Parents who value the teaching profession—by emphasizing its social contribution, job stability, or opportunities to nurture the next generation—create a value environment that affirms interest in the teaching pathway (Whiston & Keller, 2004; Gonzalez et al., 2020). This explanation is consistent with the data: X_1 ’s coefficient is larger and its *t*-value higher than X_2 ’s.

Cross-context literature bolsters this pattern. Khasawneh et al. (2019) show that parental support correlates with commitment among teacher-education students. Eren & Tezel (2010) add a prestige-perception dimension: where the teaching profession is highly regarded, family encouragement amplifies intentions to choose teaching. In collectivist cultures (Hofstede, 2020; Triandis, 2001), career decisions are often relationally negotiated—encompassing family harmony, filial piety, and social responsibility—so the resonance of family values becomes highly influential. Thus, the present results are not anomalous but rather a confirmation that *family value scaffolding* is a strong determinant of interest in teaching careers in the Indonesian context.

Peer Influence as the Proximal Motivational Climate in Higher Education

Peer influence (X_2) is also positive and significant—though with a smaller coefficient than family. According to Social Learning Theory (Bandura, 1977) and contemporary empirical work (Wentzel et al., 2018), students tend to emulate aspirations, study behaviors, and career choices of respected peers. In teacher-education programs, learning communities (discussion groups, school internships, *lesson study* communities) function as a proximal motivational climate experienced daily, facilitating *vicarious experience* (modeling) and *social persuasion* (verbal reinforcement)—two major sources of *self-efficacy* (Bandura, 1997) which in turn strengthen career intentions (Garriott et al., 2019). Halim et al. (2022)

report in Southeast Asian *preservice* contexts that collective experiences—internships, micro-teaching clinics, or service programs—often crystallize the professional identity of prospective teachers.

That peer effects are real but not dominant is also consistent with findings from contexts where familial norms and institutional culture are stronger (Koumurian et al., 2020). In Indonesia, this means peer support complements (rather than replaces) the role of the family. This has clear implications for intervention design: institutions can facilitate peer mentoring, communities of practice, and co-teaching to enhance interest in teaching through role-model mechanisms and *peer accountability*.

Joint Effects and What the R^2 Tells Us

$R^2 = 0.315$ indicates that the socio-environmental model (family + peers) explains about one-third of the variance in interest. In education and applied psychology research, this magnitude is substantive yet leaves ample room for additional factors (Cohen et al., 2003). The literature highlights several candidates: intrinsic motivation to teach, calling orientation, teacher self-efficacy, perceived status and rewards, meaningful learning experiences, and curricular readiness (Watt & Richardson, 2012; Klassen & Chiu, 2011; Han et al., 2021; OECD, 2023). Thus, the present findings are consistent with major theoretical models—while also inviting model expansion to test mediation (e.g., *task value* → *interest* → *choice*) or moderation (e.g., gender, region of origin, field-practice exposure).

Alignment and Deviations from the Literature

Overall, the results are aligned with SCCT (Lent et al., 1994; 2017) and Expectancy–Value (Eccles & Wigfield, 2020), both of which position contextual supports (family, peers) as drivers of interest and career choice. Alignment is evident in the significance of both predictors and in the dominance of family in a collectivist context (Hofstede, 2020). A minor deviation appears in the size of the peer effect, which—in some Western studies—can be comparable to or even exceed the family effect in late adolescence/emerging adulthood (Wentzel et al., 2018). This difference is plausible given cultural variation and opportunity structures (e.g., family workload, social expectations, perceived economic mobility via certain professions). In other words, the Indonesian context introduces cultural modulation of parameters in classical models.

Theoretical Contributions and Integrative Framework

Theoretically, these findings reinforce the cross-cultural validity of SCCT and Expectancy–Value by adding empirical evidence from Indonesia. First, they show that family support and modeling not only shape *self-efficacy* and *outcome expectations* but also increase task values (*attainment, intrinsic, utility*) attached to the teaching profession (Eccles, 2019). Second, they affirm the peer climate as a proximal context enriching the learning experiences and identity work of prospective teachers (Zhao et al., 2022). Third, they suggest a differential hypothesis: in collectivist cultures, the family coefficient tends to exceed the peer coefficient; in individualist cultures, the gap may narrow. This opens avenues for cross-national/ASEAN comparisons in future research.

Practical Significance: Program, Pedagogy, and Student Support

The practical implications are direct and actionable. First, higher-education providers can integrate a “Parent Partnership for Teacher Education”—orientation sessions for parents on the realities of the teaching profession (careers, ranks, certification, civil-service pathways, professional development), coupled with alumni testimonies and evidence of social impact. Such interventions align expectations, reduce status/income misperceptions, and capitalize on family influence to nurture interest (Gonzalez et al., 2020; Richardson & Watt, 2018).

Second, within the *peer ecology*, programs can develop cross-cohort peer mentoring, communities of practice (e.g., *micro-teaching circles, lesson-study pods*), and good-practice showcases (teaching-media exhibits, internship reflections) that provide successful models and a sense of belonging to a teacher identity (Avalos, 2011; Wentzel et al., 2018). Such environments strengthen *self-efficacy* and *professional identity*, which in turn enhance interest resilience when students face academic/practicum challenges (Han et al., 2021).

Third, curricula can facilitate early and repeated mastery experiences via a collaborative cycle: classroom observation → micro-teaching → supervised practicum in partner schools → data-based reflection → lesson-plan revision. This cycle provides success experiences, the strongest source of self-efficacy (Bandura, 1997), while supplying tangible evidence of task value (pupil progress, positive feedback from mentor teachers). Thus, interest triggered by family/peers is crystallized into career commitment.

Unexpected Notes, Alternative Interpretations, and Robustness

Although the main results are consistent with the hypotheses, several interpretive notes are warranted. First, a moderate R^2 should not be read as a weakness but as the natural character of a multidetermined career-interest phenomenon (Cohen et al., 2003). Second, plausible indirect effects (mediation) likely exist: family/peers → *self-efficacy/values* → interest → choice (Lent et al., 2017). Unmeasured mediators may make direct coefficients appear “smaller” than the true total effects. Third, potential unobserved heterogeneity (e.g., gender, region, socioeconomic status, prior tutoring/volunteering) may moderate coefficients; future work employing multi-group analysis or interaction models can test these possibilities (Wang & Degol, 2016).

Regarding result robustness, diagnostic checks (normality, VIF, homoskedasticity) are satisfactory; instrument reliability is high. This suggests resilience to common violations of linear-model assumptions. Still, as a sensitivity analysis (reportable in an appendix), researchers could run: (a) regressions with HC3 robust standard errors, (b) leave-one-out influence diagnostics (Cook’s D), and (c) variance decomposition proportions to further confirm the absence of hidden collinearity (Hair et al., 2020). These steps would enrich the findings’ credibility envelope.

Policy Linkages and System-Level Implications

At the policy level, these findings imply that teacher-recruitment campaigns should not focus solely on individual students. Family-involving strategies—for example, parent seminars, program-level open houses, and data-driven career-literacy materials—can raise perceived task value and reduce status-bias/stigma surrounding teaching (OECD, 2023). Concurrently, campus ecosystem policies that support professional peer communities (teacher-education student organizations, ed-tech communities, classroom-action-research clubs) can enrich the motivational climate students encounter daily. Together, these strategies may increase the conversion of interest into commitment, ultimately contributing to the availability of qualified teachers for schools.

Limitations and Avenues for Future Research

Several limitations should be acknowledged. The cross-sectional design limits causal claims; longitudinal panel designs would better map interest trajectories across the course of study. Self-report measures are subject to social desirability; moving forward, multi-informant data (e.g., parent reports, mentor-teacher evaluations, peer ratings) could strengthen construct validity. The partial model (two predictors) omits key mediators (self-efficacy, task values) and moderators (gender, SES, practicum experience). Future work can adopt SEM or PLS-SEM to test mediated-moderated pathways explicitly (Hair et al., 2020). In addition, qualitative analyses (e.g., narrative studies or focus groups) could explore meaning-making mechanisms—how families and peers “talk about” the teaching profession to students, including tensions between calling values and economic expectations.

CONCLUSION

This study set out to examine how the family environment and peer relationships shape university students’ interest in becoming teachers at Universitas PGRI Argopuro Jember, testing both partial and joint effects. Empirically, the multiple regression model $Y = 21.663 + 0.426X_1 + 0.225X_2$ with $R^2 = 0.315$ shows that both predictors are positive and significant, with family influence stronger than peer influence; measurement quality was high ($\alpha \geq 0.909$) and classical assumptions were satisfied, underscoring the robustness of the findings. Theoretically, the results extend Social Cognitive Career Theory and Expectancy–Value perspectives in an Indonesian, cross-faculty context by demonstrating differential weights of contextual supports (family > peers) in a collectivist setting; practically, they suggest program designs that engage parents (e.g., parent partnership

orientations) and strengthen peer ecologies (mentoring, lesson-study communities) to translate interest into commitment; and for policy, they support family-inclusive recruitment campaigns and campus policies that cultivate professional peer communities to expand the pipeline of qualified future teachers.

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