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The Influence of Gender and Profession Interest on Teacher Career Selection

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Abstract: The purpose of this study is to test and analyze the effect of gender and profession interest on teacher career selection based on Holland's theory. This research uses a quantitative approach by applying the ex post facto method which includes the use of statistical analysis. The data used in this study are primary data and secondary data. Based on the calculation, a sample of 93 students of the Accounting Education Study Program at State University of Malang was obtained from the total population of the 2020 and 2019 batches by applying a sampling technique, namely proportional random sampling. This research was measured using a questionnaire with multiple linear regression models and SPSS software version 25. The results of the F test calculation show that the gender variable and profession interest together (simultaneously) have a positive and significant effect on teacher career selection. The results of the t test calculation show that the gender variable and profession interest individually (partially) have a positive and significant effect on teacher career selection.

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INTRODUCTION

Career is the most important aspect in achieving human life goals that are pursued by experience and work at a certain time (Ardina et al., 2022). After graduating from college, every student will be faced with career selection considerations (Amrain et al., 2021). Along with the rapid advancement of science and technology related to accounting, the career selection of accountants is considered very important (Andersen & Chariri, 2012). Accounting students can choose accountant career categories, one of which is teaching accountant (Merdekawati & Sulistyawati, 2011; Nurdiansyah & Estiasih, 2021). Teaching accountants are the core of other accounting professions in contributing to developing profession human resources, be it creating public accountants, corporate accountants, or government accountants (Jumamik, 2007). According to Issa and Nwalo (in Koech et al., 2016) several studies that have been conducted show that students after graduating from college have difficulty determining career selections and the inability to make career decisions for their future. The condition experienced by students like this is known as career indecision (Guay, 2006).

Difficulties in career selection are caused by various factors such as gender (Oztemel, 2013) and interests (Burns, 2011). Tabassum & Rahman (2014) in their research also stated that gender is one of the factors that influence career selection. Research conducted by Gerrahy (in Koech et al., 2016) said that during their education in college, each student can change or strengthen behavior, foster career interests, and views of career decisions in accordance with their respective genders. That is why students usually experience a shift in career interests during their education in college (Yusran, 2017; Sadhu et al., 2018; Ardina et al., 2022). Similarly, research conducted by Alias & Bakar (2010) explains that interest and gender are determining factors that influence a person's career selection. Other studies agree that the most influential factor on career selection decisions is gender, but shifts in student interest cannot influence career selection (Saputra, 2018; Arnita, 2018). Meanwhile, according to Gunawan & Widuri (2014) and Kazi & Akhlaq (2017) interest can also influence career selection.

Teacher is one of the manifestations of the teaching accountant profession. Becoming a teacher for Accounting Education Study Program students is the main goal of higher education, but there are still many student graduates who have a career that is not in accordance with their field of education (Akmal & Rani, 2020). The number of student graduates majoring in accounting from year to year is greater than the number of accountants available (Amrain et al., 2021). According to Sari and Sukanti (in Amrain et al., 2021), this phenomenon is due to the fact that a career as an educator accountant requires a long time and must go through several long processes. In the context of these problems, it is hoped that students who graduate from the Accounting Education Study Program can choose a career that is in accordance with their field and fulfill the shortage of teaching accountants (Putri & Ika, 2011).

Robbins (2011) explains that the personalities of men and women are able to determine the career selections that will be undertaken. According to Philip (in Ramdani & Zulaikha, 2013), in the world of education, the personality that exists in women is the reason why women like and choose the accounting field more than men. Personality factors are considered to be an obstacle for male students to become accounting teachers and tend to choose a career in other fields that are considered easier (Kurniasari & Rahmawati, 2016; Abdillah & Rochmawati, 2022). Women are considered to have better tenacity, patience, discipline, and thoroughness than men, which is why many women prefer to become accounting teachers (Andersen & Chariri, 2012). Santrock's (2010) research says that if the teacher is dominated by women, then male students will have difficulty in adjusting and understanding what is conveyed. Individual personality is a factor that has a significant impact on the success of a teacher as a profession human resource developer (Ardyani & Latifah, 2014).

Issues that develop in society regarding gender are considered important for the world of education as the creator of the next generation. The role of gender in a career should have equality so that there is no assumption that one gender dominates due to personality factors (Fizer, 2013). Hall (2004) agrees that each gender, namely women and men, has the same opportunity to choose a career that suits them. Andersen & Chariri (2012) argue that there are no differences in perceptions of career selection based on the personality characteristics of each gender, meaning that the career of an educator accountant in this case, namely a teacher, is chosen not based on his personality. The results of research by Ramdani & Zulaikha (2013) show different results, namely gender characteristics have a positive effect on student career selections. Research with the same results was conducted by Amrain et al (2021) which shows that gender has an effect in determining the career selections of accounting students.

Choosing a career as a teacher must be accompanied by a sense of love, pleasure, and interest in the teaching profession. If someone has a career as a teacher due to external pressure such as coercion from outside, it will have a negative impact on the learning experience of the students who will be taught by him (Ardyani & Latifah, 2014). According to Stephen (in Saputra, 2023) the desire, tendency, interest, and attention in reaching a career is referred to as interest. The greater the student's desire for a career as a teacher, the greater the interest that exists in him. Interest in the teaching profession in students will make them develop knowledge, skills, add information, and have a view of the actual teaching profession (Roisah, 2018; Bergmark et al., 2018). The shift in career interest in becoming a teacher in students is due to the assumption that teachers are complicated, difficult obligations, less prestigious, external influences, and do not fit the teaching profession (Rouf et al., 2017; & Ashar, 2019; Rizqulloh, 2021). Student interests need

to be further researched to reduce the problem of students who work not in accordance with their fields. The students' interests need to be directed according to their field of education (Mulyana & Waluyo, 2016).

Based on the description above, this study examines the direction of student career selections based on Holland's theory which explains career selection is a combination of interactions between genetic factors, interests, ideals, personality, friends, parents, results, and all external cultural factors (Putri et al., 2021; Rendianto et al., 2021). Based on the problem, this study aims to prove that based on relevant theories, gender and profession interest can influence students of the Accounting Education Study Program at State University of Malang in determining career selections to become teachers as teaching accountants. This study also considers suggestions from previous research related to the same theme with different variables, time, population, and objects. The results of the study can be used as a source of information to what extent gender and profession interest are factors for students in choosing a teaching career, so that it is hoped that there will be equality of accounting teachers of both genders. The results of the study are used to determine the interest in the teaching profession in students, so that later there will be an encouragement to increase interest in the teaching profession and make students able to choose a career that is in accordance with their field of education, namely accounting.

LITERATURE REVIEW AND HYPOTHESES

Holland's Theory

John Holland put forward a theory about career selection under the name Holland theory. Holland's theory holds that factors arising from within the individual in the form of heredity, type, nature, and personality determine the direction of one's career selection (Sari & Hidayat, 2021). In psychology, gender is a description of personality in the form of traits, attitudes, and also behaviors that distinguish between men and women (Nur, 2020). Holland's theory also emphasizes that one of the factors that influence career selection besides psychological characteristics is the interest factor (Seniawati et al., 2014). Profession or occupational interest is the dominant factor that provides an overview of career selections and actualization of one's potential can develop when choosing a career as desired (Wahyudi et al., 2021).

Holland's theory suggests that someone who chooses a career based on their interests and personality is likely to have chosen the right career decision, can stay at work longer, and be able to enjoy their career (Pilosusan et al., 2021). Personality compatibility with a particular job will make it easier for someone to undergo a career and add comfort to pursue that career (Rendianto et al., 2021). According to Jones (in Sari & Hidayat, 2021) the suitability of a person's interests with a career in a particular field that will be undertaken also encourages better performance than people who choose a career that is not in accordance with their interests and personality.

Teacher Career Selection

Career selection is a complex process of recognizing information about career desires in oneself and knowing the work that will be taken in the future (Creed et al., 2009). Both of these are implemented through the efforts and abilities possessed (Rowland, 2004). Saputra (in Amalia et al., 2021) states that career selection is a structured activity or a targeted process. Career selection can be summarized as a process that includes choosing a job based on education, opportunities that can be taken, interests, personality, barriers, and support (Lee et al., 2013).

Teacher career selection is a process of making selections for a career as a teacher through various considerations and comparisons with other careers. According to Article 39 Paragraph 2 of Law Number 20 of 2003 concerning the National Education System, teachers are professions who have the task of planning and implementing the learning process, assessing and evaluating student learning outcomes, as well as conducting research and contributing to society in the form of service. Through formal education, teachers are required to be able to educate, train, guide, direct, and evaluate in a good and correct way (Daryanto, 2015). According to Usman (2015), teachers are educators who need to have skills and expertise

that are relevant to the field being taught, so the teaching profession should not be obtained by people outside the field of education.

The career selection indicators that will be used in this study are: 1. Self-knowledge and understanding which includes knowledge of personality, interests, talents, academic potential, ambitions, limitations, and potential, 2. Knowledge and understanding of the desired career which includes the requirements, conditions, advantages, disadvantages, and job prospects of the career to be chosen, 3. Realistic reasoning includes the compatibility between knowledge, skills, and self-understanding with related careers so that a decision is formed in career selection (Winkel & Hastuti, 2004; Parson (in Sonata, 2020)).

Gender

The term gender is adopted from the English word which means sex (Wuryandini et al., 2021). Women's Studies Encyclopedia (in Dary & Ilyas, 2019) explains that gender is the personality of both men and women. Gender is an identification that distinguishes between the functions or roles of men and women in the social world based on their traits, attitudes, and behaviors (Saputra, 2018). Personality factors that influence career selection in the context of this study are the traits and attitudes of each gender that form a career decision for the future.

Holland's theory views that career selection is an expression of one's personality. Career selection is essentially an effort to match the personality characteristics of each individual with a particular job (Riswani, 2015). According to Trackey (in Ardyani & Latifah, 201) career selection will be determined by a person's characteristics and personality type. The existence of psychological differences in personality between men and women provides a barrier that limits the space for each gender in choosing a particular career and raises the awareness of each gender regarding the compatibility between their personality and the career to be undertaken, which is why in the work environment there is a term that one gender can dominate the other gender (Fakih, 2007).

The influence of each gender's personality on career selection can be understood as explained by Bandura (1986), that everyone can choose a career referring to the different personality characteristics of women and men as well as the values instilled by society and teaching from around. The personality possessed between women and men will form a mindset regarding a career suitability to be chosen, while the values of society and teaching around will raise certain career expectations for the gender they have (Hentschel et al., 2019). The greater the personality characteristics that women or men have regarding certain careers, the greater the suitability of each gender for that career, so there is a great opportunity for each gender to choose the appropriate career. Based on the previous explanation, the first research hypothesis can be formulated as follows:

H_1 : Gender has a positive effect on teacher career selection.

Profession interest

According to Slameto (in Ariadika & Purwaningsih, 2019) interest is a sense of interest or liking for something. Meanwhile, according to Syah (in Selviani, 2018) interest is a tendency, desire, and encouragement that causes someone to give the center of attention to something desired. Ulin & Oktarina (2014) state that interest is a motivation that influences a person's desire to act, do something, and motivation that encourages in determining future career selections. Deporter and Henarcki (in Samian & Premana, 2014) explain that the emergence of interest in a person will cause motivation and encouragement to achieve the desired goals. Interest is useful to support the sustainability of the chosen career or profession (Maipita & Mutiara, 2018).

Interest in the teaching profession is readiness, willingness, will, desire, and interest in becoming a teacher (Hartini et al., 2020). Interest in the teaching profession is influenced by two factors, namely internal factors from within and factors from the external environment (Luthfie, 2016; Sukma et al., 2020; Maipita & Mutiara, 2018). According to Kazi & Akhlaq (2017), the greater the student's interest in a particular career, the greater the opportunity for students to choose a career of interest, because the career selection

decision of each student ultimately depends on themselves. Students who do not have an interest in the teaching profession will have difficulty determining career direction, because as an Education Study Program student from the beginning of entering the lecture is formed as a prospective teacher (Ardina et al., 2022). So that interest has a great opportunity to encourage students to determine their career selections (Tamah, 2019). Based on the description above, the second hypothesis is formulated as follows:

H_2 : Profession interest has a positive effect on teacher career selection

METHODS

This research applies the ex post facto method with a quantitative approach to identify the relationship (causality) between two or more phenomena (Sugiyono, 2019). The research population is students of Accounting Education Study Program class 2020 and 2019 State University of Malang with a total of 170 students consisting of seven offerings and declared as active students. Each member of the population is given the same possibility to be selected as a sample in the study, this sampling technique is called proportional random sampling. The technique used is said to be proportional because the sampling is proportional to the total population of each generation calculated based on the Slovin formula.

Table 1. Population and Sample

Class	Population	Sample
2020	89	48
2019	81	45
	170	93

Source: Academic Faculty of Economics and Business, State University of Malang.

Data Source and Type

The type of research data used is ordinal data where the variables of gender, profession interest, and teacher career selection are measured using the level of agreement with the answer measuring scale, namely: strongly disagree, disagree, agree, and strongly agree. Data were obtained from two sources, namely primary sources derived from the first data (respondents) at the research location, and secondary sources in the form of documents and important records related to the number of students in the Accounting Education Study Program class of 2020 and 2019 State University of Malang from the academic faculty. Questionnaire is one of the data collection techniques that involves submitting written statements to research respondents. The questionnaire used in this study is in the form of a google form which is distributed online using the Likert scale answer category model. The Likert scale is a measurement tool that allows measuring the attitudes, opinions, and perceptions of a group of people as respondents regarding social events or phenomena, consisting of four answer categories: 1. strongly agree, 2. agree, 3. disagree, and 4. strongly disagree (Sugiyono, 2016). The documentation technique is a data collection technique from secondary sources by looking for relevant and necessary information in the research (Sugiyono, 2016). The documentation technique is needed to identify the number of active students from the Accounting Education Study Program class of 2020 and 2019, State University of Malang who will become respondents in the study.

Validity Test ensures the reliability and accuracy of the measuring instrument used to measure variables in a study (Mukhadis, 2016). Validity is a form of data test that states the level of validity or validity of an instrument used in certain studies. Validity focuses on how accurate and precise a measurement is in measuring research instruments (Sugiyono, 2019). How to test the validity of research instruments utilizing tools from SPSS (Statistical Package of the Social Sciences) software. Instrument testing uses a sample that has been obtained to show whether the research data is valid or not. To determine whether each statement is valid or not, you must see from the following provisions:

- a. The correlation coefficient value (r_{count}) has shown a positive value
- b. The correlation coefficient value (r_{count}) must exceed the coefficient value (r_{table})

The validity test results of 30 instruments obtained an r_{table} value of 0.312. The instrument is declared valid because it has met both testing criteria, namely each research instrument item (30 statements) shows $r_{count} \geq r_{table}$ and r_{count} on each instrument shows a positive value.

The reliability test assesses how far a measurement can be trusted because of its consistency or constancy. A study can be said to be reliable if tests and measurements of relatively the same subjects produce results that remain stable and consistent over time (test-retest), or if the measurement results remain the same even though different instruments are used in one test (equivalent) (Sugiyono, 2019).

According to Sugiyono (2019) the statement items on the research instrument are said to be reliable if they pay attention to the following conditions:

- a. If $r_{alpha} > r_{table}$, then the statement item is said to be reliable
- b. If $r_{alpha} < r_{table}$, it is said that the statement item is not reliable

The results of the reliability test of 30 instruments obtained results showing a Cronbach's Alpha value of 0.933 with an r_{table} of 0.312. Thus, the research instruments of the three variables have met the requirements that the Cronbach's Alpha value $> r_{table}$ and lies between the values of 0.81 - 1.00 so that it is stated that the instrument is reliable. The research instrument has also been said to be reliable because it meets the requirement that the Cronbach's Alpha value > 0.6 (Sujarweni, 2014). Multiple linear regression is used because it involves more than one independent variable in the study. The purpose of multiple linear regression is to measure and understand the extent of the influence of two independent variables (gender and profession interest) on the dependent variable, namely teacher career selection (Ghozali, 2018).

RESULTS AND DISCUSSION

Based on the respondent characteristics table 1, this study used a total of 93 samples of Accounting Education students from the class of 2020 and 2019, State University of Malang. Respondents of female gender amounted to 60 students with a percentage of 65.5% and men there were 33 respondents with a percentage of 35.5% of students, meaning that there were more female respondents than male because students from the Accounting Education Study Program were mostly female. The number of male samples in this study utilizes all students with male gender based on the population who have not completed their studies.

Table 2. Respondent Characteristics

No	Gender	Frequency	Percentage (%)
1.	Female	60	65.5
2.	Male	33	35.5
Total Respondents		93	100

Table 3. Descriptive Statistical Analysis of Gender

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Gender (X_1)	93	16	40	28.84	6.135
Tenacity	93	5	12	8.84	1.808
Patience	93	4	8	5.97	1.298
Discipline	93	4	8	6.40	1.226
Mentality	93	3	12	7.63	2.479
Valid	93				

Based on the gender descriptive statistics table 2, it can be explained that the total mean value of the gender variable (X_1) is 28.84, which means that respondents tend to agree that the characteristics of each respondent (female and male) affect the direction of teacher career selection later. Standard deviation 6.135 illustrates that male gender tends to have characteristics that are not suitable to become accounting teachers, while women tend to have characteristics suitable to become accounting teachers.

Gender variable (X_1) is measured using 4 indicators, namely tenacity, patience, discipline, and mentality and then derived into 10 statement items. The mean value of the tenacity indicator has the highest value of 8.84 with a standard deviation of 1.808, which means that tenacity is a characteristic that influences the direction of career selection as the most dominant teacher.

Table 4. Descriptive Statistical Analysis of Profession interest

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Profession interest (X_2)	93	22	48	34.29	6.616
Cognition	93	6	16	11.70	2.074
Emotion	93	7	20	13.67	3.076
Conation	93	6	12	8.92	1.901
Valid	93				

Based on the descriptive statistics table of interest number 3, the profession interest variable (X_2) has a total mean value of 34.29 which indicates that interest in accounting teachers is quite high, especially for most female respondents, while the standard deviation of 6.616 indicates the diversity of answers and not all respondents have an interest in the teaching profession, male respondents tend to experience a decrease and even have no interest in the teaching career during their studies.

The profession interest variable (X_2) is measured using 3 indicators, namely cognition, emotion, and conation, then derived into 12 statement items. The mean value of the emotion indicator (feeling) has the highest value of 13.67 with a Standard deviation of 3.076, which means that the interest in the teaching profession in each respondent tends to come from feelings of like or pleasure, interest, and a sense of wanting to become a teacher so that a decision arises to choose a career as a teacher.

Table 5. Descriptive Statistical Analysis of Teacher Career Selection

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Teacher career selection (Y)	93	14	32	23.15	4.660
Self-knowledge and understanding	93	5	12	8.44	1.821
Knowledge and understanding of careers	93	3	8	5.55	1.363
Realistic reasoning	93	4	12	9.16	1.783
Valid	93				

Based on the descriptive statistical table of teacher career selection 4, the teacher career selection variable (Y) obtained a total mean value of 23.15, which means that the respondents have an assessment that the decision as an Accounting Education Study Program student to choose a career as an accounting teacher after graduation is the right selection. Standard deviation 4.660 indicates that not all students will become teachers later and have the possibility of choosing another career or job due to various considerations.

The teacher career selection variable (Y) is measured using 3 indicators, namely knowledge and understanding of self, knowledge and understanding related to careers, and realistic reasoning, then derived into 8 statement items. The mean value of the realistic reasoning indicator has the highest value of 9.16 with a standard deviation of 1.783, which means that the teacher's career is chosen based on consideration and compatibility between existing knowledge, skills, and understanding of oneself.

Table 6. Hypothesis testing

Independent Variable	t	Sig.
Gender (X_1)	5.138	0.000
Profession interest (X_2)	7.851	0.000

Based on table 6, the gender variable (X_1) shows $t_{count} > t_{table}$ with a value of $5.138 > 1.990$ and the significant level obtained is $0.000 < 0.05$, so it can be concluded that H_0 is rejected. This means that the gender variable (X_1) individually or partially has a significant effect on the teacher career selection variable (Y). Based on table 6, the profession interest variable (X_2) $t_{count} > t_{table}$ with a value of $7.851 > 1.990$ and the significant value obtained is $0.000 < 0.05$, so it can be concluded that H_0 is rejected, meaning that the profession interest variable (X_2) partially also has a significant influence on the teacher career selection variable (Y) significantly.

The results of statistical tests show that gender factors and profession interests of Accounting Education Study Program students class of 2020 and 2019 State University of Malang have a positive effect on teacher career selections. The regression coefficient value of the gender variable (X_1) of 0.294 explains that the personality characteristics of prospective teachers owned by each gender, namely women and men, affect the amount of desire in choosing a teacher career. The regression coefficient value shows the level of compatibility of the personality characteristics of each gender with the teaching career as the chosen profession. The gender regression coefficient (X_1) explains that the greater the level of personality suitability related to teachers, there will also be an increase in choosing a teaching career in students after completing education in college and holding a Bachelor of Education degree. The regression coefficient value obtained by the profession interest variable (X_2) of 0.416 explains that the greater the interest in the teaching profession that students have, the more the desire and confidence of students to choose a career as a teacher will increase.

Based on the results of statistical tests, together (simultaneously) gender variables (X_1) and profession interest (X_2) have a positive effect on teacher career selection (Y) significantly. The results of the F test have met the requirements of the $F_{count} > F_{table}$ values obtained, namely $510.934 > 3.097$, which means that $F_{count} > F_{table}$, and the significant level obtained from the independent variables also shows that the sig value. $0,000 > 0,05$. The research is also in accordance with the opinion of Alias & Bakar (2010) that the factors that influence career selection together are gender and interest. Gerrahy (in Koech et al., 2016) also said that during education in college career interests can grow according to the personality that exists in each gender, so both affect career selection.

Partially, the gender variable (X_1) shows $t_{count} > t_{table}$ with a value of $5.138 > 1.990$ and the significant value obtained is $0.000 < 0.05$, so that the gender variable (X_1) partially has a positive and significant effect on teacher career selection (Y), meaning that H_1 is accepted. This is in line with several previous studies which state the same result that gender is a factor that determines the direction of one's career selection (Oztemel, 2013; Tabassum & Rahman, 2014; Saputra, 2018). Robbins (2011) explains that the personality that exists in each gender can determine the career selections that will be undertaken, so gender has a positive effect on career selection (Ramdani & Zulaikha, 2013). Partially, the profession interest variable (X_2) has $t_{count} > t_{table}$ with a value of $7.851 > 1.990$ and the significant level shows a value of $0.000 < 0.05$, so that the profession interest variable (X_2) also has a positive and significant effect on teacher career selection (Y), meaning that H_2 is accepted. In accordance with the opinion of previous research with the same theme also states that interest is a factor that exists in a person to determine career selections for the future (Burns, 2011; Gunawan & Widuri, 2014; Kazi & Akhlaq, 2017). It is proven that interest in the teaching profession has a positive effect on teacher career selections.

The results showed that the career selection of teachers in Accounting Education Study Program students was dominated by women. Statistical tests also explain that there are differences in career selections based on the personality characteristics of each gender. Women have personalities that tend to

fit the teaching profession compared to men, women like the accounting field more than men and are more suitable for a career as an educator accountant in the study, namely accounting teachers. In accordance with Philip's opinion (in Ramdani & Zulaikha, 2013) women like and choose the accounting field more than men. Women have tenacity, patience, discipline, and a higher mentality when compared to men, which is why many women choose to become accounting teachers (Andersen & Chariri, 2012), while men tend to choose other fields besides becoming accounting teachers (Kurniasari & Rahmawati, 2016; Abdillah & Rochmawati, 2022). In the results of this study, most male students experienced a decrease in career interest in becoming a teacher and chose a career as an accountant in addition to educators, or worked in other fields due to various background factors, including the incompatibility between personality and the teaching profession. In contrast to women who predominantly have a high interest in the teaching profession and have a personality that is considered in accordance with the teaching profession, resulting in an increase in teacher career selections.

The results of the study state that it is in accordance with Holland's career selection theory which explains that internal factors originating from within the individual in the form of heredity, type, nature, and personality determine the direction of one's career selection (Sari & Hidayat, 2021). In psychology, gender is a description of personality in the form of traits, attitudes, and behaviors that distinguish between men and women (Nur, 2020). In this study, gender factors seen based on personality are stated to positively determine the direction of one's career selection so that it is proven to be in accordance with Holland's theory which is used as a reference. The results also show that interest in the teaching profession will influence students in choosing a teaching career, in accordance with Holland's theory which explains that besides personality, interest is also one of the dominant factors that directs in choosing a career (Seniawati et al., 2014). Careers will be chosen based on the interests that exist in each student.

CONCLUSION

Based on the results and analysis of the research, the conclusions that can be drawn are: First, gender and profession interest have a positive and significant influence simultaneously on teacher career selection. Second, partially gender has a positive and significant influence on teacher career selection. There are differences in personality characteristics between women and men, personality in the female gender increases in choosing a teacher career so that gender has a positive and significant effect. A higher and better level of tenacity, patience, discipline, and mentality is possessed by the female gender, so the results of the study state that the teaching career is chosen more by the female gender than the male. Third, individually (partially) profession interest has a positive and significant effect on teacher career selection. Fourth, students of the 2020 and 2019 batches of the Accounting Education Study Program at State University of Malang as prospective teachers are classified as having a fairly high interest in the teaching career and most have a career goal as a teacher after completing their education. However, the results of the study explain that women tend to have a higher interest in the teaching profession, while men mostly experience a decrease in interest in the teaching profession and prefer careers in other fields.

The results of this study imply that to improve Accounting Education Study Program students in choosing a career that is in accordance with their field of education, they must first know the factors that underlie career selection. The factor of personality characteristics possessed by each student, both female and male, must always be trained, and interest in the teaching profession can be improved and developed so that it leads to appropriate career selections. If the obstacles in choosing the accounting teacher profession can be minimized, then there is a high probability that there will be an increase in the career selection of accounting teachers.

The limitations of the study lie in the use of population and samples of two batches of students, namely the 2020 and 2019 batches of Accounting Education Study Program, State University of Malang. Suggestions for future research if conducting research related to the same theme can be done more broadly and in-depth research related to gender variables and profession interests and their influence on career selection using a larger population and sample.

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