



Perceptions of the Teaching Profession, Family Environment, and Interest in Becoming a Teacher as Predictors of Preservice Teachers' Readiness

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Abstract:

This study examines the effects of perceptions of the teaching profession, family environment, and interest in becoming a teacher on preservice teachers' readiness among students in the Economic Education Study Program at Universitas Sebelas Maret. This study used a quantitative approach with probability sampling and 117 respondents. Data were collected through a questionnaire and analyzed using multiple linear regression with SPSS 26. The results indicate that perceptions of the teaching profession positively and significantly affect readiness to become a teacher ($t = 4.320$; $p < 0.001$). Family environment also positively and significantly affects readiness ($t = 2.261$; $p = 0.026$), and interest in becoming a teacher also positively and significantly affects readiness ($t = 2.940$; $p = 0.004$). Simultaneously, perceptions of the teaching profession, family environment, and interest in becoming a teacher have a positive and significant effect on readiness ($F = 18.746$; $p < 0.001$). The coefficient of determination (R^2) of 0.332 indicates that the three independent variables jointly explain 33.2% of the variance in preservice teachers' readiness. In contrast, other factors outside the research model explain the remaining 66.8%.

Keywords: Teacher Profession Perception, Family Environment, Interest in Becoming a Teacher, Readiness to Become a Teacher.

Introduction

Education is a fundamental pillar of developing high-quality human resources. Educational success depends not only on curriculum and learning facilities but also on the quality and preparedness of teachers as the primary actors in the educational process. To support students' academic development and character formation, teachers are expected to teach, guide, direct, train, and evaluate students professionally. Therefore, the availability of prospective teachers who are adequately prepared to perform these professional roles is an important concern in teacher education programs (Rahmadiyani et al., 2020).

In this study, readiness to become a teacher refers to the degree to which prospective teachers are prepared to perform the professional roles and responsibilities required of teachers upon entering

the teaching profession. Readiness is conceptualized as a multidimensional construct reflected in four dimensions of teacher competence: pedagogical competence, personality competence, professional competence, and social competence, as stipulated in Article 10 of Law No. 14 of 2005 concerning Teachers and Lecturers. Thus, readiness in this study does not refer directly to students' motivation, interest, commitment, willingness, or intention to choose teaching as a career. These constructs are treated as factors that may be associated with readiness. In contrast, readiness itself concerns the extent to which prospective teachers are prepared to fulfill the competencies and professional responsibilities required of teachers (Sukma & Karlina, 2020). This distinction matters because students may have a strong interest in becoming teachers without being equally prepared to meet the profession's pedagogical, professional, personality, and social responsibilities.

Prospective teachers' readiness also matters because not all teachers fully demonstrate the competencies required for effective teaching. Although competency standards have been established, some teachers have been reported to struggle to implement these competencies in practice. For example, some teachers may still emphasize delivering instructional materials without sufficiently considering students' characteristics or their role in guiding students throughout the learning process (Alifah & Hastuti, 2023). These conditions suggest that teacher readiness development should begin during teacher education, before students enter the profession. Identifying factors associated with readiness is therefore important for teacher education programs that aim to prepare graduates to meet the multidimensional demands of teaching.

One factor that may be associated with teacher readiness is perception of the teaching profession. Perception of the teaching profession refers to the way prospective teachers understand and evaluate the roles, responsibilities, demands, professional value, and career characteristics associated with teaching. Such cognitive evaluations may shape how students understand the competencies and professional demands that they need to develop during teacher preparation. This interpretation is compatible with the social cognitive perspective of career development, which emphasizes that career-related beliefs and interests develop through interactions among personal factors, learning experiences, behavior, and contextual influences (Lent et al., 1994; Lent & Brown, 2019). Students who develop positive perceptions of teaching may better understand the responsibilities, demands, opportunities, and professional expectations of the profession. Such perceptions may encourage them to prepare themselves more seriously for the competencies required by the profession. Conversely, negative perceptions may be associated with lower willingness to invest effort in professional preparation. Previous research has

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reported a positive relationship between students' perceptions of the teaching profession and their readiness to become teachers (Aayn & Listiadi, 2022; Sunardi et al., 2023).

The family environment represents another relevant contextual factor. Family is a primary social environment where individuals receive values, encouragement, guidance, and support for education and career decisions. Parental support may strengthen students' confidence in preparing for a teaching career, whereas insufficient support may contribute to uncertainty regarding career choices (Sari & Rusdarti, 2020; Mujayanti & Latifah, 2022). Previous studies have reported positive relationships between family environment and teacher readiness (Septiani & Widiyanto, 2021). However, Nurussyifa and Listiadi (2021) reported that family environment was not significantly associated with career readiness. These inconsistent findings indicate that the role of family environment requires further empirical examination.

From the perspective of SCCT, family support can be understood as part of the contextual conditions surrounding career development. Lent et al. (1994) emphasized that career development involves the interaction of personal factors, environmental conditions, and learning experiences. Later formulations of SCCT explicitly positioned contextual supports and barriers as factors that can facilitate or constrain career-related goals and actions (Lent & Brown, 2019). Accordingly, family environment in the present study is conceptualized as a contextual resource that may support students' engagement in teacher preparation rather than as a direct equivalent of any single SCCT construct.

Interest in becoming a teacher is also potentially associated with teacher readiness. Interest refers to an individual's tendency, attraction, or sustained inclination toward an activity or occupation that encourages involvement in that domain (Alifah & Hastuti, 2023). Students with a strong interest in teaching may be more inclined to engage in teaching practice, develop relevant skills, and prepare themselves for the demands of the profession. See, et al. (2022) identified enthusiasm for teaching as an important factor in students' decisions to pursue teaching careers. Similarly, Dayka et al. (2023), Kurniawan and Devi (2023), and Moeriyati and Wulandari (2023) reported positive relationships between students' aspirations or interest in becoming teachers and their readiness to pursue the profession. However, Wati et al. (2022) reported that interest did not significantly influence students' willingness to become teachers. These differences suggest that the relationship between interest and teacher readiness warrants further investigation.

Taken together, perception of the teaching profession, family environment, and interest in becoming a teacher represent distinct but complementary factors associated with teacher readiness. Perception reflects an individual's cognitive evaluation of the profession, family environment represents the social context surrounding professional preparation, and interest reflects an individual's occupational

orientation toward teaching. These factors may therefore relate to readiness through different mechanisms. A positive perception may help students understand and accept professional demands, family support may provide social and emotional resources for preparation, and strong interest may encourage sustained engagement in activities that develop teaching competencies.

Previous studies have provided important evidence regarding these relationships, but the relative role of the three factors remains insufficiently understood. In particular, findings on family environment and interest are not entirely consistent, and previous studies have generally emphasized whether individual variables relate significantly to teacher readiness rather than comparing their relative statistical strength within a common regression model. Although Anggraini et al. (2025) examined perception of the teaching profession, interest in becoming a teacher, and family environment in relation to teacher readiness, the present study extends this line of research by examining the relative statistical strength of the three predictors within the specific context of Economic Education students at Universitas Sebelas Maret.

This study therefore contributes in two ways. First, it examines the three individual and contextual predictors simultaneously, allowing their associations with teacher readiness to be assessed while statistically controlling for the other predictors. Second, it compares their relative statistical strength using standardized regression coefficients. This comparison provides empirical evidence regarding which factor demonstrates the strongest statistical association with prospective teachers' readiness within the proposed model. The contribution therefore extends beyond identifying significant relationships to clarifying the relative importance of the predictors in the specific context of Economic Education teacher preparation. Accordingly, this study examines the associations between perception of the teaching profession, family environment, and interest in becoming a teacher and students' readiness to become teachers, both individually and simultaneously, and compares the relative statistical strength of these predictors within the regression model.

Literature Review

Readiness to Become a Teacher

Readiness to become a teacher refers to the degree to which prospective teachers are prepared to perform the professional roles and responsibilities required of teachers upon entering the teaching profession. In this study, readiness is conceptualized as a multidimensional construct reflected in four dimensions of teacher competence: pedagogical competence, personality competence, professional competence, and social competence, consistent with Article 10 of Law No. 14 of 2005 concerning Teachers

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and Lecturers. Thus, teacher readiness concerns preparedness to fulfill the professional competencies and responsibilities of teaching rather than merely the desire to enter the profession (Sukma & Karlina, 2020). Readiness must be conceptually distinguished from interest, willingness, and intention. Interest refers to an individual's attraction, preference, or sustained tendency toward an occupation, whereas willingness refers to an inclination to engage in or pursue an activity. Intention represents a conscious plan or determination to perform a particular behavior. Readiness, in contrast, concerns preparedness to perform the professional competencies and responsibilities required of a teacher. Therefore, interest, willingness, and intention may be associated with readiness but should not be treated as dimensions of readiness itself. This distinction matters because a student may strongly desire to become a teacher while still needing further development of pedagogical, professional, personality, and social competencies.

Perceptions of the Teaching Profession and Teacher Readiness

Perception of the teaching profession refers to how prospective teachers understand, interpret, and evaluate the role, responsibilities, demands, professional value, and career characteristics of teaching. Perception represents a cognitive-evaluative process through which students construct an understanding of what the teaching profession entails (Koa & Mutia, 2021). A positive perception may be associated with greater teacher readiness because students who view teaching positively may also pay closer attention to the competencies and responsibilities the profession requires. When students perceive teaching as meaningful and professionally valuable, they may be more willing to invest effort in developing the competencies necessary for effective teaching. Conversely, unfavorable perceptions may reduce engagement in professional preparation because students may perceive less value in investing effort in a profession that they evaluate negatively.

The relationship can therefore be understood through a cognitive mechanism: perception provides students with an interpretation of the professional demands that they subsequently need to prepare for. In this sense, perception does not constitute readiness itself but may provide a cognitive foundation for professional preparation. This distinction matters because positive perceptions do not automatically show that students possess the competencies required for teaching. Empirical studies provide support for this relationship. Anggraini et al. (2025), Aayn & Listiadi (2022), and Nabila et al. (2023) support the positive relationship between perceptions of the teaching profession and students' readiness or intention to pursue teaching. More recent evidence from Economic Education students likewise indicates that perceptions of the teaching profession are significantly related to teacher-readiness outcomes (Julisa Della et al., 2025). Therefore, more positive perceptions are expected to contribute to

greater readiness to become a teacher.

H1: Perceptions of the teaching profession positively affect readiness to become a teacher.

Family Environment and Readiness

Family environment refers to the conditions, interactions, expectations, and forms of emotional, motivational, informational, and material support available to students within the family. Family represents an important social context for educational and occupational development because parents and other family members can influence students' educational decisions, career expectations, confidence, and access to resources. The relationship between family environment and teacher readiness can be explained through its role as a contextual resource for professional preparation. Family support may encourage students when they face difficulties during teacher education, reinforce their career decisions, provide information about occupational opportunities, and facilitate participation in professional preparation activities. Through these mechanisms, the family environment may strengthen students' confidence and help them devote more attention and effort to developing teacher competencies.

However, family environment does not necessarily operate independently of students' individual characteristics. Family support may be more effective when students themselves possess positive perceptions and an orientation toward the teaching profession. Therefore, examining family environment together with perception and interest may provide a more comprehensive explanation of teacher readiness. Empirical findings are not entirely consistent. Rohmatul Laili (2021), Mujayanti & Latifah (2022), and Karyantini & Rochmawati (2021) support this relationship. However, Nurussyifa & Listiadi (2021) found no significant effect of family environment on career readiness. These differences suggest that the contribution of family environment may depend on the individual and educational context in which career preparation occurs.

H2: Family environment positively affects readiness to become a teacher.

Interest in Becoming a Teacher and Readiness

Interest in becoming a teacher refers to students' attraction, preference, and sustained orientation toward the teaching profession. Interest represents an internal occupational orientation that may encourage students to devote attention, time, and effort to teaching-related activities (Alifah & Hastuti, 2023). Previous research has also examined various factors associated with students' interest in pursuing the teaching profession. Wildan and Ivada (2016), for example, investigated factors influencing Accounting Education students' interest in becoming teachers at Universitas Sebelas Maret. Interest in

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pursuing teacher preparation may be shaped by both individual and contextual factors. Triandis et al. (2020) found that learning motivation and parents' income were associated with students' interest in participating in the Teacher Professional Education (PPE) program. Similarly, Widyaningrum and Suratno (2023) examined students' perceptions of the teaching profession and family environment as factors associated with their interest in becoming teachers. This finding suggests that students' interest in pursuing the teaching profession may develop within the interaction between personal motivation and family-related conditions. The theoretical relationship between interest and readiness can be explained through engagement in professional preparation. Students who are strongly interested in teaching may be more inclined to participate in teaching practice, develop instructional skills, seek teaching-related experiences, and learn more about teachers' responsibilities. Such engagement may give students opportunities to turn their interest in teaching into greater preparedness to perform the professional role. However, interest should not be equated with readiness.

The role of occupational interest is strongly consistent with the interest model of SCCT. Lent and Brown (2019) explain that self-efficacy beliefs and outcome expectations are central predictors of career-related interests. Their review of meta-analytic evidence indicates that self-efficacy and outcome expectations are substantially related to interests across different educational and occupational domains. In the context of teacher education, Shang et al. (2022) further demonstrate the relevance of SCCT to preservice teachers by showing that occupational self-efficacy and vocational outcome expectations are important mechanisms in career-related learning processes. Their findings suggest that career-related orientations among preservice teachers are connected with psychological beliefs and expectations that can influence engagement in professional preparation.

Interest indicates attraction toward the profession, whereas readiness indicates preparedness to perform its professional responsibilities. Thus, a student may express strong interest in becoming a teacher but still require further development of pedagogical knowledge, classroom management skills, professional competence, and social competence. Previous studies have provided empirical support for a positive relationship between interest and teacher-related outcomes. Dayka et al. (2023) and Moeriyati & Wulandari (2023) reported positive relationships involving students' aspirations or interest in becoming teachers and their preparation or readiness. However, Wati et al. (2022) reported that interest did not significantly influence students' willingness to become teachers. These divergent findings reinforce the importance of examining interest as a distinct predictor of readiness rather than assuming that interest itself represents readiness.

H3: Interest in becoming a teacher positively affects readiness to become a teacher.

Theoretical Integration of the Variables

The three predictors represent distinct but complementary dimensions of teacher readiness. Perception of the teaching profession is a cognitive-evaluative factor; interest is an individual occupational orientation; and family environment is a social-contextual factor. Examining them simultaneously is therefore theoretically meaningful because professional readiness may develop through the combination of how students understand the profession, how strongly they are oriented toward it, and the social support available during their preparation. Previous research also suggests that these dimensions may be interconnected. Yohana and Umami (2024), for example, examined self-efficacy, perceptions of the teaching profession, and family environment in relation to students' interest in becoming teachers, indicating that teaching interest may be associated with both students' perceptions of the profession and their family context.

Social Cognitive Career Theory (SCCT), initially developed by Lent, Brown, and Hackett (1994), provides the primary theoretical framework for understanding the relationships examined in this study. SCCT was developed to explain how career-related interests, choices, and performance emerge through the interaction of personal, behavioral, contextual, and experiential factors. The theory particularly emphasizes self-efficacy beliefs, outcome expectations, and goals as core mechanisms underlying career-related behavior, while also recognizing the influence of contextual supports and barriers.

Subsequent development of SCCT has expanded the framework into five interrelated models covering interest development, career and educational choice, performance and persistence, satisfaction and well-being, and career self-management (Lent & Brown, 2019). The original interest and choice models are particularly relevant to the present study because they explain how self-efficacy, outcome expectations, interests, goals, and contextual supports are related to educational and occupational development. In the choice model, contextual supports and barriers may facilitate or constrain the translation of interests and goals into career-related actions.

The relevance of SCCT to teacher education is also supported by empirical research involving preservice teachers. Shang et al. (2022), using data from 1,029 preservice teachers, applied SCCT to examine career calling, occupational self-efficacy, vocational outcome expectations, and learning engagement. Their findings showed that occupational self-efficacy and vocational outcome expectations functioned as important mechanisms linking career-related orientation with learning engagement. These findings demonstrate the applicability of SCCT to understanding career-related processes among preservice teachers. Positive perceptions may help students understand and evaluate professional demands; family support may provide social and emotional resources for preparation; and interest may

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encourage sustained engagement in professional learning and teaching-related activities. Examining these factors simultaneously therefore allows the study to determine whether each factor affects readiness after accounting for the others.

H4: Perception of the teaching profession, family environment, and interest in becoming a teacher are simultaneously affect with readiness to become a teacher.

Research Methodology

Research Design and Participants

This study employed a quantitative, cross-sectional survey design to examine the statistical associations between perceptions of the teaching profession, family environment, interest in becoming a teacher, and readiness to become a teacher. The study was conducted in the Economic Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret. The population consisted of 165 active students from the 2021 and 2022 cohorts, comprising 43 students from the 2021 cohort and 122 students from the 2022 cohort. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 116.81, which was rounded to 117 respondents. The Slovin approach was used as a practical finite-population sample-size determination because the population was known and bounded.

In contrast, while simple random sampling was used to give each eligible student an equal probability of selection. The researchers selected respondents by listing all eligible students, assigning each student a unique identification number, and randomly selecting 117 students. This procedure aimed to minimize selection bias and ensure representation from both cohorts.

Variables and Instrument Development

The study examined three independent variables and one dependent variable: perception of the teaching profession (X1), family environment (X2), interest in becoming a teacher (X3), and readiness to become a teacher (Y). The questionnaire was adapted from relevant previous studies, including Anggraini et al. (2025), Nabila et al. (2023), and Rahmadiyah et al. (2020). The items were adapted to the context of Economic Education students while maintaining the conceptual meaning of the original constructs. The initial instrument included 40 items across 17 indicators: 13 items for perception of the teaching profession, 11 items for family environment, 7 items for interest in becoming a teacher, and 9 items for readiness to become a teacher. All items were measured using a four-point Likert scale ranging from 1 = strongly disagree to 4 = strongly agree. For the readiness construct, the measurement was conceptually based on the four dimensions of teacher competence: pedagogical, personality, professional, and social

competence. Interest was treated as a distinct predictor rather than a dimension of readiness. This distinction was maintained throughout the instrument development and analysis.

Validity and Reliability

Before the main survey, the questionnaire was pilot-tested with 30 respondents not included in the main sample. Item validity was assessed using the Pearson Product-Moment correlation. With the specified pilot-test criterion, the critical correlation value was 0.361. Reliability was assessed using Cronbach's Alpha with a minimum criterion of 0.60. The results showed that all 13 items measuring perception of the teaching profession were valid, with a Cronbach's Alpha of 0.894. All 11 family-environment items were retained, with a Cronbach's Alpha of 0.870. Of the seven interest items, five were retained, with a Cronbach's Alpha of 0.803. All nine readiness items were retained, with a Cronbach's Alpha of 0.844. Two interest items were excluded because their item-total correlation coefficients (0.297 and 0.360) were below the critical value of 0.361. Thus, 38 of the initial 40 items were retained for the main survey. These results indicate that the retained items met the specified validity criterion and that all four constructs demonstrated acceptable internal consistency.

Data Collection and Analysis

The data were analyzed using descriptive statistics, classical assumption tests, and multiple linear regression. The classical assumption tests included tests of normality, linearity, multicollinearity, and heteroscedasticity. Multiple linear regression examined the partial and simultaneous associations between the three predictor variables and teacher readiness. The analysis followed established multivariate procedures using IBM SPSS (Ghozali, 2021). The analysis included descriptive statistics; tests of normality, linearity, multicollinearity, and heteroscedasticity; and multiple linear regression, partial significance tests, simultaneous significance testing, and the coefficient of determination.

Multiple linear regression was selected because the study aimed to examine the statistical association of three predictors with one continuous readiness outcome, both individually and simultaneously. The standardized regression coefficients were used to compare the relative statistical strength of the three predictors within the regression model. The regression model was specified as:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

where Y represents readiness to become a teacher; X_1 represents perception of the teaching profession; X_2 represents family environment; X_3 represents interest in becoming a teacher; a represents the constant; b_1 – b_3 represent the regression coefficients; and e represents the error term.

Results and Discussions

Preliminary Analysis

Before testing the hypotheses, the data were examined to determine whether the assumptions required for multiple linear regression were satisfied. The tests included normality, linearity, multicollinearity, and heteroscedasticity. Table 1 presents the results.

Table 1. Results of Regression Assumption Tests

Test	Result	Criterion	Conclusion
Normality (Kolmogorov–Smirnov)	0.200	> 0.05	Normally distributed
Linearity X1–Y	< 0.001	< 0.05	Linear
Linearity X2–Y	< 0.001	< 0.05	Linear
Linearity X3–Y	0.001	< 0.05	Linear
Multicollinearity X1	VIF = 1.083	< 10	No multicollinearity
Multicollinearity X2	VIF = 1.928	< 10	No multicollinearity
Multicollinearity X3	VIF = 1.842	< 10	No multicollinearity
Heteroscedasticity	No systematic pattern	—	No heteroscedasticity

Note:

X1 = Perception of the Teaching Profession;

X2 = Family Environment;

X3 = Interest in Becoming a Teacher;

Y = Readiness to Become a Teacher.

The results indicate that the data met the assumptions required for multiple linear regression. The Kolmogorov–Smirnov test produced a significance value of 0.200, indicating that the residuals were normally distributed. The linearity tests also indicated significant linear relationships between each independent variable and readiness to become a teacher. Furthermore, the VIF values ranged from 1.083 to 1.928, indicating no problematic multicollinearity among the predictors. The scatterplot showed no systematic pattern, suggesting the regression model did not exhibit problematic heteroscedasticity.

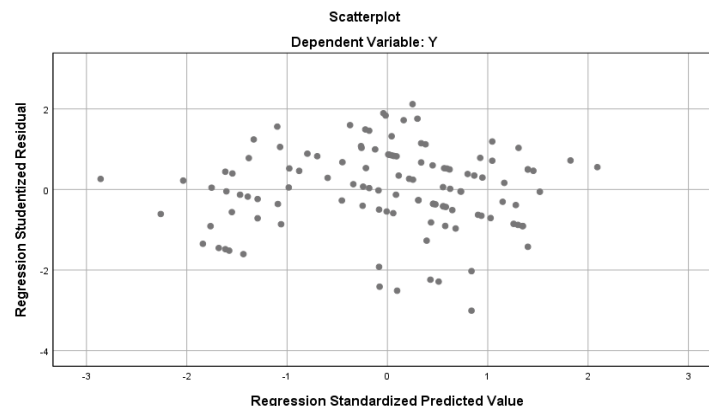


Figure 1. Scatterplot of Standardized Residuals and Predicted Values

Figure 1 shows the distribution of standardized residuals against standardized predicted values. The absence of a clear or systematic pattern supports the conclusion that the regression model does not exhibit problematic heteroscedasticity.

Multiple Linear Regression Results

Multiple linear regression examined the statistical associations between perceptions of the teaching profession, family environment, interest in becoming a teacher, and readiness to become a teacher. The analysis also enables comparison of the relative statistical strength of the three predictors through their standardized regression coefficients.

Table 2. Multiple Linear Regression Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	β		
1	(Constant)	11.852	2.820		4.202	.000
	X1	.236	.055	.357	4.320	.000
	X2	.148	.065	.183	2.261	.026
	X3	.291	.099	.244	2.940	.004

Model statistics: $R = .576$; $R^2 = .332$; Adjusted $R^2 = .315$; $F(3,113) = 18.746$; $p < .001$; $SEE = 2.034$.

The regression equation was:

$$Y = 11.852 + 0.236X1 + 0.148X2 + 0.291X3 + e$$

The regression results show that all three predictors have positive and statistically significant associations with readiness to become a teacher. Perception of the teaching profession has the largest standardized coefficient ($\beta = .357$, $p < .001$), followed by interest in becoming a teacher ($\beta = .244$, $p = .004$) and family environment ($\beta = .183$, $p = .026$). Because standardized coefficients are expressed on a common scale, they provide the appropriate basis for comparing the relative statistical strength of the predictors within the regression model.

The overall regression model is statistically significant, $F(3,113) = 18.746$, $p < .001$. The coefficient of determination ($R^2 = .332$) indicates that the three predictors jointly explain 33.2% of the observed variance in students' readiness to become teachers, while the remaining 66.8% is associated with factors outside the model. The adjusted R^2 of .315 indicates that the explanatory proportion remains 31.5% after adjustment for the number of predictors in the model.

Discussion

Perception of the Teaching Profession and Readiness to Become a Teacher

The results indicate that perception of the teaching profession is positively and significantly associated with readiness to become a teacher. More importantly, perception demonstrates the strongest relative statistical association among the three predictors, as indicated by its standardized coefficient ($\beta = .357$). This finding suggests that, within the regression model, students' readiness is more closely associated with how they understand and evaluate the teaching profession than with their interest in teaching or the family environment. The finding can be understood from the conceptual nature of the perception construct. Perception concerns students' understanding and evaluation of the profession, including its responsibilities, demands, professional value, and expectations. In this study, readiness is defined as students' preparedness to fulfill pedagogical, personality, professional, and social competencies. Therefore, the two constructs are conceptually connected: students who have a clearer and more realistic understanding of what teachers are expected to do may be better positioned to recognize the competencies they need to develop.

This interpretation can also be situated within SCCT. Lent et al. (1994) proposed that career-related development is shaped by interactions among cognitive beliefs, learning experiences, contextual factors, and behavior. In particular, outcome expectations concern anticipated consequences of performing particular behaviors, while self-efficacy concerns beliefs about one's capabilities to perform those behaviors. Therefore, although perception of the teaching profession should not be treated as synonymous with outcome expectations, students' perceptions may provide a cognitive context through which they interpret the demands, benefits, and consequences associated with the teaching profession. A more developed and realistic understanding of teaching may consequently support students' engagement in professional preparation.

For Economic Education students, this relationship is particularly relevant. Becoming an Economics teacher requires more than an interest in teaching. Prospective teachers need to understand how to design learning activities, communicate economic concepts, manage classroom interaction, assess student learning, and respond to differences in students' characteristics. A positive and realistic perception of teaching may therefore encourage students to interpret these responsibilities as integral aspects of their future professional role and to prepare themselves accordingly.

The stronger relative statistical association of perception compared with interest is also theoretically meaningful. Interest represents attraction toward the teaching profession, whereas

perception involves an understanding and evaluation of what the profession actually requires. A student may be interested in becoming a teacher without possessing a comprehensive understanding of the professional demands involved. In contrast, a more developed perception may connect students' career preferences with their understanding of professional expectations. This interpretation is consistent with Aayn and Listiadi (2022), who reported a positive relationship between perception of the teaching profession and readiness to become a teacher. It is also consistent with studies examining perception as an important factor in students' orientation toward teaching (Anggraini et al., 2025; Nabila et al., 2023).

The present finding therefore extends previous evidence by showing the relative statistical position of perception within a model that simultaneously includes family environment and interest. The result should not, however, be interpreted as evidence that perception causally determines readiness more strongly than the other factors. Rather, it indicates that perception demonstrates the strongest statistical association with readiness after the other predictors are taken into account. For teacher education programs, the implication is that strengthening readiness should not focus exclusively on encouraging students to choose teaching as a career. Programs should also develop students' realistic and comprehensive understanding of the teaching profession. Teaching practicum, microteaching, classroom observation, reflective activities, interaction with practicing teachers, and exposure to authentic professional responsibilities may help students connect their academic preparation with the actual demands of teaching.

Family Environment and Readiness to Become a Teacher

Family environment is also positively and significantly associated with readiness to become a teacher, although its standardized coefficient ($\beta = .183$) is lower than those of perception and interest. This finding indicates that family remains a relevant social context in students' professional preparation, but its statistical association with readiness is comparatively weaker when the other two predictors are included in the model.

The relationship can be understood through the role of family as a source of social and emotional resources. Parents and other family members may provide encouragement, advice, recognition, and emotional support when students make educational and career decisions. Such support may strengthen students' confidence and facilitate their engagement in teacher preparation. The family environment may therefore create conditions that enable students to maintain their orientation toward teaching and participate more effectively in professional preparation.

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The finding is also consistent with the contextual dimension of SCCT. Lent and Brown (2019) describe contextual supports as factors that may facilitate career-related goals and actions, while barriers may constrain these processes. Their review further indicates that contextual supports are related not only to career goals but also to self-efficacy and outcome expectations. In this sense, family environment may function as a contextual support that helps students sustain their engagement in teacher preparation. However, the present findings do not establish that family environment operates through self-efficacy or outcome expectations because these mediating mechanisms were not directly measured in the current study.

The relatively smaller standardized coefficient, however, suggests that family support alone may not be sufficient to explain students' readiness. Once students enter higher education, their professional preparation is also shaped by direct interaction with teacher education, teaching practice, academic learning, and their own interpretation of the teaching profession. Consequently, the role of family may be more contextual or supportive, whereas perceptions of the profession and students' own interest may be more directly connected with their preparation for professional responsibilities.

This finding also helps explain the mixed results reported in previous studies. Septiani and Widiyanto (2021) found a significant relationship between family environment and teacher readiness, while Nurussyifa and Listiadi (2021) found no significant relationship between family environment and work readiness. Mujayanti and Latifah (2022) further examined self-efficacy in the relationship between family environment and teacher readiness, suggesting that the relationship between contextual support and readiness may involve individual psychological mechanisms. These differences indicate that family environment should not be considered an isolated explanation of readiness.

The practical implication is that teacher education institutions may need to recognize the supportive role of students' families while placing the primary emphasis of professional preparation on students' educational and professional experiences. Communication between institutions, students, and families may help create a supportive environment, but the development of teacher competencies must ultimately be strengthened through structured teacher education experiences.

Interest in Becoming a Teacher and Readiness to Become a Teacher

Interest in becoming a teacher is positively and significantly associated with readiness ($\beta = .244, p = .004$). The result indicates that students with stronger interest in teaching tend to demonstrate greater readiness to perform the professional role. Interest may encourage students to devote more attention and effort to teaching-related learning, teaching practice, and activities through which they can develop

professional competencies. This relationship can be explained through interest as an occupational orientation. Students attracted to teaching may be more willing to engage in teaching-related experiences, seek opportunities to develop their skills, and pay closer attention to the professional expectations associated with teaching. Such engagement may help translate interest into professional preparation. Nevertheless, the standardized coefficient for interest ($\beta = .244$) is lower than that of perception ($\beta = .357$). This difference is important because it reinforces the conceptual distinction between interest and readiness. Interest reflects attraction to teaching, whereas readiness reflects preparedness to perform the responsibilities of teaching. Consequently, students may strongly desire to become teachers while still requiring further development in pedagogical knowledge, classroom management, communication, assessment, and other professional competencies.

The positive relationship between teaching interest and readiness is also compatible with the SCCT interest and choice models. Lent and Brown (2019) explain that career interests are linked to self-efficacy and outcome expectations and, together with these cognitive variables, contribute to the development of career-related goals and choices. The findings of Shang et al. (2022) further provide contextual support for applying SCCT to preservice teachers. Their study found that occupational self-efficacy and vocational outcome expectations were important mediating mechanisms in the relationship between career calling and learning engagement, indicating that career-related orientations among preservice teachers can be connected with engagement in professional preparation.

The finding is consistent with Dayka et al. (2023), Kurniawan and Devi (2023), and Moeriyati and Wulandari (2023), which reported positive relationships involving students' interest or aspirations toward teaching and teacher-related preparation. However, Wati et al. (2022) reported that interest did not significantly influence students' willingness to become teachers. The difference may partly reflect the conceptual distinction between willingness and readiness: being interested in or willing to enter teaching does not necessarily mean that a student is already prepared to perform the professional responsibilities of a teacher. Therefore, teacher education programs should not treat increasing students' interest as the final objective. Interest needs to be translated into concrete professional learning experiences. Microteaching, teaching practicum, classroom observation, mentoring, and reflective activities can help students transform their attraction toward teaching into more substantive professional preparedness.

Taken together, the three findings can be interpreted within the broader SCCT framework as reflecting the interaction of cognitive, motivational, and contextual dimensions of career development. Perceptions of the teaching profession represent students' cognitive evaluations of the professional role; teaching interest reflects their occupational orientation; and family environment represents an important

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contextual condition surrounding their career preparation. SCCT does not suggest that these variables are interchangeable with self-efficacy, outcome expectations, or goals. Rather, the framework provides a theoretical basis for understanding how personal beliefs, interests, learning experiences, and contextual supports can jointly shape career-related development and actions (Lent et al., 1994; Lent & Brown, 2019).

Simultaneous Association of the Three Predictors with Teacher Readiness

The simultaneous regression test indicates that perception of the teaching profession, family environment, and interest in becoming a teacher are jointly associated with readiness to become a teacher. The model is statistically significant, $F(3,113) = 18.746$, $p < .001$, with $R^2 = .332$. Thus, the three predictors explain 33.2% of the observed variance in readiness, whereas 66.8% is associated with other factors not included in the present model. The R^2 value should not be interpreted as the percentage of readiness that is causally "determined" by the three predictors. Rather, it indicates the proportion of variation in observed readiness scores that the predictors in the regression model can statistically account for. The remaining variation suggests that readiness is multidimensional and may also be associated with other factors that were not examined in this study.

Potential areas for further investigation include teaching self-efficacy, pedagogical knowledge, teaching practicum experience, professional identity, academic preparation, prior classroom experience, and the quality of teacher education experiences. The present study does not claim these factors as established predictors because it did not directly measure them. They represent potential directions for future research. More importantly, the regression results show that the three predictors do not have equal statistical strength. Perception of the teaching profession has the strongest standardized coefficient ($\beta = .357$), followed by interest in becoming a teacher ($\beta = .244$) and family environment ($\beta = .183$). This pattern suggests that students' readiness is associated not only with whether they are interested in teaching or receive family support but also, and more strongly within this model, with how they understand and evaluate the teaching profession.

This finding provides a more specific contribution to the existing literature. Previous studies have established relationships between individual predictors and teacher-related outcomes, while the present analysis directly compares the relative statistical strength of the three predictors within the same regression model. The result therefore helps identify the factor most strongly associated with readiness in this sample and analytical model, without implying causal superiority.

Conclusion

This study concludes that perceptions of the teaching profession, family environment, and interest in becoming a teacher are positively associated with readiness to become a teacher among Economic Education students. From an SCCT perspective, these findings highlight the relevance of cognitive evaluations, occupational interests, and contextual supports in understanding students' preparation for a teaching career, while recognizing that the present study did not directly measure the core SCCT mechanisms of self-efficacy, outcome expectations, or career goals. Perception of the teaching profession shows the strongest relative association, followed by interest in becoming a teacher and family environment. These findings suggest that teacher education programs should not focus solely on students' interest in choosing teaching as a career but should also strengthen their understanding of the roles, responsibilities, and professional demands of teaching through authentic learning and teaching experiences. This study is limited by its focus on students from a single Economic Education Study Program and its use of self-reported, cross-sectional data. Future research should involve broader populations and longitudinal or mixed-method approaches, while considering other factors such as teaching self-efficacy, professional identity, teaching practicum experience, and pedagogical knowledge.

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