



Career Choice Shift of the English Students Based on Gender

Arifuddin^{1,*}, Kamaludin Yusra¹, Ahmad Zamzam¹, Arafiq¹, Lalu Jaswadi Putra¹, Dewa Gede Ngurah Byomantara²

¹English Language Department, Faculty of Language Education, University of Mataram, Nusa Tenggara Barat, Indonesia

²Department of Hotel Management, Bali Tourism Institute, Bali, Indonesia

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ABSTRACT

Purpose of Study: Exploring the students' motivations for studying in the English departments, comparing career choices and interests based on gender, and determining the 'time' and reasons for shifting careers.

Methodology: This study employed mixed methods. The sample was drawn through proportional random sampling and involved 1100 students from the English departments in Lombok, Indonesia. 380 male and 820 female students, more than 25 percent of the total, filled out the Google Forms questionnaire. The data were collected through questionnaires and academic documents. Quantitative data analysis employed descriptive statistics, while qualitative analysis used 'Iterative Analysis.'

Main Findings: 1) Being a teacher is the primary motivation for studying in the English departments; 2) Females far dominate men in the choice of the teaching profession, while males in the tourism and hospitality sector; 3) But, career choice shift occurs at the end of the study motivated by socio-economic orientation. So, curriculum developers should consider biological and socio-cultural aspects of English education gender. Further studies should be conducted on the interrelation of gender and socio-cultural and religious perspectives.

Novelty/Originality of this Study: The choice of work of the students of the English departments in Indonesia is still determined by its suitability with gender. Some studies on career shifts in universities have been carried out, but a specific study that explored the career choice shift of English department students based on gender has never been carried out. This is the 'novelty.' Nevertheless, this study did not include the students' religion-based educational background.

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Corresponding Author:

Arifuddin Arifuddin,

Department of Language and Art Education, Faculty of Teacher Training and Education,

University of Mataram, Jl. Majapahit, Mataram, Nusa Tenggara Barat, 83125, Indonesia

Email: arifuddin@unram.ac.id

1. INTRODUCTION

The interests and motives of the students of the English departments in West Nusa Tenggara for choosing a job, profession or career changed from time to time. Students' expectation to study in English department is to improve their English language abilities for their career opportunities. English is considered the primary prerequisite qualification for employability skills and has been seen as a passport to a pensionable government job [1]. PISA 2018 results show that students' career expectations tend to show gender stereotyping, with girls choosing careers related to fields such as health, teaching and law and boys showing a preference for a wider range of careers, such as engineering, mechanics, police work and athletics [2]. It shows the presence of

both gender bias and gender difference regarding employees' perceptions of recruitment and supervisory functions in the Turkish hotel industry [3]. In societies, there are some careers that motivate people study English, namely, teachers, tour guides, entrepreneurs, broadcasters, journalists, ambassadors, musicians, flight attendants, and others.

However, in West Nusa Tenggara, no study that reported the accurate relations of motivation and interest in English language and their choices of careers and the possible shifting of their careers. In addition, some studies related to the above research findings are as follows. For example, the majority (73%) of inbound and outbound students in the English Department University of Mataram expect to be teachers, 10% entrepreneurs, 6.7% interpreters/translators, 3.3% travelers, 3.3% staff in finance and 3.3% do not express their career plans, and there is a trend in career shift and a 'gap' between motivation and interest in the teaching profession [4]. This is the problem. General opinion claiming that the students of English department will choose hospitality and tourism industry as their future employment or career development is debatable.

Meanwhile, although the details are not shown, the number of female students in the English Teachers Training in the universities in Lombok Indonesia is quite high. Regarding gender, the choice of work is still determined by its suitability to the nature of being a man or as a woman. Some studies on career shift in higher education have been carried out, for example, [5]-[13]. However, a more specific study that explored career choice shift of the students of the English departments based on gender has never been carried out. This is the 'novelty' of the present study.

In relation to pedagogy, it is often found that degrees or competencies obtained during tourism education or trainings 'mismatched' with the students' needs or career choices. In Indonesia, the development of the curriculum and syllabus has not been based on empirical studies on issues related to the students' profile or expected careers and career choice shift, particularly based on gender. In Lombok Indonesia, English department of the universities lack information regarding the profile of the students' motivation in learning English and their expected careers in the future. Meanwhile, Lombok Indonesia is rich of schools, particularly Islamic boarding schools that need plenty of teachers. As stated earlier, in West Nusa Tenggara, no study that reported the relations of students' motivation and interest in English language and their career choices and career shifts. Thus, the primary 'problem' of the current study was the absence of research findings regarding the students' career choices and their reasons for their career shifts.

Since there is no accurate picture of the students' motivations in studying English and their career choices interest based on gender and their reasons for career shifts in the region, this current study is definitely 'urgent' and as an invaluable 'solution.' Accordingly, the present study aimed at: 1) exploring the students' motivations for studying in the English Education study program at the universities in Indonesia; 2) comparing career choices interest between male and female students; and 3) determining the students' reasons for choosing non-teaching professions. Therefore, it is important to explore the career choice shift of the students in the English language education based on gender as a 'solution' for the concord of the institutional goal, the students' learning needs, and their expected careers in the future.

So far, the objective of education is to prepare for the employability and success of students and graduates in pursuing their chosen career [14], and parents have a responsibility to reflect on how their children choose their careers [15]. The career development paths of young people are influenced by various background and personality factors [16] and institutions should check their resources to ensure that students are easy to get employment [17] and implement the specific curricular policies required to prepare employable graduates or alumni. Higher educations should design supportive policies for labor market and graduates' prospective jobs [18] and provides higher link and match between universities and enterprises [19].

Currently, there is an indicator of the irrelevance between the choice and the expected careers of students. To meet students' expectations [20], education should improve the quality and relevance of the curriculum and provide graduates with better readiness for their expected careers [21], [22]. In our society where the division of labor is based on gender, men usually appear to have a greater role and leadership than women, and women tend to get social sanctions [23]. Thus, it is possible for a profession-match bias to be associated with men or women working in that career [24]. This may also cause career choice shift.

Motivation supports academic performance [25]. English language performance, as a target of an English-medium Instruction (EMI), is a strongly related to job preferences, instead of improving true English proficiency. It shows that the phenomenon of English-medium instruction (EMI) in higher education relates to the portraits of neoliberalism and linguistic entrepreneurship. It is generally reported that the benefit of the inclusion of EMI in higher education improved English proficiency and better job opportunities [26]. Empirically, English language has been characterized as a form of linguistic capital necessary for success in a knowledge-based economy [27]-[28].

Similarly, language skills may be viewed as an economic resource through which students become more competitive in the global job market. In this context, [29] argue that language learners have become linguistic entrepreneurs in their motivations and modes of language learning. At the individual level, students

are increasingly opting to study through English to improve their English language abilities and job opportunities [30]-[31]. In this sense, EMI has become a means of linguistic entrepreneurship.

The problem, EMI has no explicit language learning objectives, nor is language teaching a component of EMI pedagogy. Research has found that explicit language instruction rarely occurs in EMI classes [32], and numerous studies have questioned the effectiveness of EMI for ideal language learning [33]-[35] to improve their language proficiency and content. Nonetheless, a ‘widely purported benefit of EMI is that it kills two birds with one stone and students simultaneously acquire both English and content knowledge’ [36]. As a result, researchers have questioned the effectiveness of EMI for content learning [37] and raised concerns about students’ English proficiency levels [38].

Although the idea that EMI may improve students’ English proficiency, it often ‘comes with the promise of enhanced career prospects’ [39]. In a study in China, [33] found that both teachers and students believed that EMI would enhance students’ employment opportunities, lack of English proficiency. Similar research findings have been reported in Europe [40] and elsewhere in Asia [30]. In short, English skills obtained in EMI are increasingly viewed as an economic resource to help students compete in the global job market [29], job market-oriented. It implies that EMI is not a relevant place to improve English language skills needed in teaching profession. Presumably, that is why, the students shift their career interest. How about the students of the English language education that are generally prepared to be teachers?

Students’ career interest is an important factor in contemporary students’ career decision-making and satisfaction because it is associated with a wide range of positive educational and occupational outcomes [5]-[6]. Vocational interest scales have long been used to match individuals’ skills to careers. However, in some cases, students’ career interest is central and could be not in line with their interest in their expected careers [41]. In reality, changes in career interest are seen as a natural outcome of education. Yet few studies (e.g. [7]-[8] have investigated career interest change in higher educations from this perspective, though there is considerable research on career exploration, particularly its psychological antecedents [9]. Take, for example, graduates indicated their career interests in the admission and had changed during university. Most (61%) reported that their career interests had changed. Consistent with interest theory, the most common type of change was related to the Standard Industrial Classification (30%). The most common influences on career interests were the curriculum (46%), placements (14%), work experiences (7%), and co-curricular activities (6%). So, career practitioners and academics need to consider the central role of disciplinary curricula in career learning and emphasize opportunities for work experiences in and outside the curriculum [8].

Some studies show that UK students report considerable changes in career decidedness during Higher Education [11]-[13]. Recent research and practice in career development in UK Higher Education, where this study is set, has focused on students’ career decidedness, because having a clear career plan is associated with getting a graduate-level job after university [13]. Thus, learning English is directed to prepare their career plans. It is reported that gender affects a wide range of career-related attitudes, behaviors, and career outcomes. This includes career choice, career experiences, work attitudes, perceptions, and career outcomes. Therefore, to get to know ones’ careers, gender should be taken into account. Women are more likely to have role models in traditionally female occupations, such as education, nursing, and social work. Gender also influences individuals’ career experiences. Gender is related to career outcomes such as pay, promotions, and career satisfaction [42].

Educational outcomes relate to labor market outcomes as performance in those classes is a consistent predictor for future earnings. Psychological factors and ability have commonly been used to explain these gender differences. However, very little evidence has been found to support these claims. In short, gender differences in competitiveness influence students’ academic decisions and subsequent career choices [43]. As reported, some studies show that women are significantly less likely to be stereotyped by certain careers than men, and girls also show less visible gender-stereotyped attitudes to gender roles in communities [2]. It was found that there were differences in the signal of a higher gender bias in men in labor recruitment [44]. Women’s reasons to career choice are related to social impact and personal skills, while men’s reasons are more linked to incomes and social position [45].

It is possible for a profession-match bias to be associated with men or women working in that career. In some cases, students’ career interest is central and could be not in line with their interest in their expected careers. In reality, currently, there is an indicator of the irrelevance between the choice and the expected careers of students. However, until recently, no study that reported the relations of students’ motivation and interest in English language and their career choices and career shifts. Thus, the primary ‘problem’ of the current study was the absence of research findings regarding the students’ career choices and their reasons for their career shifts. Since there is no accurate picture of the students’ motivations in studying English and their career choices interest based on gender and their reasons for career shifts in the region, this current study is definitely ‘urgent’ and as an invaluable ‘solution’ for such a problem. Accordingly, the current study aimed at: 1) exploring the students’ motivations for studying in the English departments; 2) comparing career choices interest based on gender; 3) determining the ‘time’ and reasons for shifting careers.

2. RESEARCH METHOD

Although the present study employed mixed-method, which is useful to study multiple perspectives and to have a broad understanding of the topic [46], it was categorized as a qualitative study. So, the type of this study is qualitative. The current study also employed explorative sequential analysis which involved identifying certain factors, which were unknown and explored its dimensional orientation [47] and analyzed with descriptive statistics. Thus, no strict design and variables determination as applied in experimental or quantitative studies.

The current study involved students in semester 4 (four) and above from 7 English Teachers Trainings in the universities in Lombok Indonesia, including English Teachers Training and Education University of Mataram. The sample was drawn through proportional random sampling from the 7 universities from which the representativeness of genders was taken into account. 1100 students, 380 males and 820 female students, more than 25 percent of the total students, filled out the Google Forms questionnaire. The sample was far larger than the minimum sample size 15% recommended by for a survey-research [48]. Note that the number of female students dominated the classes in the universities. This current study covered these data, namely, students' names, genders, motives for majoring in English language, career choices, reasons for career choices and career shift, and study program profiles. Since these are qualitative data analyzed qualitatively with descriptive statistics and displayed with tables and figures, the confounding variables were not necessarily controlled. Thus, the reliability and validity of the data were controlled.

Data were collected with questionnaires in the form of Google Forms and academic documents in the English Teachers Training and Education. The Google Form contained two-types of questionnaires, Closed-ended Questionnaire and Open-ended Questionnaire. The questionnaires, Google Form, were designed by the researchers, neither adapted nor adopted, based on the objectives of the current study and the types of the data needed. Content validity and expert validity (judgment) were applied. The former was based on objectives and scope of the current study and the latter was validated by two experts (One professor and one doctor of English Education). As a sample, the summary of an expert validation is presented in Table 1.

Table 1. Instrument validation

Aspects	Indicators	Scale			
		1	2	3	4
Relevance, accuracy, coverage and practicality	Relevance between items and objectives of the study				√
	Ease of filling out the form			√	
	Coverage of the indicators				√
	Appearance of the form				√
	Accuracy of indicators				√
Language	Clarity of indicators/items				√
	Length of sentences				√
	Clarity of instruction				√
	Diction				√

These methods improved the validity of the instruments and the data. In relation to ethical clearance, the objectives of the current study and the target data or information collected from the participants through Google Form and interview were informed to them in advanced. All participants agreed and no ethical dilemmas.

Closed-ended Questionnaire, the items of the questionnaire and Interview Guidelines were constructed based on the aspects implied in the Research Questions or Objectives of the Study also related theories. The two instruments were distributed to a sample of respondents, as a pilot study, and then validated by experts (expert judgment). The questionnaire was a survey instrument containing: Name, Gender, Choice of Hotel and Tourism occupation, Reason for choice (Educational background, socio-cultural, tradition, and time). These aspects were inserted into the Google Form. Career shift from the 'early semesters' to 'currently' was also explored through the Google form. Thus, this instrument was used to collect data regarding career or job preferences using Google Forms. Open-ended Questionnaire, Their motives for learning English, their expected careers in the beginning and near the end of their study and their preference to non-teaching professions were the focus of the open-ended questionnaire. The Questions that focus on the reasons for choosing and not choosing a career in hospitality and tourism are as follows: 1) Why did you enroll in English language department? 2) What motivates you to study in the English department? 3) What career did expect when you enrolled in this English department? 4) What careers do you expect at the now? 4) Do you expect non-teaching professions? Why? Documents, This current study applied triangulation technique. The data needed in this current study included the profiles of study programs, curriculum, lesson plans, and related activities. These data were integrated with those data collected with the questionnaires and interviews.

The data collected with closed-ended questionnaire were analyzed with descriptive statistics (percentages) and displayed through graphs or tables, and the conclusions will refer to the criteria that have been prepared. The Google Form directly showed the output of the frequencies of the data in the forms of graphs and

charts. The data displayed in those graphs and charts were described, explained and inferred. Meanwhile, the data collected through Open-ended questionnaire and documents were analyzed qualitatively. Qualitative analysis followed 5 phases that are suggested [49]: a) ‘compiling’, placing the data in order using various methods and tools, b) ‘disassembling’ or selecting, selecting relevant and irrelevant data, c) ‘codifying’, namely creating codes for various types and examples of data, c) ‘reassembling’ (i.e. reducing, if necessary) and classifying, namely grouping data according to the research problem followed by a proportional arrangement of data sequences, d) ‘analyzing’ and interpreting which includes describing and explaining, namely descriptions and explanations data that has been displayed, and e) ‘concluding and verifying.’

3. RESULTS AND DICUSSION

There are four motivations of students’ for studying in the English departments, namely: to improve English language skills, be a teacher, get better jobs and realize career expectations. These four motives are presented in Table 2.

Table 2. Motivation of the students for studying in English department

Motivation	Male	Female	Total & Rank
Improve English language skills	10.5%	4.5%	I (38%)
Being a teacher	0.88%	19.36%	II (16.72%)
Better job prospects	0.2%	0.8%	III (7.6% %)
Realization of career expectation	0%	0.16%	IV (3.04%)

Based on the number in Table 2, it shows that the motivation for enrolling to the English department ‘To improve English skills’ (38%), male students (10.5%) and female students (14.5%), almost the same, and ranked 1st (38%), followed by 2nd rank (16.72%) in ‘Being a teacher’ (16.72%), 10.5% male and 14.5% female. Another goal relates to better ‘job prospects’; male 0.2% and female 0.8%, and is in 3rd place (7.6%). Another motive is related to better job prospect’, but no man chooses ‘Realizing dreams.’

The following are sample excerpts from the open-ended questionnaire:

Question:

“*Apa yang ingin diperoleh masuk ke program studi pendidikan bahasa Inggris?*”

‘Why did you enroll in English language department?’

Answer (Male, who likes):

“*Saya tinggal dekat kawasan wisata dan saya berharap dengan kemampuan bahasa Inggris memudahkan saya untuk bekerja di hotel-hotel yang sedang dibangun.*”

‘I live near the tourist destinations and I expect that my English skills facilitate me working in hospitality and tourism industries.’

Answer (Female, who likes):

“*Dengan menguasai bahasa Inggris kita dapat bekerja industri pariwisata dan perhotelan.*”

‘By mastering English language, we are ready to work in hospitality and tourism industries.’

Answer (Female, who dislike):

“*Saya berasal dari program studi pendidikan bahasa Inggris, dan peminatan yang saya ambil adalah keguruan. Saya tidak ada minat sama sekali untuk menjadi pegawai hotel.*”

‘English language education is my major and I expect to be a teacher, and I don’t like working in hospitality.’

Based on their statements, both those who like and dislike careers in hospitality and tourism, the primary purpose of studying in the English education is to improve their English skills. This finding is aligned with the quantitative data. It indicates that improving English skills is the priority for the majority of students, both male and female. Their background and learning experiences encourage them to choose certain careers. As stated by [50], various factors encourage a person to choose a particular career, such as understanding, availability of information, past experience, educational background and job suitability with personality.

In principle, the purpose of education is to prepare students to have the skills for working capital and to be successful in their chosen career [14], [51]. More specifically, there are external and internal factors that motivate (encourage) students to choose majors or careers in vocational education. Internal factors such as physiological, psychological aspects such as intelligence, interests, talents, motivations and attitudes. It is relevant with a research finding showing that the factors of family, self-efficacy, personal interest and economic considerations exerted great influence on the choice of career [52]. While external factors include aspects of the social environment, learning approach, parental encouragement, learning facilities, time [3] and society [53].

Vocational and educational training-teacher support is directly and indirectly related to career aspirations at the end of the study programs. This is relevant to the fact that today there is a mismatch between

industry demands and the skills possessed by education graduates [18], [54]. This is due to mismatch between the choice of majors and the expected careers. Therefore, hospitality and tourism education must provide facilities that help students fulfill their career expectations [20], produce graduates that are in line with industry needs [22].

There are seven careers that the students of English departments chose, namely: teacher, hotel/tourism industry employee, bank officers, researcher, interpreter or translator, entrepreneur and others. These seven careers are presented in Table 3.

Table 3. Careers chosen by the students of English departments based on gender

Responses	Male	Female	Percentages & Ranks
Teacher	8.8%	25.3%	34.1% (I)
Hotel/tourism industry employee	15.4%	7.7%	23.1% (II)
Bank officers	1.06%	8.8%	9.9% (V)
Researcher	0%	2.12%	2.2% (VI)
Interpreter or Translator	5.3%	13.78%	19.8% (III)
Entrepreneur	1.06%	5.3%	6.6% (VI)
Others	4.24%	10.6%	15.4% (IV)
No response	1.06%	3.18%	
Subtotal	327	773	
Total	1100		

Based on Table 3, 'Being a teacher' is a favorite career (rank 1) (female 25.3% and male 8.8%), followed by being a hotel/tourism industry employee (rank 2) (male 15.4% and female 7.7%), Interpreter (rank 3) (male 5.3% and female 13.78%), Others (rank 4) (male 2.24% and female 10.6%), Bank officers (rank 5) (male 1.06% and female 8.8%) and Researcher (rank 6) (only female 2.12%). Based on the ranks of career choices, being a teaching is a primary career, both for male and female students, though female students dominate male students in the choice of teaching profession. As a bank officer, female students dominate male students. Conversely, male students prefer hospitality or tourism industries as their career choices.

Regarding secondary students, it showed a significant difference between re-categorized career and sex, and there is a persistent influence of gender stereotyping of careers as well as gender differences on career choices among secondary students [49]. This is relevant with [14], [52]. This is relevant to the fact that today there is a mismatch between industry demands and the skills possessed by education graduates [52]. This is due to mismatch between the choice of majors and the expected professions. Therefore, hospitality and tourism education must provide facilities that help students fulfill their career expectations [20], produce graduates that are in line with industry needs [22]. It suggests that the purpose of education is to prepare students to have the skills or competencies for working and to be successful in their chosen career or professions.

Based on the survey, the students' reasons for shifting their career choices to non-teaching professions involved Uninterested in being a teacher, Failed in the selection test for teachers, choose other jobs, no vacancy for teachers, less promising income, less prestigious and others. These reasons of career choice shift are presented in Figure 1.

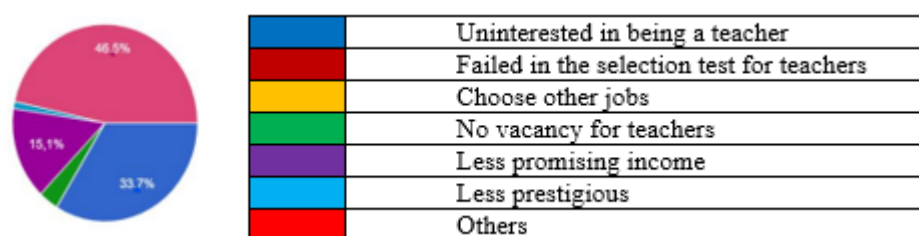


Figure 1. Reasons for shifting careers to the non-teaching professions

Based on Figure 1, the students' reasons for shifting their careers to the non-teaching professions, namely: 1) 'Others' 46.5%, 2) 'Uninterested in being a teacher' 33.7%, 3) 'Non promising income' 15.1%, 4) 'Limited Vacancy' 3.5%, dan 5) 'Less prestigious' 1.2%. Except for 'Others,' 'Uninterested in being a teacher' is significant, in the second rank. For women, who do not choose the career in hospitality, just want to focus on being teachers or lecturers. They prioritize household demand. Their parents' experience also supports this avoidance. This reason is relevant to the [55] research finding indicating that the experience of parents or

relatives has an impact on career choice. Based on gender, students' reasons for choosing non-teaching careers: 1) 'Others' male 7.56% and female 24.36%, 2) 'Uninterested in being a teacher' male 13.44% and female 10.92%, 3) 'Less promising income' male 2.52% and female 8.4%, 4) 'No vacancy to be a teacher' male 0.84% and female 1.68%, and 5) 'Less prestige' was only chosen by 0.84% female 'gender'. For "Others," women far outnumber men.

There are five reasons for careers shift of the students of English departments, namely: less promising income, no vacancy for teachers, no interest in teaching, low prestige and others. These five reasons are presented in Table 3.

Table 3. Reasons for shifting their careers to non-teaching careers based on gender

Response	Male	Female
Less promising income	2.52%	8.4%
No vacancy for teachers	0.84%	1.68%
No interest in teaching	13.44%	10.92%
Low prestige	0%	0.84
Others	7.56%	24.36%
Subtotal	380	820

Based on Table 3, the reasons for shifting their careers to non-teaching profession gender: 1) 'Others', male 7.56% and female 24.36%, 2) 'Not interested in becoming a teacher' male 13.44 % and female 10.92%, 3) 'Less promising income' male 2.52% and female 8.4%, 4) 'No vacancy to become a teacher', male 0.84% and female 1.68 %, and 5) 'Less prestige' was only chosen by 0.84% of women. For 'Other careers' reasons, women far outnumber men. So, the reasons are dominantly socio-economic-oriented.

Question:

"Bagi Anda yang memilih pekerjaan selain sebagai Guru, Alasan Anda?"

'To those who choose non-teaching profession, "Why?"

Answers:

"Tidak berminat menjadi guru."

'Unmotivated to be a teacher.'

"Pendapatan kurang menjanjikan."

'Low income.'

This is in line with [56] reporting that demotivation to be a teacher is due to low pay, job insecurity, lack of professional development and promotion, overloaded work and stress and failure to maintain a professional environment, teaching has a low salary, the new generation will be teachers' generation and be slaves, dan if someone cannot become anything else, they can always become a teacher [57]. However, this is inconsistent with [58] indicating that English language students have a high motivation to pursue a career as a teacher due to the nobility of the profession, sustainability of job demand and flexibility of working hours. In relation to career growth, [59] shows a positive relationship between English language skills and career growth. Implicationally, in the future, the Indonesian government, particularly the department of national education and culture has to 'boost' teaching as a prestigious career. No that, in terms of reasons, the quantitative and qualitative data show consistent portraits of the reasons for career choice shift of the students of the English language departments.

To sum-up, based on the results and discussion above, a description of what have been studied or found before on the problem and what is 'new' or the 'novelty of this current study, are summarized as follows. Firstly, some previous studies indicate that vocational interest scales have long been used to match individuals' skills to careers. However, in some cases, students' career interest could be not in line with their interest in their expected careers. In reality, gender differences in competitiveness influence students' academic decisions and subsequent career choices. It is also possible for a profession-match bias to be associated with men or women working in that career. This may cause career choice shift. Unfortunately, few studies have investigated career interest shift in higher educations related to motives and interest in learning English based on their gender. Besides, psychological factors and ability have commonly been used to explain these gender differences. However, very little evidence has been found to support these claims. Secondly, based on the mapping of motivations, interest and their career choices, there is a career choice shift of the students of the English language departments at the end of their study, inconsistency from the beginning of their study, and the exercise of selecting career is done by students before the admission to universities. Besides, their career shift is also related to gender. This are the 'novelty,' or the 'new' products, of this current study that have not been found in the previous studies. This is in line with [60], so that this research finding also provides a new insight or 'theory' on the 'time' of career choice shift of the students of the English departments. In addition, this finding provides

new insights into effective methods for teaching and learning English in tourism and hospitality majors [61] leading to optimal learning outcome [62].

4. CONCLUSION

Out of a variety of motivations for studying English of the male and female students, the primary motivation for studying in the English department is to improve English skills. Regarding career choices, the students' career choices include 'being a teacher,' 'hotel or tourism industry employee,' interpreter or translator, bank officers, and researchers. Based on the ranks of career choices, being a teaching is a primary career, both for male and female students, though female students dominate male students in the choice of teaching profession. As a bank officer, female students dominate male students. Conversely, male students prefer hospitality or tourism industries as their career choices.

Biologically, based gender, the students' reasons for shifting their careers to non-teaching profession include 'Uninterested in becoming a teacher' (male 13.44 % and female 10.92%), 'Less promising income' (male 2.52% and female 8.4%), 'Limited vacancy' (male 0.84% and female 1.68 %), 'Less prestigious' (only chosen by 0.84% of women); and 'Other reasons' (male 7.56% and female 24.36%). Overall, based on the mapping of motivations, interest and their career choices, there is a career choice shift of the students of the English language departments at 'the end' of their study, inconsistency from the beginning of their study, and the exercise of selecting career is done by students before the admission to universities. Besides, there is a 'new theory' regarding the 'time' of career choice shift of the students of the English departments and it is also related to gender.

Implicationally, the English departments should reformulate the competency profile of the alumni and reconstruct the curriculums which consider biological and socio-cultural aspects of the communities. Institutionally, in the selection of the students' admission, gender should be considered, and prioritize female candidates. Despite its regional description, it can portrait some relevant or identical conditions in different parts of the world. Nevertheless, this current study has not involved the students' religion-based educational background. Therefore, further studies focusing on the interrelation of gender, socio-cultural and religious perspectives that determine the students' career choice shift should be further conducted.

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