

Exploring Career Motivation of Indonesian Pre-service EFL Teachers

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Abstract—Pre-service teachers may hold different motives in choosing a career path as a teacher. The present study aims at investigating the types of motivation to choose a career as an English teacher among participants from a teacher training program in a private university in Yogyakarta, Indonesia. Of 23 students as the total population, it was found that 14 of them reported being motivated to take teaching as their future profession and met the criteria to be the respondents. A 24-item questionnaire was distributed online to the 14 respondents (N=14) to see the types of motivation the pre-service teachers had in their career choice. Of the result of the questionnaire, four students with the highest motivational level were purposefully selected to participate in a focus group interview and asked to describe their motivation to be English teachers. The findings indicated that the pre-service EFL teachers were dominantly motivated by altruistic and intrinsic motives in choosing to be EFL teachers. Extrinsic motivation, on the other hand, seemed to bring the least contribution in the pre-service teachers' decision to take teaching as a profession. Implications and future recommendations were offered.

Keywords—pre-service teachers, motivation, altruistic, extrinsic, intrinsic, teachers, profession.

I. INTRODUCTION

A. Background

Teachers play an important role to support national development through education. In Indonesia, the initial step to be teachers is by joining a teacher education program in which students taking the program so called as pre-service teachers must finish the study as an initial requirement to be a professional teacher. To ensure the quality of teachers and lecturers, the profession as teachers in Indonesia has been strictly regulated in the Law No. 14 of 2005. In this law, it is regulated that a professional teacher should have academic qualifications, educator certificate and competences including pedagogical, personal, social, and professional competences. Besides those requirements, professionalism principles - having knacks, passions, motivations, idealism, commitment, and responsibility - are also mandatory (Law No. 14 of 2005 on teachers and lecturers, article 7, paragraph 1). This clear regulation indicates Indonesia's view on the importance of teachers and education.

With the clear regulation and the availability of teacher training programs, there has been an increase of interests to take English teacher preparatory program in Indonesia over the past few years. Based on the data from Higher Education Databases (PD-DIKTI) of Ministry of Research, Technology, and Higher Education [1], the top three fields in

terms of the number of students taking the fields are education (1,290,879), economics (1,089,469), and social sciences (995,269). These data indicated that there is a high enthusiasm among young people to be teachers and the programs offered to train future teachers [2]. It echoes to a prior study which also showed that being a teacher is still considered as a desired and highly respected profession among Indonesian young people. Among them, teachers are still seen as "a hero profession" which are still needed by the society to provide education to students [3].

In many cases, teacher training programs are offered to generate future teachers. As such, those who take a teacher training program with their interests to be a teacher after study are commonly found. Interestingly, from the prior interviews conducted to faculty members in different teacher training programs in Yogyakarta, Indonesia, a discrepancy on the decision or plan to take a career path as a teacher after graduation among students of teacher training programs emerged. Despite a significant number of students taking teacher training programs, many of them were reluctant to be teachers.

The discrepancy on the decision to choose a career path as a teacher among pre-service teachers may raise an issue on availability of the English future teachers in Indonesia. Shortage of future teachers can be inevitable if graduates of teacher preparation program are reluctant to be teachers. N. Azman [4] claimed that there has been a shortage of qualified and experienced teachers in many developing countries. To prevent the lack of quality and experienced teachers in the future, it is imperative to keep future teachers attracted to the career choice as a teacher [5]. As an initial step taken to understand the phenomenon, investigating teaching motivations among pre-service teachers is noteworthy. Understanding pre-service English teachers' motives to become teachers may help gain insights on motivating elements within teacher training programs. These insights can help teacher training policy makers and practitioners maintain and improve these elements. These efforts may sustain their motivation to become teachers, which therefore can help build a teacher-training program that can supply quality English teachers. As a result, this understanding necessitates the conducts of the current study as it may help build a motivating teacher training program. Thus, the current study aims at exploring career motivation of pre-service teachers in Indonesian context.

B. Research Question

The present study was conducted to answer one question regarding motivation to become teachers: What motivated Indonesian pre-service teachers to become teachers?

II. LITERATURE REVIEW

A. The Different Types of Pre-service Teachers and Career Motivation

Taking a teacher training program does not guarantee that the students have decided to take a career path as a teacher. Depending on pre-service teachers' plan as future teachers and the motives they have to be teachers, P. W. Richardson and H. M. Watt categorized pre-service teachers into three different categories: the highly engaged persisters, the highly-engaged switchers, and the lower-engaged desisters [6]. The highly engaged persisters are those who are motivated to be teachers by intrinsic motives. They had ambitions to be teachers and they want to take teaching as their career. Of the three types of motives, they are mostly motivated by intrinsic and social motives. They also hold a strong belief that they have ability to teach. The second type, the highly engaged switchers are those who are 'in-between' in that they are still motivated to be teachers, yet, they are prepared to take another more 'promising' career. They hold balanced kinds of motives: intrinsic, extrinsic, and altruistic. They merely plan teaching as a temporary career. However, they are still motivated to contribute to society, have leadership skills, and also have intrinsic motives to be teachers. The last type, the lower engaged desisters have low intrinsic motives to be teachers and they are less satisfied with teaching as a career choice. Therefore, they have low willingness to be teachers.

Besides the different types of pre-service teachers taking a teacher training program, motivation in choosing a career path as a teacher may also vary from one person to another. A. Moran, R. Kilpatrick, L. Abbott, J. Dallat, B. McClune [7] proposed three different motives in taking teaching as a career choice: (1) extrinsic motives which relate to financial compensation, holidays, and 'job security', (2) intrinsic motives which deal with 'personal growth' and school-related working preference, and (3) altruistic which is about the desire to bring benefits to society and the preference to teach young learners and adolescent. Similarly, K. Yüce, E. Y. Şahin, Ö. Koçer, F. Kana [8] pointed out that those who are intrinsically motivated to be teachers might be driven by their own interests to be teachers, passion, and love of the profession as a teacher. Meanwhile, those who hold altruistic motives are motivated to provide social services to others and contribute something to their society and country.

B. Prior Studies on EFL Teachers' Career Motivation

There have been many prior studies conducted to examine the career motivation pre-service teachers in different countries had in terms of their interests to take teacher training programs. When it comes to gender differences, Indonesian female pre-service teachers were reportedly motivated by the possibility to have professional and academic development when they became teachers. They also believed that their teaching experiences would bring academic development [3]. Meanwhile, the study by P. W. Richardson and H. M. Watt [9] conducted in Australian context resonated N. Azman's findings [4] on teachers'

motivation in Malaysian context. The two studies showed that the pre-service teachers were driven to be teachers by their willingness to contribute something worthwhile to their society and countries. The Malaysian pre-service teachers also held a belief that they had responsibility to educate young people, while the Australian pre-service teachers were motivated to be teachers by their preference to work with young learners and young people.

In Korean context, T. Y. Kim and Y. Kim [10] researched career motives and demotivation among Korean EFL teachers. By distributing questionnaire, the authors aimed to find out the initial career motives of 94 in-service EFL teacher in Korea. The findings showed that Korean EFL teachers were motivated by global orientation, job guarantee, altruism, and ought-to self. The global orientation served as the beliefs the Korean EFL teachers hold to teach English in order to prepare students to communicate in the globalization era using English and to familiarize them with the foreign culture. The participants of T. Y. Kim and Y. Kim's study [10] also showed that the stability of the profession as an EFL teacher drove them to take teaching as their career choice. In their further study, T. Y. Kim and Y. Kim [11] showed that global orientation and the passion the pre-service teachers had to be teachers were the dominant factors. Besides the intrinsic factors, extrinsic factor such as parent's recommendation to be teachers also became another dominant motive to be teachers.

M. A. Pizarro and J. G. Laborda [12] also conducted a study to examine career motives among 73 juniors in a university. The findings indicated that the participants were dominantly motivated by intrinsic reasons in that they saw teaching as an interesting profession by nature. The second dominant motive was altruistic which generally showed the possibility to contribute to society and to shape children's future as their motives to become teachers. Extrinsic motivation showed the least impacts on the pre-service teachers' decision to take teaching as their career choice. In addition, K. O. Jeong [13] conducted a study to examine the motives 102 Korean pre-service EFL teachers had in choosing teaching as their career. The result indicated that the pre-service teachers were altruistically motivated to be EFL teachers as they wanted to help and guide their students. They were also intrinsically motivated as they enjoyed teaching and they loved English. Extrinsically, they were motivated by the idea that teachers had long vacation and stable income.

Given the fact that pre-service English teachers can be driven by different motivation types, it is noteworthy to investigate how motives to take teaching as a profession vary among different types of future teachers. Therefore, it is necessary to explore career motivations of different groups of pre-service teachers so that further steps to improve the quality of Indonesian teachers can be taken.

III. METHODOLOGY

A. Design

This mixed-method study was conducted to explore pre-service teachers' motivation quantitatively and qualitatively. The quantitative method was mainly to investigate the types of motivation the participants had in taking teaching as their career choice. The qualitative method, on the other hand,

was administered to give thick descriptions on the motives they had and their perspectives on teaching as a profession.

B. Setting

The current study was conducted in a private university in Yogyakarta, Indonesia in which an English teacher education program was offered. Different from other programs, this institution offered three different classes which targeted different types of students. The morning class (Group M) was offered to students taking a full-time study. Meanwhile, the afternoon (Group A) and the evening classes (Group E) targeted workers who were able to study after working. Although the same curriculum applied, the different nature of the classes may lead to different characteristics of students taking the program as well as different motivation they had to become English teachers.

C. Respondents

The total population was 23 second-year students enrolling in a teacher training institution in Yogyakarta, Indonesia. However, only 17 students filled out the online questionnaire. Fourteen of them (N=14) showed their intention to be English teachers in the future, while three respondents stated they were not interested to be teachers. Thus, the three respondents were eliminated from the study and the obtained data from them were excluded. To gain the qualitative data, four students with the highest motivational level of becoming teachers - Rudi, Laila, Anisa, and Yola (pseudonyms) - were interviewed. The selection of the students with the highest motivational level was aimed at giving rich and thick descriptions on the motives they had to be teachers.

D. Data Collection Method

The quantitative data were collected by using a 24-item questionnaire on motives to become teachers adapted from N. Azman [4]. Some changes were made to meet the suitability of the questionnaire for the Indonesian context. The first change was made by deleting the second item of the original questionnaire (statement: Influenced by husband/wife) as most of the participants were single. Item 26 (Help government achieve the Vision 2020) was changed into "Help the government achieve the vision "Indonesia Emas" 2045 (2045 Indonesia's Golden Generation). The 4-point Likert scale was used as the responses for the items in the questionnaire. The items were categorized into three different motives as shown in Table 1.

TABLE I THE ITEM DISTRIBUTION OF THE QUESTIONNAIRE

No	Types of Motivation	Items	No. of the Items
1.	Intrinsic	4, 5, 7, 12, 14, 15, 24	7
2.	Extrinsic	1, 2, 3, 8, 9, 16, 17, 18, 20, 23	10
3.	Altruistic	6, 10, 11, 13, 19, 21, 22	7
Total			24

The questionnaire was translated into Indonesian language to suit the context of the study and to ease the participants to understand each item in the questionnaire. To ensure the validity of the translated version, two faculty members with doctorate degree were asked to check the quality and clarity of the translation. The reliability of the instrument was checked using SPSS Version 21 which

showed that the reliability score was $\alpha = 0.886$. It indicated that the instrument was highly reliable.

To collect the data, a Google Form link was shared to the respondents from the three classes. The result of the questionnaire was then used as a basis to decide four pre-service teachers who achieved the highest level of teaching motivation. They were then invited to participate in a focus group interview. Guided by an interview protocol, the focus group interview was administered by both researchers for approximately fifty-five minutes. The bias of the interview could be avoided as the researcher and the participants did not know each other. The interview was video-recorded, and during the interview a field note was made to capture additional and unique data from the participants.

E. Data Analysis

The data from the questionnaire were analyzed statistically by finding the mean and the percentage of each item. The results were then categorized based on the types of motivation to see which type of teaching motivation the participants had. For the qualitative analysis, the video-recorded interview was firstly transcribed verbatim and coded based on the emerging themes. To maintain the trustworthiness of the data, member checking was done before writing up the findings. In this step, the participants were given the transcript of the interview and the coded themes to see whether they agreed upon the findings.

IV. FINDINGS AND DISCUSSION

This study aims to examine the types of motivation Indonesian pre-service EFL teachers had and which motivation was more dominant. To answer the two research questions, the findings from the questionnaires and the focus group interview were presented and corroborated.

The findings of the questionnaires were presented in Table 2.

TABLE II THE FINDINGS OF THE QUESTIONNAIRE

Type of Motivation	Item No.	Motives	Per Item		Per Type	
			Mean	%	Mean	%
Extrinsic	1	Influenced by parents	2.79	69.6	2.55	64.0
	2	Influenced by former teacher	3.00	75.0		
	3	Influenced by friends	1.86	46.4		
	8	A secure job	2.50	62.5		
	9	A reasonable workload	2.79	69.6		
	16	A job that is easily compatible with parenthood	3.21	80.4		
	17	No other choices	1.57	39.3		
	18	A lot of free time/long vacation	2.07	51.8		
	20	Opportunities for further studies	3.43	85.7		
	23	Good salary	2.29	57.1		
Intrinsic	4	It has always been my ambition	2.86	71.4	3.18	79.0
	5	Suited to my potentials and ability	2.79	69.6		
	7	Appropriate to my	2.79	69.6		

		academic qualification				
	12	A job that I find enjoyable	3.50	87.5		
	14	Career that provides intellectual challenges	3.43	85.7		
	15	I can learn a lot more about children	3.43	85.7		
	24	I want to become a professional teacher	3.43	85.7		
Altruistic	6	Love of children	2.93	73.2	3.36	83.9
	10	Contribute to society	3.50	87.5		
	11	Perform a service of moral value	3.71	92.9		
	13	Love for teaching	3.21	80.4		
	19	Help government achieve vision 2045	3.57	89.3		
	21	A respected job	3.07	76.8		
	22	Teach and mould young generation	3.50	87.5		

The overall mean score for each category showed that 83.9% of the respondents were altruistically motivated to be teachers (M=3.36). The mean score was categorized as high which indicated that altruism, the notion that being a teacher can bring benefits to society, drove the pre-service teachers to become educators in the future. Besides altruism, intrinsic motivation also became a motive to take teaching as a career path in the future (M=3.18). The last type of motivation, extrinsic motivation, achieved the least mean score (M=2.55) with 64% of the respondents chose the motive as the influencing factor in becoming teachers in the future.

1) *Altruistic Motivation.* By becoming teachers, the pre-service teachers believed that they could bring benefits for their society and nation. The highest motive which led them to be teachers was that they could teach and shape moral value to children (M=3.71) and contribute to achieve Indonesian vision 2045, Indonesia’s Golden Generation (M=3.57). The pre-service EFL teachers also perceived teaching as a noble profession; thus, this attitude motivated them (76.8%) to be teachers. Besides having a positive attitude on the nature of teaching as a respected profession, the pre-service teacher also loved teaching (M=3.21) particularly teaching children (M=2.93).

The findings of the questionnaire were in line with the result of the focus group interview conducted to four second-year students with the highest motivational level. The participants showed their intention to take part in shaping their students’ moral value. This finding echoed with the result of the focus group interview. Rudi said that he wanted to be teachers so that he could build students’ good attitude and politeness. He believed that “we [teachers] have to be a good role model for them [students] to do our best and to show them that attitude is the most important thing”. By having this belief, Rudi was interested to become a teacher. Another participant, Yola wanted to become a teacher as she wanted to teach and mould younger generation. She perceived teaching as a means to help others. She reflected on her own experience as a child who was academically struggling. She considered that being a teacher may help academically struggling child to strive. The motive on teaching as a respected job in the questionnaire also emerged in the focus group interview. All participants shared the same view that a teacher is an important profession. Anisa

claimed that “teachers are important for the nation. Without teachers, [we will be in] in the darkness”. In addition, Anisa also raised another motive. She stated, “I wanted to be a teacher as originally I love children”.

Of the seven altruistic motives, contribution to the society became the one believed by the participant as the factor which highly influenced their decision to be teachers. This result of the interview resonated the finding of the questionnaire. The participants viewed that by becoming teachers, they could bring benefits to their society. Laila’s intention to be a teacher grew when she watched a video on the life in a rural area in Indonesia in which there was only one English teacher there. Then, she said “I have to be a teacher and I want to try to teach in a remote area”. Rudi also believed that he could contribute to the society around him once he became an English teacher. He pointed out that “the most important thing when I become a teacher is that I can help others with my knowledge on English”.

The results of the questionnaire and the focus group interview showed that the pre-service EFL teachers were altruistically motivated to be teachers. It could possibly be interpreted that by being teachers, they wanted to support and help the society, their students, or even their nation. They can also help shape and build moral and character of their students. To achieve the Indonesia’s 2045 “Golden Generation” vision, teachers’ contribution in shaping young generation plays a crucial role. These findings supported those of some prior studies (see [12], [13]) which showed that altruistic motivation served as an influencing factor in the decision to become teachers.

2) *Intrinsic Motivation.* Besides altruism, the findings also showed that the respondents also had intrinsic motivation in becoming English teachers. 87% of the participants believed that teaching was enjoyable (M=3.50) and by being a teacher, they could learn more about children (M=3.43). 85.7% of the respondents also wished to be professional teachers (M=3.43) and experienced intellectual challenges (M=3.43) when they became teachers. To some of the respondents (71.4%), teaching has always been their passion (M=2.86). Potential and ability as well as academic qualification (M=2.79) also influenced the respondents’ decisions in taking teaching as their future career. The view that teaching English was enjoyable became the motive which was found to highly motivate pre-service teachers to be teachers in the future. In their study, M. A. Pizarro and J. G. Laborda [12] also found that Spanish pre-service teachers viewed teaching as an interesting profession by nature.

The result of the focus group interview also showed that the participants were intrinsically motivated to become teachers. Two participants claimed that they wanted to be EFL teachers as teaching had always been their passion and ambition. In the interview, Laila stated that “it [teaching] is my ambition since I was a child. I really want to be a teacher”. Similarly, Ryan also claimed that teaching was his dream as well. He asserted “...moreover, I actually want to be a teacher. I want to be a teacher in the first place”. These excerpts indicated that participants’ dream and ambition had grown over periods of time. The Indonesian pre-service EFL teachers’ intrinsic motive resonated that of T. Y. Kim and Y. Kim [11] who investigated Korean pre-service EFL teachers’ motives to become teachers. As the dominant

factor, their findings showed that the pre-service teachers were intrinsically motivated to be a teacher since teaching was always their passion.

The result of the focus group interview revealed two emergent motives which drove the participants' motivation to be teachers. Laila explained that her decision to be an English teacher rooted on her positive attitude towards the language or the subject she was going to teach. She said "I have been in love with English since I was in elementary school". Her love of the English subject finally influenced her decision to take English language department and to become an English teacher. In a study conducted by K. O. Jeong [13], the findings revealed that love of English as a subject motivated Korean pre-service teacher to be EFL teachers. Despite the nature of English as a foreign language on which many people found it difficult, the participants of the studies loved English as a subject they learnt; therefore, this attitude finally attracted them to teach the subject.

Another interesting finding on the motive to become teachers was that the participants had an intention to challenge others' view on teaching as a profession. Anisa's intrinsic motivation to choose teaching as a career rooted on her ambition to prove herself to others. She wanted to prove it to other people who took a dim view that teaching was a worthwhile profession. She explained:

Being a teacher is very challenging. Many people asked me why I wanted to be teacher, or, told me I should not be a teacher. They viewed that teaching is an ordinary profession. I think they have such a view as they do not realize the great contribution a teacher can bring to others. Because of this view, I want to prove them that being a teacher is not an ordinary profession; it is a worthwhile one. (Int. – Anisa)

The other three participants, Laila, Rudi and Yola nodded on the idea that many people tended to take a dim view on teacher as a profession. This view finally raised their motivation to become teachers with many achievements so that they could prove them wrong. The view that teaching is an ordinary profession might be influenced by the phenomena and facts which happened in Indonesia. Although many people realize that a teacher brings merits to Indonesian educational system, many teachers especially the temporary ones which dominate in terms of number barely receive adequate financial rewards. Given the fact, many people can possibly see teaching as a profession which cannot give them wealth; thus, they find teaching as an ordinary profession. Seeing from a different perspective, despite the average income teachers may get, those who still want to teach may have strong motivation. As being found in the present study that 79% of the respondents want to be teachers, it indicated a good start that the pre-service teachers are highly motivated to be teachers.

3) *Extrinsic Motivation*. Based on the overall mean of the questionnaire, extrinsic motivation barely influenced the pre-service teachers' decisions in becoming teachers ($M=2.55$). Of those who were extrinsically motivated, 85.7% of the participants had motive to be teachers as the profession offered opportunities to pursue further studies ($M=3.43$). A. Mukminin, D. Kamil, M. Muazza, and E. Haryanto [3] found that Indonesian female pre-service teachers were willing to be a teacher as it enabled them to enhance their professionalism and intellectual. This finding

resonated that of the present study in that by continuing study, teachers' professionalism and academic development can be achieved. Teaching as a profession was also believed by the participants to be in line with parenthood ($M=3.21$). The participants also confessed that their interests to be teachers were influenced by people around them, i.e. their former teachers ($M=3.00$) and their parents ($M=2.79$). Teachers' workload which was viewed to be manageable also attracted 69.6% of the participants to become teachers ($M=2.79$).

When asked to explain their motivation to take teaching as a future career, the participants showed that they were extrinsically motivated to be teachers. The first motive arose in the interview was parental influence in the decision to be teachers. Laila mentioned:

My father also suggested me to be a teacher because many of my relatives are teachers. My grandmother also proposed me to be a teacher. She said that I can bring benefits to others, for instance by teaching children and helping them. (Int. – Laila)

This result supported that of the questionnaire which showed that parents' recommendation also influenced pre-service teachers' motivation to become teachers. T. Y. Kim and Y. Kim [11] also found that parents' recommendation was a dominant motive which contributed to Korean pre-service EFL teachers' career choice. Another influence also came from former teachers. With great experience Laila had when learning in secondary school, she was inspired to be a teacher. She explained that "in secondary school, one of my teachers taught patiently. When there were slow learners, [the teacher] approached them and gave them more detailed explanation. Even, [the teacher] gave explanation via text messages". Besides an unforgettable learning experience, teacher's recommendation on the subject played a role in the participant's decision to be a teacher. Rudi's teacher suggested him to take English language department for his further study. From his teacher's suggestion, Rudi finally took English teacher training program.

One interesting finding emerged in the focus group interview. All participants shared the view that their positive educational experiences in their teacher training institution increased their motivation to be teachers. Their increased pedagogical content knowledge led to their increased motivation. Rudi explained:

Once I wanted to be a teacher, but I did not like children. After I got pedagogical content knowledge on various techniques to teach children, I found it fun. I felt happy when teaching and I could laugh along with the children I taught. [...] When I applied the techniques by teaching in a small village, and the children gave positive responses on my teaching. I finally realized it that I loved teaching and over time I wanted to keep on teaching. (Int. – Rudi)

Anisa's motivation also grew bigger when she got pedagogical content knowledge on understanding learners' psychology. In a course, she learnt different techniques to approach students and raise their interests on the materials teachers teach. She found this knowledge beneficial for her when she had a teaching practice in the future, and it brought more motivation for her to teach. This finding showed that pre-service teachers' understanding on pedagogical content

knowledge can affect their motivation to be teachers. The more they know how to teach children, the more motivated to be teachers they will be.

The other five motives seemed to give least influences on the pre-service teachers' choices to be teachers. When it came to the job security, only 62.5% of the participants took it into account when choosing their career as teachers. This finding was contradictory to that of T. Y. Kim and Y. Kim [10] which showed that Korean EFL teachers perceived that teacher was a secure profession. This difference might appear as the nature of the participants were different. In the present study, the participants were pre-service teachers who were motivated to be teachers by intrinsic motives rather than extrinsic ones, like job security. Another motive with low mean score was the possibility of having a lot of free time or long vacation as a teacher ($M=2.07$). It indicated that mostly the participants did not want to be teachers solely because they wanted to have much spare time. This finding contradicts the motive to become teachers among Korean pre-service teachers. In K. O. Jeong's study [13], Korean pre-service teachers were motivated to be teachers as they could have long holiday. This discrepancy can be explained by the tasks and responsibility Indonesian teachers have. Although students have long break within the transition of the semesters, teachers still have many administrative tasks to accomplish. This duty might not allow teachers to have spare time while their students are in their break. The other three motives with the least mean scores were good salary ($M=2.29$), friends' influences ($M=1.86$), and no other choices ($M=1.57$). The low mean scores indicated that the pre-service teachers might not consider those aspects as their sources of motivation to be teachers in the future.

The result of the focus group interview corroborates the findings from the questionnaire. When asked about salary and job security as a teacher, all participants convinced that they were interested to become teachers not because of those motives. Rudi, the only male participant, argued:

[salary and job security are] governments' issues for future development. What is on my mind is that I can be a teacher who can contribute to the nation and fulfill my mother's wish. My concern isn't on the salary. (Int.- Rudi)

Supporting Rudi, Anisa also said that she wanted to be a teacher because she wanted to build a better image of a teacher rather than pursuing the salary or the job security. She held a strong belief that a teacher brings many benefits to others. These findings contradict two prior studies which revealed that job stability [10] and stable income [13] became one of the motives which contributed to Korean EFL pre-service teachers' career motivation. The finding of the current study showed that the Indonesian pre-service teachers were not motivated by the job stability as a teacher. In Indonesia, teaching as a profession requires many criteria to fulfill and many teachers are temporary ones. Those who have not obtained a permanent teacher status may not gain job security like the one explained in Korean context. Therefore, those who are motivated to be teachers may have been aware of this issue. The same is true to salary. The common belief in Indonesia is that being a teacher hardly bring wealth although the salary was relatively stable. The pre-service teachers may realize it by which the participants were not motivated. Another analysis on the finding that

salary did not contribute to the pre-service teachers' career choice was that they may still hold idealism in being a teacher.

V. CONCLUSION AND IMPLICATIONS

Indonesian pre-service EFL teachers had different motivation which contributed to their career choice in the future. The present study found that of the three types of motivation, Indonesian pre-service EFL teachers were motivated dominantly by altruistic motives and followed by intrinsic one. Although few of them reported that they were extrinsically motivated, extrinsic motives did not seem to bring a major contribution on their decision to take teaching English as their profession in the future. For the dominant type of motivation, it was found out that the Indonesian pre-service EFL teachers were altruistically motivated to be English teachers. It indicated a good start for the future teachers since it showed that they had a belief and willingness to contribute to society. With proper training, this initial motivation may shape pre-service teachers' competencies to generate quality teachers in Indonesia.

The findings of the present study offer some implications. Increased pedagogical content knowledge the pre-service teachers experienced during their study became a motive which strengthened their existing motivation. Therefore, teacher training institutions could provide more adequate training to enhance pre-service teachers' knowledge on what and how to teach. Besides increasing pre-service teachers' pedagogical knowledge, proper trainings should be conducted to prepare them to be a qualified teacher in the future. By being a qualified teacher, they can reshape others' views on the profession as teachers as well as help them achieve their dream to bring benefits for the society. Former teachers' role was also found out to be a significant contributing motive in becoming teachers. With the fact that good former teachers' teaching performance motivates Indonesia pre-service EFL teachers, it is imperative for in-service teachers to perform good teaching to students. In so doing, it is expected that many of their students are motivated to be teachers; therefore, teacher regeneration and quality enhancement can be ensured.

The present study was a small-scale study, which examined career motivation of pre-service EFL teachers in one teacher training institution. Thus, the findings of the study should not be generalized to all Indonesian pre-service teachers. However, the findings provide an overview on what motivated the pre-service teachers to take teaching as their career choice in the future which later may help other parties take further steps for the betterment of teacher training institutions. Therefore, further study on similar topics with larger scale could be conducted to provide a wider perspective on what motivates pre-service EFL teachers to choose teaching as their career.

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