

WHAT MOTIVATES PRE-SERVICE TEACHERS TO BECOME TEACHERS AND THEIR PERSPECTIVES OF ENGLISH TEACHING AS A CAREER OPTION

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Abstract: Teaching motivation issues are well-researched in several countries. However, these issues have been rarely investigated in the Indonesian context. This study investigated motivational factors that influence pre-service teachers to enter English teacher training and their perspectives of English teaching as a career option. It comprised a survey of 140 pre-service teachers from a teacher training institution in Bali and two semi-structured group interviews. The results suggest that the participants are more influenced by intrinsic and altruistic factors than extrinsic factors. These findings contradict earlier studies of teacher motivation in developing countries and what is generally believed in Indonesia. Moreover, the development of the tourism industry in Bali seems to have a great impact on the participants' perspectives of English teaching in Bali in particular and in Indonesia in general. Most of those surveyed held positive views of the development of English teaching as a career option. Finally the study suggested implications and recommendations for additional studies within the Indonesian context.

Keywords: English language, teaching motivation, career perspectives

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Factors that motivate people to enter teaching have been investigated in studies of teacher education in a number of countries. This research responds to issues within the teaching profession, such as teacher shortages worldwide, findings from a number of cases about pre-service teachers who do not enter the teaching profession after their education period, and several cases about practicing

teachers who decide to leave the profession for other types of jobs. These studies have one thing in common, in a way that their findings were drawn from three general factors: intrinsic (self-belief, i.e. belief that they could be a good teacher), extrinsic (the influence of significant others), and altruistic (concern for others, e.g. belief that they could help the younger generation) (Hellsten & Prytula, 2014; Konig & Rothland, 2012; Sinclair, 2008; Watt & Richardson, 2007).

Based on these factors, different findings were found between developed and developing countries. Extrinsic motivation was highly rated in developing countries, for example, in Jamaica (Bastick, 2000), Turkey (Akar, 2012; Kilinc, Watt, & Richardson, 2012; Topkaya & Uztosun, 2012), and Indonesia (Suryani Watt, & Richardson, 2013). In contrast, the results of teacher motivation studies from developed countries such as Australia (Watt & Richardson, 2012; Sinclair, 2008), the Netherlands (Bruinsma & Jansen, 2010), and Germany (Konig & Rothland, 2012; Watt & Richardson, 2012) show that intrinsic and altruistic motivational factors are those that influence people to enter the teaching profession. Some researchers suggest that this situation is related to many issues, such as the economic status of the country as explained by Yong (1995) and the accepted culture in the country (Hofstede & McCrae, as cited in Akar, 2012).

Although a previous study in the Indonesian context shows that extrinsic factors were the main motives for teachers to enter teaching training in Indonesia (Suryani et al., 2013), a later study done by Afrianto (2014) shows the opposite. In his study, most participants indicated that altruistic factors were the main factors that influenced the students to enter English teacher training in Riau, Indonesia. Thus the present study was conducted to investigate what motivates people to enter teacher training in the first place as well as to enrich the findings within the Indonesian context, whether students mainly choose teaching because of extrinsic factors or altruistic and intrinsic factors.

TEACHING PROFESSION AND ENGLISH LANGUAGE TEACHING IN INDONESIA

The teaching profession in Indonesia is now considered a well-respected job, although in the past it was viewed as less promising and popular than other jobs (Afrianto, 2014; World Bank, 2010). This significant change in view towards teaching is closely related to the new law for teachers and lecturers

which were issued by a former president of Indonesia, Susilo Bambang Yudhoyono in 2005. Under the new regulation, teaching achieves a new status of professionalism and a better welfare system. A report provided by World Bank (2010) shows an increase in the number of students who enrolled in teacher training at teaching colleges and universities in Indonesia after the application of the new regulation.

Generally there are two types of teaching employment in Indonesia: through internal education providers which are fully supported by the government and/or with the cooperation of the private sector; or through external education providers i.e. institutions which provide education outside the school system to help students with their problems at school. Based on this arrangement, it appears that those who work for the internal providers receive more benefits than those who work for the external providers. Therefore, many pre-service teachers aim to enter the internal providers first before they decide to join the external providers.

In terms of English language learning, the Indonesian government is not like other governments from neighboring countries such as Singapore and Malaysia which regard the English language as the second language for their people in their daily life. The English language in Indonesia is still considered one of the most important foreign languages to learn. Simatupang (as cited in Lauder, 2008) explained that in Indonesia, English may not be commonly used in society but it is viewed as the most important foreign language to learn.

Despite the attempts to improve the outcome of teaching and learning of English, there has not been any significant improvement in the acquisition of the language by the general population (Gustine, 2013; Marcellino, 2008; Sahiruddin, 2013). This issue has been the main concern of the government and educators in Indonesia. Dardjowidjojo, as cited in Kirkpatrick (2008) mentioned that although English is viewed as the second language for middle class people, people in general show limited achievement in learning the language. Mattarima and Hamdan (2011) also explained that most Indonesian students show low motivation in learning English and when they come to the classroom, they do not want to participate in classroom interaction. There are many issues that cause the problem and one of them may be the lack of connection between the English language and their everyday life.

This issue may be true for many islands in Indonesia. However, a slightly different circumstance can be found in Bali. Compared to people from other parts of Indonesia, the majority of people in Bali have contact with and access

to English through the tourism industry. Therefore, their perspectives of the English language can be considered quite different. Gunton (2004) wrote that the learning of English in Bali is related to the economy. Without some understanding of the English language, few people would be able to survive and support their family. Beratha (1999) also explained that in order for the tourism industry to continue its development it is important for people to have good English acquisition. Thus, for Balinese people English is a compulsory language to learn. In the present study, the importance of the tourism industry was included to define whether the situation actually has any impact on the participants' decisions to enter English teaching and their perspectives of English teaching as a career option.

METHOD

The research was conducted as a survey of pre-service English teachers at a teacher training institution in Bali, Indonesia during their first semester of academic year 2015/2016. The university provides three daytime classes and four evening classes. To gather sufficient samples, two daytime classes and two evening classes (140 students) were randomly selected for the study.

A questionnaire was administered to the participants to identify: (1) their motives to become teachers based on three categories: intrinsic, extrinsic and altruistic; (2) their reasons for choosing English major, as based on Gardner's theories of second language learning: integrative (a need to learn the language to be part of the language community, e.g. living overseas where the language is used) and instrumental factors (a need to learn the language because of the advantages offered by knowing the language, e.g. good career opportunity); and (3) their view about a career in teaching. The participants were asked to give responses using a Likert scale (strongly agree, agree, not sure, disagree, and strongly disagree). The response rate of the survey was high. Out of 140 participants, 134 returned their questionnaire (96.7%); 88 (66%) were females and 46 (34%) were males.

Data were also collected through two semi-structured group interviews. Participation in the interviews was voluntary. The survey participants were invited to a group interview during the initial survey procedure. Ten participants were willing to join the interviews and were subsequently divided into two groups. As a guideline for the interviews, eleven open-ended questions were prepared based on factors influencing teaching motivation (e.g. What influ-

enced your decision to become a teacher?), English language learning motivation (e.g. Why did you choose English rather than the other classroom subjects?), English teaching career perspectives (e.g. Do you think that an English teacher has better options compared with other classroom subject teachers? Why?), and future aspiration as a teacher (e.g. What is your expectation after graduating from university?). The interviews were conducted for about 30 minutes at the participants' university per their request. The researcher also made sure that all participants were aware that their answers and participation would not influence their course result. Finally, any data collected from the interviews were recorded as audio files which were transcribed afterward.

All instruments (questionnaires) used in this study were sent to several professionals in the same discipline to test their validity and reliability. They were asked to provide feedback to assist modification where appropriate. Comments were provided on language, ambiguity, the need for additional questions and question order. The modified questionnaires were trialed by six people who graduated from the same university where the study was conducted. This improved the rigor of the instruments and assisted in estimating the time needed for conducting the survey. The research methodology and instruments were also assessed by the Ethics committee at the University of Tasmania to ensure compliance with research standards and participant privacy and confidentiality.

Data collected from the study were analysed using software provided by Web Survey Master and Microsoft Excel. Descriptive statistics and explanatory analysis were used to report the findings of the study.

FINDINGS AND DISCUSSION

Findings from the Questionnaires

The findings from the questionnaires are presented below under the following categories:

- Teaching Motivation
- English Learning Motivation
- English Teaching Perspectives

Teaching Motivation

Table 1 provides the participants' responses with regard to the factors that influence their decisions to enter teaching.

Table 1. Aggregated Data: Motivation to Enter a Teaching Degree

Category	Factor	No.	Statement	SA	A	N/A	D	SD
Intrinsic	Ambition to be a teacher	16	I will be a good teacher.	79	38	17	0	0
		18	I want to be a civil servant teacher.	58	41	32	3	0
		24	Teaching is my first choice of career.	35	52	42	3	2
Extrinsic	Financial reason	20	Teaching offers a good salary.	36	52	37	7	2
		21	Teaching offers desirable working conditions.	19	56	43	1	4
		22	Teaching offers reasonable provision for old age retirement.	22	59	44	9	0
		31	Teaching course is less expensive than other courses.	14	41	64	1	1
		19	Teaching offers a stable and secure job.	35	62	30	7	0
	Significant others	27	All my family members are civil servants.	16	25	38	3	25
		28	One/both my parents are teachers.	27	24	21	2	33
Social image	29	I had a good experience with teachers at school.	33	65	26	9	1	
Flexibility	Social image	30	The media and social image of teachers is good.	28	65	38	2	1
		32	I have enough time for a second job.	24	53	45	8	4
		33	Teaching can be combined with parenthood.	38	68	24	3	1
	34	Teaching offers more time to spend with fami-	28	58	41	4	3	

Category	Factor	No.	Statement	SA	A	N/A	D	SD
Altruistic	Contribution to society	25	ly and friends. Teaching is my contribution to society.	36	64	30	4	0
		26	Teaching helps to educate the younger generation.	67	56	9	2	0
		23	I want to make a difference in people's lives.	46	63	20	3	2
	Love for young people	17	I like to interact with children and teenagers.	55	59	18	2	0

Data in Table 1 show that within the intrinsic category, 117 out of 134 participants mentioned that Q16, “I will be a good teacher,” was the main reason they chose teaching. More females (56 responses) stated that teaching was their first career choice (Q24) than men (31 responses).

From the altruistic category most participants were highly influenced by the idea that they could help educate the younger generation (Q26=123 responses) and their interest in interacting with children (Q17=114 responses).

Data collected from the extrinsic category show that within this factor, the influence of significant others and flexibility of the profession were considered the most influential. Ninety-eight participants who chose teaching stated that they had a good experience with teachers at school (Q29) and 106 participants chose teaching because the profession can be combined with parenthood (Q33).

The raw data collected for the study were aggregated and presented as a percentage in the graph below (Figure 1). The figure shows that altruistic and intrinsic factors were far more influential than extrinsic factors.

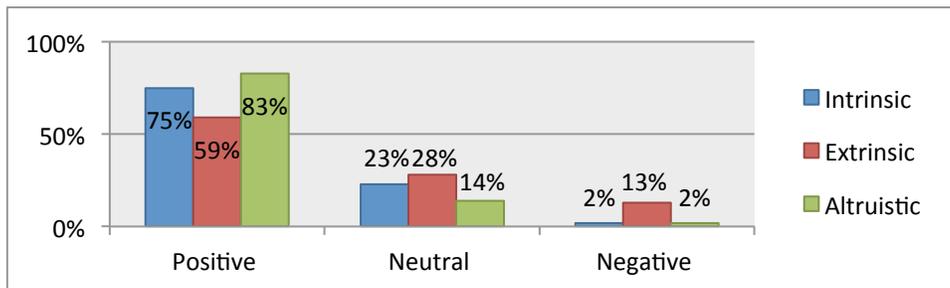


Figure 1: Teaching Motivation

English Learning Motivation

Table 2 shows the participants' responses concerning what motivates them to learn English.

Table 2. Aggregated Data: Motivation to Choose English

Category	Factor	No.	Statement	SA	A	N/A	D	SD	
Integrative	Interest in the English language	35	I like the English language.	80	49	4	1	0	
		36	I want to be an English teacher.	57	50	24	1	2	
	Perception of the language	49	It offers not only knowledge but also communication skills.	54	59	18	2	1	
		47	Good English comprehension means faster access to information all over the world.	61	59	11	2	1	
		Desire to have contact with the L2 community	37	I can use the language to travel abroad.	41	60	27	5	1
			48	I can communicate with people from different countries.	65	47	19	2	1
	Instrumental	Career opportunity	38	I can work in multinational companies.	48	56	26	4	0
			39	I can have better career opportunities.	51	56	21	4	2
40			I can participate in international activities.	54	52	23	5	0	
41			I can get a job in the tourism industry.	56	53	18	4	3	
50			It is easier to get a job if I understand Eng-	62	56	14	2	0	

Category	Factor	No.	Statement	SA	A	N/A	D	SD
			lish.					
	Financial opportunity	42	I can earn extra money by knowing English.	54	53	24	2	1
		44	It is an important language for the economy of Bali.	65	54	12	2	1
	Social Value	43	People will respect me if I can speak English.	43	56	31	3	1
Other	Desire to do things for others	45	I want to help other people to acquire the English language.	54	70	9	1	0
		46	I want to improve the low standard of English among the younger generation.	52	66	12	2	2

The results of the questionnaire in Table 2 indicate that unlike the initial theory in Gardner's theory of second language learning motivation, it seems that the integrative factors that were considered the most influential for the participants were not the idea of wanting to be part of the target language society but because of their interest in the language (Q35= 129 responses) and an easier access to information by knowing the English language (Q 47=120 responses). From the instrumental factors, the importance of the language for the economy of Bali (Q44=119 responses) and the possibility of finding a job in an easier way (Q 50=118 responses) appeared to be really influential. From the **Other** category in this section, it appears that their decision to choose English was closely related to their desire to do things for others.

To find out the average responses to each category, data from Table 2 were aggregated and presented as a percentage in the graph (Figure 2). The graph indicates that the two factors in Gardner's theory and the **Other** factor which was intentionally included in the study equally influenced the participants' decisions to enter English teaching.

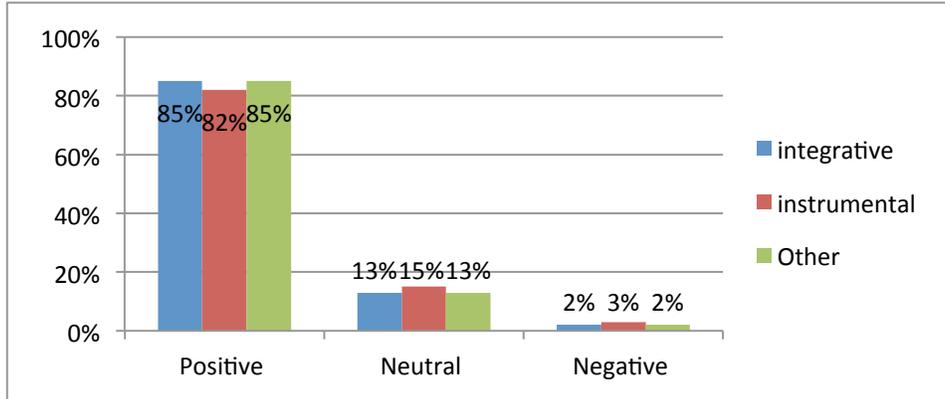


Figure 3: English Language Learning Motivation

English Teaching Perspectives

The participants’ perspectives on English teaching as a career option are provided in Table 3.

Table 3. The Participants’ Perspectives on English Teaching as a Career Option

Category	No.	Statement	SA	A	N/A	D	SD
Job Security	51	English teaching is a stable and secure job.	21	81	28	3	1
	52	English teaching offers a good salary and employment conditions.	27	72	30	2	3
Flexibility	54	English teaching is a job that can be combined with parenthood.	45	69	17	3	0
	55	English teaching offers more time to spend with family and friends.	37	58	36	1	2
	61	English teaching is a job that offers a chance to earn extra money.	38	62	28	3	3

Category	No.	Statement	SA	A	N/A	D	SD
	65	English teaching offers an opportunity to teach not only at school but also other places such as English for business and tourism.	70	55	6	3	0
	53	English teaching offers an opportunity to travel.	37	77	15	4	1
Social Status	56	English teaching is a well-respected profession in society.	37	76	20	0	1
Professional Development	57	English teaching provides intellectual challenges and development	36	74	19	5	0
	62	English teaching is a challenging and exciting job.	36	68	25	5	0
Working with Children/ Adolescents	58	English teaching is a job that helps students to prepare for a better future	70	50	11	3	0
	59	English teaching is a job that helps to shape the future generations	66	54	7	5	2
Social Contribution	60	English teaching is a job that contributes to change in people's lives	34	70	23	5	2
	64	English teaching is a job that helps people to shape the tourism industry in Bali	56	61	14	1	2
	63	English teaching is a job that helps people to acquire the English language	47	67	19	1	0

The findings of the survey (Table 3) show that most participants held positive perspectives of English teaching as a career option. One hundred and twenty one participants viewed English teaching as a job that will give them a chance to work with the younger generation (Q58 and Q59) and a hundred and ten participants saw it as a flexible job (Q54, Q55, Q53, Q61 and Q65). It appeared that most participants (125) thought that it is a job that will let them

work not only at school but also in other sectors which are mostly related to the tourism industry in Bali.

Aggregated data to show the average responses of the participants against each category is provided as a percentage (Figure 3). It seemed that most participants held a positive opinion about the teaching profession as a career option.

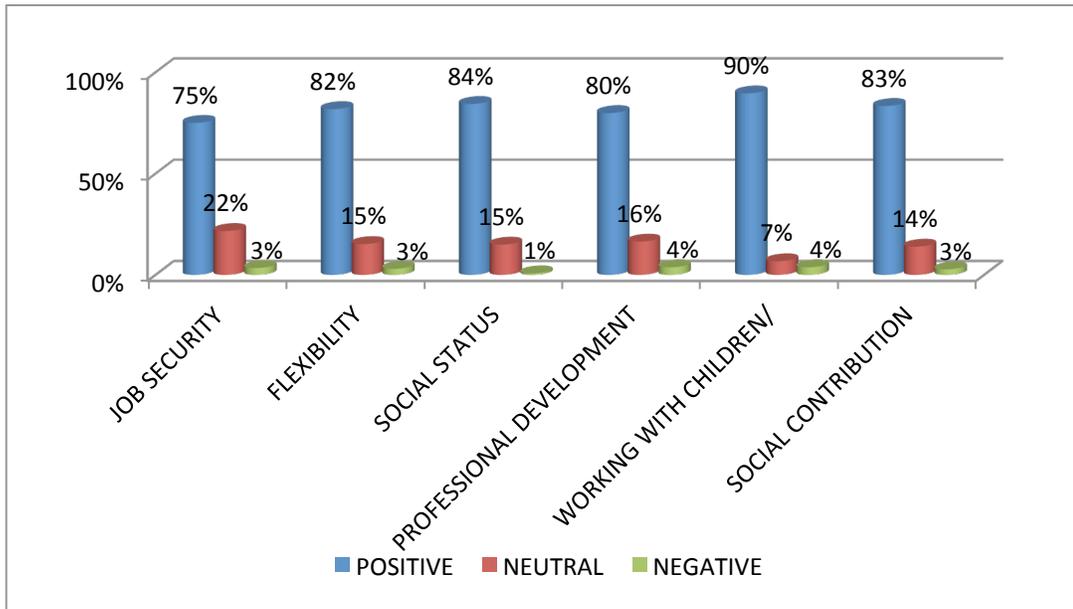


Figure 3: English Teaching Perspectives

Findings from the Interviews

Table 4 shows the result of the interviews with ten volunteers from the participants based on the transcription of the audio files.

Table 4. Interviews Results

Key Findings	Participants' Sample Statements
Teaching Motivation Factors	
The participants wanted to be teachers and had an intention to work with children and	I want to be a teacher because I like teaching children, I like communicating

Key Findings	Participants' Sample Statements
teenagers (nine participants). The participants mentioned that their previous teachers and parents influenced their decision to enter teaching (ten participants).	with others, and I like sharing with others. My English teacher at school has inspired me to follow this choice of career. My parents are teachers so I want to follow (in) their footsteps.
English Learning Motivation	
The participants' decision to learn English was related to the instrumental motives and flexibility offered by the teaching profession (nine participants).	I think that if you graduate from the English Education faculty, the employment choices are more flexible. We can join the tourism industry, banking sector, or education sector.
Tourism in Bali has a great impact on the participants' decision to choose English (eight participants).	Because tourism is very popular in Bali and most tourists who come to Bali are foreigners. So English will be really important as a tool for communication.
English Teaching Career Perspectives	
English teaching offers a better option for a career (nine participants).	...It is very obvious in Bali where the tourism industry is very popular. We can join (the) tourism or the education sector. I think it has additional value compared with the other subjects because it allows you to find a job in various sectors.
Future Aspiration	
Only some of the participants considered a career in teaching, the others were more interested in a career where English is needed.	It is more likely for me to (that I will) join the tourism industry.

As illustrated in Table 4, the participants mentioned several factors that influenced their decision to enter the teacher training faculty. Intrinsic and extrinsic factors were the main ones that influenced their decision to become teachers. Intrinsic factor included self-belief in their teaching ability and the desire to become a teacher. The influence of teachers and parents were the primary intrinsic factors. In terms of English learning motivation, the majority of the decisions were related to the instrumental factor in Gardner's, i.e. that they chose the language to obtain better employment opportunities and because of the development of the tourism industry in Bali. This was similar to how they viewed an English teaching career in Bali; the profession was flexible enough that it

would allow them to enter not only the education sector but also the tourism sector. Even though there were a number who considered a career in teaching, many were not sure whether they would enter the teaching service.

Discussion

Motivation to Become an English Teacher

The findings from the questionnaire show that most participants were highly motivated to become teachers. The results indicate that most of them entered teaching because of altruistic and intrinsic influences. Extrinsic factors were not regarded as highly as the other two categories. Within the altruistic category, the findings show that a high proportion of participants chose teaching because they could help the younger generation and liked to interact with children. From the intrinsic category most participants believed that they could be good teachers. Data from the extrinsic category shows that although the numbers were not as high as the other categories, the influence of significant others and flexibility of the profession were quite prominent. More than half of the participants seemed to have had good experiences with teachers at school, and positive perspectives of the flexibility of the profession.

The findings of this study were similar to those discussed by Afrianto (2014) that altruism was the main factor that influenced the participants' decision to become teachers in Riau, Indonesia. Similarly, in terms of extrinsic factors, both his study and the current study do not support the general belief in Indonesia that pre-service teachers decide to become teachers because of the financial opportunities offered by the profession. These findings contradict Yong's statement (1995) about entering teaching in developing countries as a means to get better financial opportunities. Most pre-service teachers in this study were more influenced by significant others i.e. teachers and family rather than financial opportunities offered by the profession. Although the main result of the current study was quite different from the study done by Suryani, et al. (2013), in terms of the extrinsic factors, both studies suggest that significant others influenced pre-service teachers' decisions to enter teacher training in Indonesia.

One of the interviewees stated clearly that she did not want to be a civil servant teacher (a profession which is generally believed to offer secure em-

ployment and a good retirement scheme by the government), because the profession is too restricted:

In actual practice most civil servant teachers do not have enough time to do other things. They are so restricted and their salary has a very small incremental system. If you are a contract-based teacher, you do not have to be at school all the time, so you will have a chance to do other professions..

The participants' decisions to choose English in particular were mostly influenced by integrative factors. Unlike Gardner's explanation that integrative factors are the motives to learn a second language in order to be part of the community where the language is mainly spoken, in this study it was more related to their interest in the language and a faster access to information.

The findings of the study indicate that the participants' decisions to choose English were also influenced by instrumental factors that were closely related to employment opportunities in the tourism industry in Bali. In terms of gender, although the teaching profession attracts more female than male candidates, more male participants considered a career in teaching and could see themselves as teachers than female participants. The findings also show that more male participants chose teaching as their first choice of career than females.

English Teaching Perspectives

The findings of the study indicate that the participants had various views about English teaching in Indonesia. Most participants looked at teaching as a socially responsible job, that is, a job that gives them a chance to work with the younger generation. As suggested by several researchers (Afrianto 2014; Hellsten & Prytula, 2011; Manuel & Hughes, 2006) younger teachers seemed to look at teaching as a noble job. The results of this study support this view. Most participants saw the profession as altruistic, i.e., a job that helps others and a respectable job in society.

The majority of participants also saw English teaching as a profession that offers more flexibility in career choice than other professions. It appears that the tourism industry has a significant impact on pre-service teachers' motivation to learn the English language in Bali. Their view was that after they finish their education, they would have wider opportunities; they could enter tourism or the education sector. One of the interviewees stated that learning English in Bali gives two choices:

We can join tourism or the education sector.

This finding is also supported by an earlier study conducted in Riau by Afrianto (2014). He mentioned that his participants were attracted to teaching because it was more flexible than other jobs.

Overall, the majority of the participants in this study had a noble view of the teaching profession that it is a job that helps others and a respectable job in society. Although a number of participants chose teaching because of the security of the profession, it was not rated as highly as the other factors.

CONCLUSIONS AND SUGGESTIONS

Despite the scarcity of this kind of study in Indonesia, there are concurrent findings that most pre-service teachers in Indonesia are influenced by several factors. The current study shows that most pre-service teachers were intrinsically and altruistically motivated to enter teacher training. Although extrinsic factors were important, they were less significant than the other two factors. It appears that in Bali, the tourism industry has some impact on the participants' decisions to enter teaching and to choose English. Thus, it can be assumed that English teacher training in Bali attracts not only people who want to be teachers but also those who want to learn English so that they can join the tourism industry.

In the case of choosing English teaching in particular, internal interest and the idea of helping others to acquire the language were considered the main influences. Most participants showed positive attitudes towards English teaching as a career option which is closely related to the development of the tourism industry in Bali and the flexibility and dual opportunities offered by the English language teaching profession in Bali.

The conclusions recommend follow up research during and after the participants complete their course to determine if there is a change in motivation or career choice. The relationship between the English education course and the tourism industry would also be a valuable inquiry. There is also a need for a larger scale study comprising both private and public university students which identifies strategies to improve outcomes in course development and teaching practice.

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