

**MOTIVATIONAL FACTORS OF INDONESIAN PRE-SERVICE TEACHERS
INFLUENCING TEACHING AS A CAREER CHOICE: A SURVEY STUDY**

A Thesis

**Presented to the Department of English Language Education as a Partial
Fulfillment of Requirements to Obtain the Sarjana Degree in
English Language Education**



Submitted By:

Monic Afiyani Danita Sari

19322064

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

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APPROVAL SHEET

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By:

Monic Afiyani Danita Sari

19322064



Approved on June, 25 2023

By:

Supervisor

A handwritten signature in black ink, appearing to be "Astri Hapsari", written in a cursive style.

Astri Hapsari., S.S., M. TESOL

NIP.123220402

RATIFICATION SHEET

**MOTIVATIONAL FACTORS OF INDONESIAN PRE-SERVICE INFLUENCING
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By

Monic Afiyani Danita Sari

19322064

Defended before the Board of Examiners on July, 20 2023 and Declared

Acceptable Boards of Examiners

Chairperson : Astri Hapsari., S.S., M. TESOL

First Examiner : Dr. Ista Maharsi, S.S., M.Hum

Second Examiner : Willy Prasetya, S.Pd., M.A

Yogyakarta, July, 20 2023

Department of English Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Puji Rahayu, S.Pd., MSLT., Ph. D.

NIP 053310402

STATEMENT OF WORK' S ORIGINALITY

I honestly declare this thesis entitled "Motivational Factors of Indonesian Pre-service Teachers Influencing Teaching as a Career Choice: A Survey Study", which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

I certify that the literate content of this thesis is my best final work and any assistance received in preparing this thesis and sources has been acknowledged.

Yogyakarta, June, 23 2023

The researcher



Monic Afiyani Danita Sari

19322064

MOTTO

“Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.” –**Norman Vincent**

Peale

DEDICATION

In the name of Allah SWT, I dedicate this thesis to:

MYSELF

I just want to say thank you to Monic Afiyani Danita Sari for doing your best for about 4 years which has managed to survive the struggle, it was not an easy journey for me, I also didn't forget to include my parents in the thesis' dedication. Papa Dwika Mardiansyah and mama Feddy Nurhalida always give me endless prayers, encouragement, and deep love. I never finish my studies without their prayers. May Allah SWT guidance, protection, and blessing be upon us in this world and the hereafter.

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There is still insufficiency in this thesis. Therefore, the writer should be prepared to offer suggestions, and recommendations. I hope that everyone who reads this thesis will find it useful.

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Yogyakarta, June, 23 2023

The researcher

Monic Afiyani Danita Sari

19322064

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ABSTRACT

This research aims to identify pre-service English teachers' motivation to choose English teachers as a career in the Department of English Language Education. This study involved 53 students who take teaching streams in the Department of English Language Education in the academic year 2022/2023. The Factor Influencing Teaching Choice (FIT-Choice) questionnaire adapted from Watt and Richardson (2007) was selected as the study's instrument. There are 54 items in the survey. Microsoft Excel and SPSS were used to analyze the data in this study in order to calculate descriptive statistics. The overall results show that the social utility values are perceived as slightly important as demonstrated by participants' mean score and standard deviation ($M= 5.38$, $SD= 1.43$), and become the most influencing factor in choosing a career to become a teacher followed by perception ($M= 4.75$, $SD= 1.54$), motivation for teaching ($M= 4.6$, $SD= 1.57$), and personal utility values ($M= 4.40$, $SD= 1.49$). The most frequent factor influencing choosing an English teacher as a career is the make social contribution ($M= 6.02$, $SD= 1.26$). Meanwhile, the least frequent factor influencing choosing an English teacher as a career is salary ($M = 3.15$, $SD= 1.48$). The researcher advises other researchers to conduct additional data collection approaches with wider samples and respondents and enhance with qualitative methods to obtain more in-depth results.

Keywords: *Factor Influencing Teaching Choice (FIT-Choice), Pre-service English teachers, Survey study.*

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of a background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

1.1. Background of the Study

For undergraduate students majoring in English language education, becoming an English teacher is seen only as an option among other career choices. Sinclair, Dowson, and McInerney (2006) argue that there are many teachers who leave the teaching profession due to a lack of job satisfaction, burnout, and other reasons beyond retirement status. Sinclair (2008) added the reasons why becoming an English teacher is seen only as an option are student-teacher motivation; the lack of security in teaching, the low salary and income, limited job career, high teaching demand, and lack of respect in society.

Teachers' lack of motivation to maintain engagement in teaching is one of the potential reasons people drop out of teaching. For example, the demands of pre-service teachers' initial practicum experience, they feel that teaching is not an easy profession, thus causing pre-service teachers to re-evaluate their commitment to teaching (Sinclair, et al., 2006). Due to the importance of students' motivation towards interest in becoming an English teacher in the Department of English language education, this study is confined to revealing the motivational factors of students toward interest in becoming an English teacher.

Previous studies focusing on teacher quality improvement in public schools, highlight the importance of recruiting high-quality teacher education candidates and supporting their development to become effective professionals (Ashadi, 2014). To address the issue of teacher quality, it is important to attract the best graduates into teaching. In Southeast Asian countries, such as Malaysia which renders English the second most important language at all levels of education, English teacher education is the most important element in the catalyst for improving English teaching and learning in Malaysia (Too, Vethamani, & Kabilan, 2020). Meanwhile Thai people have a low level of English proficiency, hence the need for quality English teacher education is urgent (Todd & Darasawang, 2020).

In Indonesia, students who want to be English teachers must attend education and training in colleges or universities majoring in English language education. Before they graduate, students should have completed courses related to the English language, linguistics, English literature, and pedagogy, which include teaching methods. During the four years, pre-service teachers should have teaching experience as student-teachers at school. This program is carried out to have a positive impact on pre-service teachers in improving skills. Literature suggests that internships affect undergraduates' engagement to learn (Miller, Rycek, & Fritson, 2011).

Accordingly, the present study aims to fill the gap in the previous studies of pre-service teachers' preference to become a teacher (Goller, Ursin, Vahasantanen, Festner, & Harteis (2019); Moss (2020); Akpochafo (2020); Alloush, Chaleila, & Watted (2020)) by using Watt & Richardson's (2007) FIT-Choice Scale that the participants are all students in the Department of English Language Education. In the present study, the participants

are more specifically only students who have taken concentration courses on Teaching English to Young Learners (TEYL) and English for Specific Purpose (ESP) as a curriculum in a Department of English Language Education that focused on the effectiveness of teaching based on teacher training approach. The researcher has focused on pre-service teachers' motivation in the English Language Education department because it is one of the factors that can influence their careers.

1.2. Identification of the Problem

In order to appreciate the decisions of collegiate pre-service teachers, students were asked to share their reasons for entering the profession. There are various motivation factors that influence pre-service English teachers to choose teaching as a career, hence not all pre-service teachers have the same motivational factors. In the Indonesian context, there are previous studies that focus explore motivation factor undergraduate students' English to become a teacher for instance, research conducted by Lomi and Bato (2021) investigated an English Teacher Education Department of a well-known university in East Nusa Tenggara Province in terms of student perceptions and motivation to be teachers as the profession, the findings showed that students had various perceptions regarding the teaching profession, and most of them were altruistically motivated to be teachers in the future. Then, another study conducted in Pontianak by Asriani, Apriliawati, & Riyanti (2022) revealed that the higher motivational factors that influenced pre-service teachers to choose teaching as a future career are subject interest, prior teaching and learning experiences, intrinsic value, and social utility value. Thus, the problems of motivation influencing teaching as a career that occur by pre-service teachers have different factors.

1.3. Formulation of the Problem

The following question represents the research problem: What motivational factor influencing pre-service English teachers to choose teaching as a career choice?

1.4. Objectives of the Study

Based on the research problem above, this study aims to identify pre-service English teachers' motivation to choose English teachers as a career in the Department of English Language Education, especially for students who take teaching streams in the Department of English Language Education in the academic year 2022/2023

In the department where the study was conducted, students may choose the specialized stream in their sixth and seventh semesters in the curriculum. Students who are willing to be a translator may choose the translation stream. Students who are interested in becoming an English teacher may choose one of the two streams: Teaching English for Young Learners (TEYL) or English for Specific Purposes (ESP). The scope of the participants of this study focuses on students enrolling on in the teaching streams coursework in the academic year 2022/2023.

1.5. Significance of the Study

The findings of the study will represent students' motivation to choose teaching as a career and offer some useful advice for:

1. Lecturer in English Education

Lecturers can give potential teachers encouragement and the right guidance by learning why a student wants to pursue a career in teaching.

2. Department of English Education

The findings of this study give the English Language Education Department information about what motivates students to pursue teaching as a profession, particularly those who enroll in the concentration courses TEYL and ESP.

3. Student of English Education

Students will benefit from this study since it will reveal what encourage students in the English Education Department to pursue careers as English teachers. The researcher believes that students will understand that motivation significantly affects both their success in learning a foreign language and their future career.

4. Future Researchers

The outcome of this study can be utilized as reference material for future researchers who are interested in carrying out similar studies since it is crucial to understand the motivational element that influences students to choose English teacher as a career. Additionally, it has motivated other researchers to investigate this study.

CHAPTER II

LITERATURE REVIEW

This subchapter elaborates on systematic analyses of references related to the title of the research. The literature includes journal articles, dissertations, theses, books, other research reports, and electronic media resources.

2.1. Motivation for Choosing Teaching as a Career

In choosing a career, motivation plays a crucial role. Motivation for individuals contains the desire to be active to be able to move, channel, and direct someone or themselves to choose something that they want to pursue or achieve. As a result, such encouragement may increase confidence in their expectation (Kotherja, 2013). Motivation in this context is defined as factors that influence and encourage an individual in deciding one thing or the other. In the context of pre-service teacher education, Sinclair (2008) suggested that student teachers can be multi-motivated to be teachers after their first practicum, but motivation and commitment may change. Watt and Richardson (2012) note that teaching motivations matter because the fulfillment of the teachers and professional satisfaction will deteriorate if teaching motivations are not able to be implemented in a particular school context. Consequently, it is very important to explore and understand the motivational factors that underlie the choice of pre-service teachers to pursue a career as a future English teacher.

Studies investigating what motivates people to pursue a teaching career have been conducted for more than 30 years. For instance, Yong (1995) discovered that pre-service teachers in Brunei were highly motivated by community respect, salary, and status, and

pre-service teachers in Cyprus were attracted to the field by the job's lengthy vacations and job security (Papanastasiou & Papanastasiou, 1997). In Zimbabwe, it was discovered that intrinsically motivational factors for pursuing a career in education were significant motivators (Chivore, 1988). As such motivations are inexorably linked to professional satisfaction and a sense of fulfillment, the impetus for research in the field is widely acknowledged. To provide a valid and reliable framework for investigating motivations for choosing teaching as a career, Watt and Richardson (2007) developed the Factors Influencing Teaching Choice (FIT-Choice) scale.

2.2 The Development of the FIT-Choice Scale

As described by Watt and Richardson (2007), the FIT-Choice scale is based on the expectancy-value motivation theory (Eccles, 2005) which proposes that “success expectancies and task valuation are major determinants of motivation for academic choices, with more distal influences consisting of socialization and perceptions of previous experience” (Watt and Richardson, 2007, p. 169). Put more succinctly, individuals are motivated when they believe they will succeed and when the activity is seen as worthwhile and not overly demanding. Watt and Richardson (2007) proposed that factors influencing teaching as a career choice can be explained in terms of motivation for teaching, personal utility values, social utility values, and perception.

2. 2. 1 Motivation for teaching

Motivation for teaching including five components of factor influencing to choose teachers as a career refers to perceived teaching abilities, intrinsic value, fallback career, prior teaching and learning experiences, and social influences.

Perceived teaching abilities. Perceived teaching abilities are subjective expectations to perform well as a teacher. Due to their earlier experiences with teaching or training, some teachers claim to be confident in their skills and/or wish to spread their passion for a subject to others (Salyer, 2003). **Intrinsic career.** It is encouraging to learn that participants' decision to pursue a career in teaching is significantly influenced by their intrinsic career value. This is because, according to research by Fokkens-Bruinsma, and Canrinus (2012), intrinsic career value is positively correlated with initial effort, professional commitment, and involvement in the teaching profession. In addition, McLean, Taylor, and Jimenez (2019) discovered in their research that those who are affected by intrinsic professional value will suffer from less burnout and have greater career optimism. **Fallback career.** Fallback career, whereby some people who chose teaching as a career did not initially intend to do so or were dubious of their professional capabilities, were introduced by Watt and Richardson (2007) as a proximal influence. These teachers might or might not have been admitted into their first-choice university, degree, or career, and/or they might not have known what kind of career they really wanted. People's prior teaching or learning experiences play a significant role in shaping their attitudes, beliefs, and perceptions about teaching (Reynolds, 2016). **Prior teaching and learning experiences.** Many teachers opted to become educators because of their great educational experiences as students or because they want to aspire to the role of their favorite teacher.

Social influences. Many external and internal factors, in addition to the internal ones already mentioned, have been related to career decisions in the teaching field; people make these decisions under the influence of others, such as their parents, teachers, or peers (Balyer & Özcan, 2014).

2. 2. 2 Personal utility values

The concept of personal utility values or the factors relating to the degree one thinks activity is necessary to achieve personal goals like the quality of life, was created by Watt and Richardson in 2007. There are three sub-factors: job security, time for family, and job transferability.

Job security. employment availability possibilities are frequently a significant motivating factor in choosing teaching as a career, and several pre-service teachers are optimistic that teaching may offer more employment security than other professions (Salyer, 2003). **Time for family.** Others chose teaching because it would allow them to take longer holidays and vacations and they enjoyed the job's reputation for having a low time/daily hour commitment (Kyriacou & Coulthard, 2000). **Job transferability.** Most of the world recognizes teaching as a well-recognized profession (Cornell University, 2011). Therefore, this flexibility offers job security even for families who move frequently (Kelly, 2018).

2. 2. 3 Social utility values

Social utility value, developed by Watt and Richardson in 2007, is a factor that denotes a strong desire to contribute to society in significant ways. The four sub-factors within social utility are: make social contributions, shape future of children /adolescents, enhance social equity, and work with children/adolescents.

Make social contributions. Others believe they have the chance to help the socially disadvantaged. Some people choose to become teachers because they feel encouraged to influence the lives of future generations of students (Kelly, 2018; Kyriacou & Coulthard, 2000). **Shape future of children/adolescents.** Krečič and Grmek (2005) found that there were numerous similarities among the motivations given by students from various academic areas who wished to become teachers, with the motivations related to helping others and self-realization being the most prevalent. **Enhance social equity.** Many people decide to enter the teaching profession because they think they can benefit society and assist students to achieve (Salyer, 2003). **Work with children/adolescents.** worked with children and adolescents and was centered on personal decisions to choose a career that benefits young people (Watt and Richardson, 2007).

2. 2. 4. Perception

Watt and Richardson (2007) also developed the factor, perception, an individual's belief about their decision making to choose teaching as a career choice. These perceptions can be divided into six sub-factors: high demand, expert career, social status, salary, social dissuasion, and satisfaction with choice.

High demand. Teachers have high emotional demands, a hefty schedule, and hard work even while some people think their duties are complicated and tough and these impressions differ greatly around the world (Ingersoll, 2007; Lin, 2012; Watt & Richardson, 2007). **Expert career.** Teachers in higher education are often seen as needing more technical and knowledge skills, followed by teachers in the secondary, middle, and primary grades. The perceived level of expertise needed to teach varies (Watt and Richardson, 2007). **Social status.** Social status depends on perception. In society, teaching

is regarded with respect and as a high-status profession. **Salary.** Salary items measured perceptions of teachers as earning a good salary, whether salary levels can influence individuals to choose teaching as a career. **Social dissuasion.** Pre-service teachers may be discouraged from pursuing careers in education in addition to their own beliefs by their families, friends, communities, and even the media (Hammerness et al., 2005; Howard & Milner, 2014; Reynolds, 2016). A social dissuasion construct was used to measure the degree to which people were dissuaded from pursuing careers in education by others. **Satisfaction with choice.** Halfway through their first year of study in the education department, pre-service teachers were asked to rate their level of satisfaction with their decision to become teachers.

2.3. Relevant Studies

Researchers from all around the world are focusing their research on pre-service student teachers' motivation in different countries because they recognize the significance of the motivation factor in choosing English teaching as a career. While there are several reasons for doing these studies, the fundamental one is that English is a second language in many countries. This present study may have the same purposes as other studies that show pre-service teachers choose to become English teachers as a career. The FIT-Choice scale is the instrument used in the subsequent study, which examines the motivational factor of student to choose teaching as a career. These studies, which are presented from earliest to newest, are carried out in various countries with varied participants.

Goller, et al. (2019) carried out a comparative study to investigate the reasons why undergraduate students in Finland and Germany choose to pursue teaching as a career. 413 bachelor's degree level students from two different universities in Finland and Germany participated in this survey study, which involved a standardized online survey. The results showed that there are both differences and similarities between the motives for teaching and the perceptions of the teaching profession. Despite the fact that this study filled the research gap on novel information on the motivational factor of student teachers, it still had a limitation. The data were only collected from one Finnish and one German university, so it cannot be completely ruled out that students from those two universities do not necessarily represent students from other universities in the respective countries.

Moss (2020) attempted to analyze the reasons college students choose teaching as a career. This survey study identified 112 students who were recruited from 3 of 5 introductory teacher preparation courses at a large, Midwestern R-1 university, and were analyzed using two coding systems; thematic coding from the text and a coding system generated from the FIT-Choice survey questions. The result showed that social utility value and intrinsic career value are being ranked highest, students choose teaching as a career because they are motivated to make a difference in the world, so they want to help children through teaching. However, this study limited the ability to generalize the findings beyond the students who were from teacher education programs at one university.

Additionally, Akpochafo (2020) investigated a Nigerian higher education institution in terms of the factors influencing undergraduates' choice of teaching as a career. This survey study utilizes the factors, views and decisions of undergraduates' choice of teaching as a career and explored 225 students in the 2018/2019 academic

session. The finding obtained social utility values as the higher influential factor in choosing teaching as a career. Nevertheless, this study filled the research gap in students who perceive that being a teacher is a function of satisfaction, not only a highly expert career. On the other hand, this study had a limitation because the data were collected only from undergraduate students at Delta States University, one out of the 36 states in Nigeria, so cannot generalize to the entire cohort of Education undergraduates in Nigeria.

Moreover, Alloush, Chaleila, & Watted (2020) investigated the reasons why female Arab nationals of Israel choose to teach English as a foreign language (EFL) as their chosen field of employment. 100 Arab-Israeli students majoring in EFL education at an Islamic college in Israel, where 95% of the students are Muslim Arab women, participated in the study. The result rated the both intrinsic and extrinsic motivations higher. Intrinsic factors, underpinned by a strong interest in teaching and a love of the English language, extrinsic factors, such as compatibility with parenthood and other extrinsic criteria like the relative comfort of an EFL teacher's lifestyle were also important.

2.4. Theoretical Framework

In general, this study discusses motivational factors influencing teaching as a career. Researchers used a questionnaire proposed by Watt and Richardson (2007), known as the FIT-choice as the instrument for measuring student teacher's motivation to choose English teachers as a career in the Department English Language Education.

The schematic in Figure 2. 1 below shows the theoretical framework for this study:

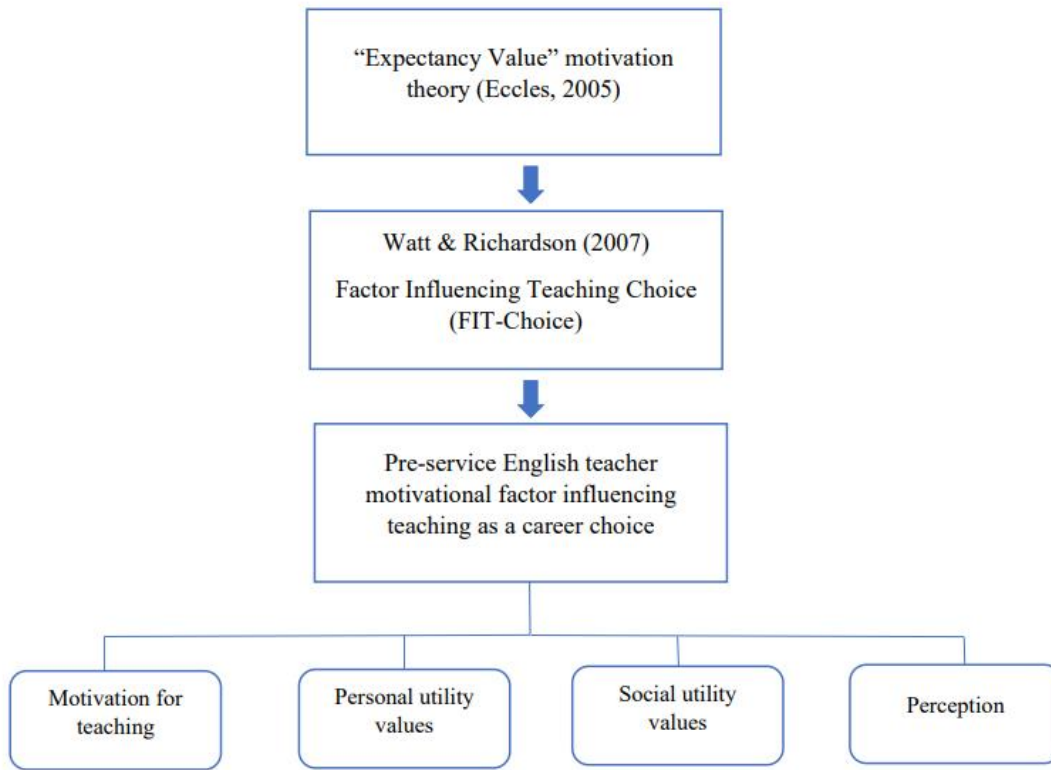


Figure 2.1 – Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the study's methodology. It includes information on the research instrument, participants, sample, and methods for data collection and analysis.

3.1. Research Design

This research utilized a survey to identify student teachers' motivation to choose English teachers as a career in an English language education department. A survey study is a method of collecting data that involves polling the population to get a view of the characteristics, attitudes, and behaviors of the population (Creswell, 2012). A questionnaire was used to collect the research's data and FIT-Choice Scale adapted from Watt & Richardson (2007) was used as an instrument in this study.

3.2. Population and Sample

When viewing data, it is important to clearly identify the population being studied or referred to, so that the researcher can understand who or what is included in the data. Shukla (2020) interprets that the population consists of all units that have different characteristics which can be studied and applied to their research findings. This study aims to identify pre-service English teachers' motivation to choose English teachers as a career in the Department of English Language Education especially for students who take teaching streams. Therefore, the population in this research was 62 – which are all the students who take teaching streams in the academic year 2022/2023. All selected participants gave their consent to participate in the statement of approval in the online

questionnaire instrument that was provided using Google Form. In the statement, they were informed that the participation in the study is voluntary, and that the confidentiality of their answers are guaranteed. The researchers created the online questionnaire (Appendix 2) in Google Form and distributed the link via WhatsApp to the target participants. There were 53 students who agreed to participate in the study when the online survey was handed out.

The number of samples is calculated by using Slovin's formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of sample

N = Population

e = Error rate (5% = 0.05)

As a result, for the sample's calculation as described below:

$$\begin{aligned}n &= \frac{62}{1 + (62 \cdot 0.05^2)} \\n &= \frac{62}{1.155} \\n &= 53\end{aligned}$$

Based on each calculation using the formula including the Slovin formula, the number of samples is 53, and the error rate used is 5%. This is because in every study it is impossible to achieve 100% perfect results.

3. 3. Data Collection Technique

3. 3. 1. Research Instrument

In this study, researcher surveyed student teachers in the English language education department using a questionnaire. The researcher adapted the existing

questionnaire constructed by Watt and Richardson (2007) named FIT-choice (Factors Influencing Teaching-Choice) scale was translated into Indonesian from English original to see the suitability of the meaning while remaining contextual to the cultural conditions in Indonesia. Each of these items refers to components of factors student teachers' motivation to choose English teachers as a career are shown in Table 3.2 that to help participants comprehend the contents of each questionnaire item, it has been translated into Indonesian. The Likert scale from 1 to 7 was used. The rating scale used is explained in Table 3.1.

Table 3.1. The Likert Scale for the Questionnaire

| Likert Scale | Score |
|------------------------|-------|
| Not at all important | 1 |
| Not important | 2 |
| Slightly not important | 3 |
| Neutral | 4 |
| Sightly important | 5 |
| Important | 6 |
| Extremely important | 7 |

Table 3.2. FIT-Choice Scale Specification

| Factors | Items | Number of items |
|--|------------------|-----------------|
| Motivation for teaching | | |
| <i>Perceived teaching abilities</i> | 5, 18, 34 | 3 |
| <i>Intrinsic value</i> | 1, 7, 12 | 3 |
| <i>Fallback career</i> | 11, 28, 36 | 3 |
| <i>Prior teaching and learning experiences</i> | 16, 26, 32 | 3 |
| <i>Social influences</i> | 3, 22, 33 | 3 |
| Personal utility values | | |
| <i>Job security</i> | 14, 24, 31 | 3 |
| <i>Time for family</i> | 2, 15, 25, 4, 17 | 5 |
| <i>Job transferability</i> | 8, 20, 35 | 3 |

| Social utility values | | |
|---|----------------|---|
| <i>Shape future of children/adolescents</i> | 9, 21 | 2 |
| <i>Enhance social equity</i> | 29, 37 | 2 |
| <i>Make social contribution</i> | 6, 19, 27 | 3 |
| <i>Work with children/adolescents</i> | 10, 13, 23, 30 | 4 |
| | | |
| Perception | | |
| <i>High demand</i> | 2, 5, 11 | 3 |
| <i>Expert career</i> | 8, 12 | 2 |
| <i>Social status</i> | 4, 6, 10, 7, 9 | 5 |
| <i>Salary</i> | 1, 3 | 2 |
| <i>Social dissuasion</i> | 1, 3, 5 | 3 |
| <i>Satisfaction with choice</i> | 2, 4 | 2 |

3.3.2 Validity and Reliability

Validity is the extent to which the evidence and underlying theory are accurately measured as a result of using the instrument (Thatcher, 2010). According to Leavy (2017), validity is a metric used to determine whether results are consistent or whether something should be measured. The research uses the FIT-Choice instrument from Watt and Richardson (2007) to test it on a number of students in the target population as a technique to test the instrument. In a previous study, the FIT-Choice questionnaire by Watt and Richardson (2007) has been tested valid. In this study, the FIT-Choice questionnaire from Watt and Richardson (2007) was translated into Indonesian, and the content validity was discussed with the supervisor.

Creswell (2014) contends that the consistency of a measure is directly related to reliability in terms of validity. Sujarweni (2019) states that the reliability of the questionnaire can be proven if the Cronbach alpha score is more than 0.6. According to the

SPSS 25 result shown below, of the 54 total items, the Cronbach alpha value is 0.946. This shows that the questionnaire items are highly reliable.

Table 3.3. Reliability test

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .946 | 54 |

3. 4. Data Collecting Techniques

In order to make the questionnaire distribution process easier, the questionnaire was developed using a Google form. Participants received the questionnaire via personal chat and WhatsApp groups in the form of a link at <https://bit.ly/FIT-Choice> . The researcher gave a brief introduction, information, and instructions on how to complete the questionnaire. After that, the participant can access the Google Form link and complete the questionnaire by first entering personal information such their name, gender, batch, class, and phone number, and then honestly filling out the questionnaire's contents according to their current circumstances. The participant must then select the response the most appropriate to the statement using a 7-point Likert scale from 1 to 7, with 1 being not at all important and 7 being extremely important, as outlined by Watt & Richardson (2007). The Google Form will automatically collect all information from the results of filling out the questionnaire. Furthermore, the participant who completed the questionnaire more than once underwent a data selection process. The researcher then used SPSS to process the data and analysis of the data.

3. 5. Data Analysis Techniques

The following steps were taken by the researcher to analyze the study's data:

- Reviewing and analyzing literature to comprehend the instrument
- Converting English FIT-Choice questions into Indonesian in order to use Watt & Richardson's (2007) Factor Influencing Teaching Choice as an instrument for this study
- Discussing the instrument's constructs and contents with the supervisor to determine whether they are accurate
- Using SPSS to test the reliability of the instrument
- Data collecting through the distribution of questionnaires by providing links to Google Forms over WhatsApp group and private chat
- The collected data is subsequently transferred to Microsoft Excel for selection if there are numerous answers.
- Data analysis with SPSS and Microsoft Excel. The mean and standard deviation of the variables are calculated using descriptive statistics. Afterward, the results are displayed as a graph

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the research's findings, which were used to resolve research problems. The results of this study are presented in tables with descriptive analyses of each item, which are elaborated in the discussion. The findings represent the outcome of the distribution of questionnaires that were completed by TEYL and ESP classes.

The following table displays the representation of research participants based on a survey carried out in the Department of English Language Education:

Table 4.1 Participants' demographic data

| | Item | Frequency | Percentage (%) |
|--------------|-------------------------------------|------------------|-----------------------|
| Class | Teaching English for Young Learners | 21 | 40% |
| | English for Specific Purpose | 32 | 60% |

Out of the 53 participants completed the informed consent form and agreed to participate in this study. From table 4.1 shown the samples consisted of 21 TEYL (40%), and 32 ESP (60%).

The Overall Survey Result

Following an explanation of the participant profiles, descriptive statistics were used to evaluate how the participant perceived to the motivation factor influencing their decision to pursue a career in teaching, measured by Likert scale 1-7 , ranging from not at all important to extremely important presented as follows:

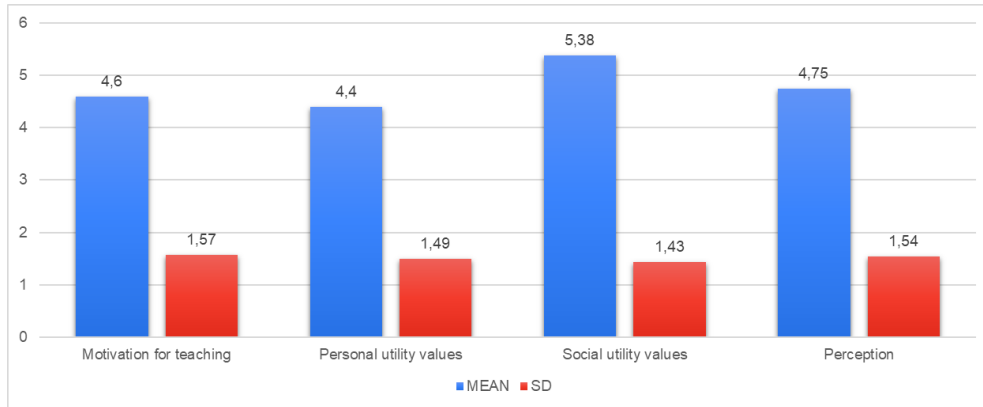


Figure 4.1 – Result of Each Item of Domain FIT-Choice

The overall results show that the social utility values are perceived as slightly important as demonstrated by participants' mean score and standard deviation ($M= 5.38$, $SD= 1.43$), and become the most influencing factor in choosing a career to become a teacher followed by perception ($M= 4.75$, $SD= 1.54$), motivation for teaching ($M= 4.6$, $SD= 1.57$), and personal utility values ($M= 4.40$, $SD= 1.49$).

4. 1. Motivation for teaching

Assessing pre-service teachers' self-evaluation of their own teaching abilities is the motivation for teaching factor, which contains the elements of intrinsic motivation (McLean et al., 2019). Motivation for teaching consists of five sub-factors, the prior teaching and learning experiences are perceived as slightly important with a score ($M= 5.47$, $SD= 1.22$), then perceived teaching abilities become the most influencing factor in choosing a career to become a teacher with a score ($M= 4.73$, $SD= 1.32$), intrinsic values with a score ($M= 4.43$, $SD= 1.54$), social influences with score ($M= 4.39$, $SD= 1.27$), and slightly not important for the fallback career with a score ($M= 3.98$, $SD= 1.17$).

Table 4. 2 Motivation for teaching

| Sub-factor | Item Number | Statement | Mean Score | Standard Deviation |
|---|--------------------|---|-------------------|---------------------------|
| Perceived teaching abilities | 18 | I have good teaching skills. | 4.98 | 1.57 |
| | 5 | I have the qualities of a good teacher. | 4.94 | 1.36 |
| | 34 | Teaching is a career suited to my abilities. | 4.26 | 1.64 |
| Intrinsic value | 1 | I am interested in teaching. | 4.85 | 1.52 |
| | 12 | I like teaching. | 4.40 | 1.73 |
| | 7 | I have always wanted to be a teacher. | 4.06 | 1.62 |
| Fallback career | 36 | I chose teaching as a last-resort career. | 4.28 | 1.75 |
| | 28 | I was not accepted into my first-choice career. | 4.02 | 1.80 |
| | 11 | I was unsure of what career I wanted. | 3.64 | 1.52 |
| Prior teaching and learning experiences | 16 | I have had inspiration teachers. | 5.79 | 1.27 |
| | 26 | I have had good teachers as role models. | 5.72 | 1.52 |
| | 32 | I have had positive learning experiences. | 4.92 | 1.45 |
| Social influences | 3 | My friends think I should become a teacher. | 4.64 | 1.45 |
| | 22 | My family thinks I should become a teacher. | 4.26 | 1.94 |

| | | | |
|----|--|------|------|
| 33 | People I have worked with think I should become a teacher. | 4.26 | 1.52 |
|----|--|------|------|

The domain of perceived teaching abilities is covered by 3 items in items 5, 18, and 34. According to the data above, the statement “I have good teaching skills” in item B18 (M= 4.98, SD= 1.57) had the most influence on the students. The statement “Teaching is a career suited to my abilities” was discovered in item B34 (M= 4.26, SD= 1.64) to have the least impact on the students.

Item 1, 7, 12 is domain intrinsic value. Item B1 is the most widely influencing student in choosing English teaching as a career (M= 4.85, SD= 1.52) with the statement “I am interested in teaching”. The component with the statement “I have always wanted to be a teacher” that is the least affected by students in this domain is found in item B7 (M= 4.06, SD= 1.62).

In the fallback career domain students selected B36 with the statement “I chose teaching as a last-resort career” as the factor that had the most influence on their decision to become English teachers (M = 4.28, SD = 1.75) as the fallback career domain. Fewer participants agreed on the B11 item with the statement “I was unsure of what career I wanted” (M= 3.64, SD= 1.52).

Students choose B16 in the domain of prior teaching and learning experiences as the factor that is important for students to choose English teachers as a career choice (M= 5.79, SD= 1.27) with the statement “I have had inspiration teachers”. The students then slightly selected a factor on the B32 statement “I have had positive learning experiences” (M= 4.92, SD= 1.45) as their response.

In the social influences domain, students choose B3 as the most widely influencing factor in choosing English teachers as a career ($M = 4.64$, $SD = 1.45$) with the statement “My friends think I should become a teacher”. Then there are two items B22 and B33 the students chose a factor with the same mean ($M=4.26$, $SD=1.94$) with the statement “My family thinks I should become a teacher” and ($M= 4.26$, $SD= 1.52$) with the statement “People I have worked with think I should become a teacher”.

4. 2. Personal Utility Values

The personal utility values subscale evaluates a person's perceptions of the practical aspects of teaching as convenient to their preferred lifestyle (McLean et al., 2019). Pre-service student teachers demonstrated time for family is slightly not important with mean score and standard deviation ($M= 3.57$, $SD= 1.47$), and job transferability is perceived as slightly important with mean score and standard deviation ($M= 5.06$, $SD= 1.46$).

Table 4. 3 Personal Utility Values

| Sub-factor | Item Number | Statement | Mean Score | Standard Deviation |
|-------------------|--------------------|---|-------------------|---------------------------|
| Job security | 31 | Teaching will be a secure job. | 4.64 | 1.44 |
| | 14 | Teaching will offer a steady career path. | 4.43 | 1.39 |
| | 24 | Teaching will provide a reliable income. | 3.89 | 1.57 |
| Time for family | 2 | Part-time teaching could allow more family time. | 4.92 | 1.34 |
| | 25 | School holidays will fit in with family commitments. | 4.79 | 1.69 |
| | 15 | Teaching hours will fit with the responsibilities of having a | 4.66 | 1.53 |

| | | | | |
|---------------------|----|--|------|------|
| | | family. | | |
| | 17 | As a teacher I will have a short working day. | 3.72 | 1.47 |
| | 4 | As a teacher I will have a lengthy holidays. | 3.57 | 1.47 |
| Job transferability | 20 | A teaching qualification is recognized everywhere. | 5.06 | 1.46 |
| | 8 | Teaching will be a useful job for me to have when traveling. | 4.60 | 1.47 |
| | 35 | A teaching job will allow me to choose where I wish to live. | 4.17 | 1.64 |

Item 14, 24, 31 are domain job security. Item B31 is the most widely influencing student in choosing English teacher as a career ($M= 4.64$, $SD= 1.44$) with the statement “Teaching will be a secure job”. The statement “Teaching will provide a reliable income” appears in item B24 ($M= 3.89$, $SD= 1.57$) as the factor that is least affected by students in this domain.

Item 2, 4, 15, 17, 25 are domain time for family. Item B2 is the most widely influencing student in choosing English teacher as a career ($M= 4.92$, $SD= 1.34$) with the statement “Part-time teaching could allow more family time”. The statement “As a teacher I will have a lengthy holidays” appears in item B4 ($M= 3.57$, $SD= 1.47$) as the factor that is slightly not important to students in this domain.

Item 8, 20, 35 are domain job transferability. Item B20 is the most widely influencing student in choosing an English teacher as a career ($M= 5.06$, $SD= 1.46$) with the statement “A teaching qualification is recognized everywhere”. The statement “A

teaching job will allow me to choose where I wish to live” appears in item B35 (M= 4.17, SD= 1.64) as the component that is least influenced by students in this domain.

4. 3. Social Utility Values

The social utility value subscale measures the participants’ value of positively influencing society through working with children (McLean et al., 2019). It comprises four sub-factors: to shape the future of children/adolescents, to enhance social equity, to make a social contribution, and to work with children/adolescents. Based on the result, the make social contribution are perceived as slightly important with a score (M= 5.78, SD= 1.17), shape the future of children/adolescents with a score (M= 5.64, SD= 1.17), and the enhance social equity with a score (M= 5.37, SD= 1.33), the most influencing factor in choosing a career to become a teacher followed by work with children/adolescents with a score (M= 4.95, SD= 1.31).

Table 4. 4 Social utility values

| Sub-factor | Item Number | Statement | Mean Score | Standard Deviation |
|---------------------------------------|--------------------|---|-------------------|---------------------------|
| Shape future of children/ adolescents | 9 | Teaching will allow me to shape child/adolescent values. | 5.68 | 1.25 |
| | 21 | Teaching will allow me to influence the next generation. | 5.60 | 1.32 |
| Enhance social equity | 37 | Teaching will allow me to benefit the socially disadvantaged. | 5.58 | 1.55 |
| | 29 | Teaching will allow me to raise the ambitions of underprivileged youth. | 5.17 | 1.41 |

| | | | | |
|---------------------------------|----|---|------|------|
| Make social contribution | 19 | Teacher make a worthwhile social contribution. | 6.02 | 1.26 |
| | 6 | Teaching will allow me to provide a service to society. | 5.83 | 1.28 |
| | 27 | Teaching enables me to give back to society. | 5.49 | 1.44 |
| Work with children/ adolescents | 10 | I want to help children and adolescents learn. | 5.68 | 1.49 |
| | 23 | I want to work in a child/adolescent-centred enviroment. | 4.79 | 1.49 |
| | 30 | I like working with children/adolescents. | 4.74 | 1.64 |
| | 13 | I want a job that involves working with children and adolescents. | 4.62 | 1.63 |

The participants chose B9 in the domain of shape future of children/adolescents as the factor that is slightly important for students to choose English teachers as a career choice (M= 5.68, SD= 1.25) with the statement “Teaching will allow me to shape child/adolescent values”. Then on the B21 item (M= 5.60, SD= 1.32) with the statement “Teaching will allow me to influence the next generation”.

The participants chose B37 in the domain of enhance social equity as the factor that is slightly important for students to choose English teachers as a career choice (M= 5.58, SD= 1.55) with the statement “Teaching will allow me to benefit the socially disadvantaged”. When the statement “Teaching will allow me to raise the ambitions of underprivileged youth” appeared on the B29 item, the students somewhat selected a factor (M= 5.17, SD= 1.41) with it.

The make social contribution domain graph above demonstrates that many students select B19 with the statement “Teacher make a worthwhile social contribution” as a factor that is important influencing their decision to become English teachers (M= 6.02, SD= 1.26). Then, with the statement “Teaching enables me to give back to society” the students chose a factor on item B27 (M= 5.49, SD= 1.44) in a slightly different way.

In the work with children/adolescents domain, the participants choose B10 as the slightly important influencing factor in choosing English teachers as a career (M = 5.68, SD = 1.49) with the statement “I want to help children and adolescents learn”. Then the students chose the least on the B13 item (M= 4.62, SD= 1.63) with the statement “I want a job that involves working with children and adolescents”.

a. 4. 4. Perception

Perception consists of six sub-factor with the high demand that is perceived as slightly important as demonstrated by participants' mean score and standard deviation (M= 5.45, SD= .90), the expert career with a score (M= 5.22, SD= 1.35), the social status with a score (M= 5.02, SD= 1.04), and become the most influencing factor in choosing a career to become a teacher followed by social dissuasion with a score (M= 4.56, SD= 1.29), the satisfaction with choice with a score (M= 4.43, SD= 1.55), and the salary perceived as slightly not important for participant with a score (M= 3.16, SD= 1.61).

Table 4. 5 Perception

| Sub-factor | Item Number | Statement | Mean Score | Standard Deviation |
|-------------------|--------------------|------------------|-------------------|---------------------------|
|-------------------|--------------------|------------------|-------------------|---------------------------|

| | | | | |
|-------------------|----|---|------|------|
| High demand | 2 | Do you think teachers have a heavy workload? | 5.94 | 1.32 |
| | 9 | Do you think teaching is hard work? | 5.66 | 1.32 |
| | 5 | Do you think teaching is emotionally demanding? | 5.62 | 1.34 |
| Expert career | 8 | Do you think teachers requires high levels of expert knowledge? | 5.40 | 1.49 |
| | 12 | Do you think teachers need high levels of technical knowledge? | 5.06 | 1.48 |
| Social status | 4 | Do you believe teachers are perceived as professionals? | 5.66 | 1.52 |
| | 10 | Do you believe teaching is a well-respected career? | 5.15 | 1.54 |
| | 7 | Do you think teachers feel valued by society? | 4.87 | 1.67 |
| | 11 | Do you think teachers feel their occupation has high social status? | 4.79 | 1.35 |
| | 6 | Do you believe teaching is perceived as a high-status occupation? | 4.17 | 1.60 |
| Salary | 3 | Do you think teachers earn a good salary? | 3.17 | 1.95 |
| | 1 | Do you think teaching is well paid? | 3.15 | 1.48 |
| Social dissuasion | 1 | Were you encouraged to pursue careers other than teaching? | 5.32 | 1.52 |
| | 5 | Did others influence you to consider careers other than teaching? | 4.38 | 1.72 |
| | 3 | Did others tell you teaching was not a good career choice? | 3.98 | 1.72 |
| Satisfaction | 2 | How satisfied are you with your | 4.45 | 1.65 |

| | | | | |
|-------------|---|---|------|------|
| with choice | | choice of becoming a teacher? | | |
| | 4 | How happy are you with your decision to become a teacher? | 4.42 | 1.58 |

With the question “Do you think teachers have a heavy workload?” the high demand domain graph above reveals that the students select C2 as a factor that leads them to choose English teaching as a career choice (M= 5.94, SD= 1.32). Then, with the question “Do you think teaching is emotionally demanding?” the participants made a slightly important choice on item C5 (M= 5.62, SD=1.34).

With the question “Do you think teachers require high levels of expert knowledge?” students chose C8 as a factor that has slightly important effects for them to choose English teachers as a career (M= 5.40, SD= 1.49) according to the expert career domain graph above. The question “Do you think teachers need high levels of technical knowledge?” was then asked on item C12 (M= 5.06, SD=1.48), and the participants made a slight choice of a factor.

In response to the question “Do you believe teachers are perceived as professionals?” the social status graph above reveals that students select C4 as a factor that motivates them to pick English teaching as a career (M= 5.66, SD= 1.32). In response to the question “Do you believe teaching is perceived as a high-status occupation?” fewer participants agreed on item C6 (M= 4.17, SD=1.60).

With the question “Do you think teachers earn a good salary?” students chose C3 as a factor that is slightly not important for them to choose English teachers as a career

($M= 3.17$, $SD= 1.95$) as seen in the salary domain graph above. Then, in response to the question “Do you think teaching is well paid?” on item C1 ($M= 3.15$, $SD= 1.48$).

The social dissuasion domain graph above demonstrates that students select D1 in the question “Were you encouraged to pursue careers other than teaching?” as slightly important for them to choose English teaching as a career ($M= 5.32$, $SD= 1.52$). In the question “Did others tell you teaching was not a good career choice?” the students then slightly not important selected an item D3 ($M= 3.98$, $SD= 1.72$).

The satisfaction with choice domain graph above demonstrates that students select D2 in response to the question “How satisfied are you with your choice of becoming a teacher?” ($M=4.45$, $SD=1.65$). Then, with the question “How happy are you with your decision to become a teacher?” on item D4 ($M= 4.42$, $SD=1.58$).

4. 5. Discussion

The results of the descriptive analysis overall show the motivation factor influencing teaching of the 4 categories of pre-service teachers to choose English teachers as a career. From the results of this study, it can be concluded that most students are frequently influenced by social utility values factor to become English teachers. Thus, they decided on a sub-factor that would allow them to contribute to society, they wanted to improve the educational system in their hometown and take part in the development of the nation by working as English teachers, which would allow them to make a valuable social contribution. This finding is consistent with earlier research by Fokkens-Bruinsma and

Canrinus (2012), which found a positive correlation between a teacher's effort and commitment and their ability to make a social contribution. In other words, the higher the participants' response rate to this motivating aspect, the harder they intend to work and the more devoted they are to their line of work. As a result of their conviction that they can promote students' success and contribute to society, many people decide to pursue careers as teachers (Salyer, 2003). From top to bottom, making social contributions yielded some of the highest means. Four research reported means over 6.0 (Akar, 2012; Kiliç et al.; Lin et al.; Yu & Bieger, 2013).

In terms of motivation for teaching, the survey results show that most students tend to choose a sub-factor of prior teaching and learning experiences. The majority of them concur that they decided to become English teachers because they enjoyed their educational experiences as students and wanted to emulate a favorite teacher or have an impact on the next generation. This finding supports a previous study by Topkaya and Uztosun (2012), which found that prior teaching and learning experience, together with intrinsic career value and social utility value higher component, significantly influences pre-service teachers' motivation to choose a teaching career. This demonstrates the power of a well-trained, highly qualified teacher who can model effective teaching techniques and exhibit positive professional and personal qualities to have an impact on the lives of young people (Topkaya & Uztosun, 2012). The highest means among the research were reported by the studies by Lin et al. (2012), Watt et al. (2012), and Yu and Bieger (2013), which had means of 5.73, 5.80, and 5.93, respectively.

The majority of students were content with their decision that teaching is a respected career everywhere in terms of personal utility values. There are numerous ways to become certified, despite the fact that certification standards may differ from nation to nation (Ingersoll, 2007; Watt & Richardson, 2007). Since many states in the US participate in reciprocity and accept teaching credentials from foreign countries, this flexibility provides employment stability even for households with frequent moves. The students felt comfortable choosing to pursue a career as a teacher utilizing this category. This is similar to the study by Asriani et al. (2022) that included individuals from Indonesia and had a mean job transferability sub-factor score of barely 5.40.

However, the pre-service English teachers also revealed some negative perceptions. They perceive teaching to have a big workload (M=5.94) teaching as a tough job (M=5.66) and a stressful job (M=5.62). This finding is consistent with that of Suryani et al. (2016), who confirmed that teaching is a tough job with significant societal demands. The obligations and demands placed on teachers make it appear challenging to pursue the job. Additionally, the sub-factor of salary that has the lowest result for this category is that students agree with the statement that the teacher is not getting a decent salary. This is consistent with the research done by Sariguna et al. (2019), who found that the infrastructure, employee salaries, and employment of teachers are still problems in East Nusa Tenggara.

Suryani (2021) claims that the media frequently presented teaching as a career with a poor wage and a demanding workload. This is also evident from the participants' perceptions of teachers' expertise and salary, they gave teachers' expertise the highest ratings while giving teachers' salary the lowest ratings. This demonstrates that participants who decide to pursue teaching as a career are cognizant of their belief that the profession needs a high degree of experience and competence, but that the compensation they receive is insufficient to match the workload and qualifications they must possess.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter contains a conclusion and recommendations for further research.

5.1. Conclusion

This study aims to determine pre-service English teachers' motivation to choose English teachers as a career in the Department of English Language Education, 53 students who take teaching streams in the Department of English Language Education in the academic year 2022/2023 have fully and satisfactorily answered all of the questionnaire's questions. The results of this study show that pre-service English teachers have a high factor to choose English teachers as a career in the social utility values domain. Then, pre-service English teachers have a low factor for choosing English teachers as a career in the domain of personal utility values.

5.2. Recommendation

This study focuses on factors influencing pre-service teachers to choose English teachers as a career in the English Education Department. The target population of this study still has limitations because it only includes the academic year 2022/2023 of students in a private university. The researcher advises other researchers to conduct additional data collection approaches with samples and respondents on a larger scale. In addition, future researchers can enhance this study with qualitative methods to obtain more in-depth results.

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APPENDICES

Appendix 1. FIT-Choice English and Indonesian items

| Factor | Item | Original English | Indonesian translation |
|---|------|--|---|
| Motivation for teaching | | | |
| Perceived teaching abilities | B5 | I have the qualities of a good teacher. | Saya memiliki kualitas seorang guru yang baik. |
| | B18 | I have good teaching skills. | Saya memiliki kemampuan mengajar yang baik. |
| | B34 | Teaching is a career suited to my abilities. | Mengajar adalah karir yang sesuai dengan kemampuan saya. |
| Intrinsic value | B1 | I am interested in teaching. | Saya tertarik untuk mengajar. |
| | B7 | I have always wanted to be a teacher. | Saya selalu ingin menjadi seorang guru. |
| Fallback career | B12 | I like teaching. | Saya suka mengajar. |
| | B11 | I was unsure of what career I wanted. | Saya tidak yakin dengan karir yang saya inginkan. |
| | B28 | I was not accepted into my first-choice career. | Saya tidak diterima dalam karir pilihan pertama saya. |
| | B36 | I chose teaching as a last-resort career. | Saya memilih mengajar sebagai pilihan terakhir. |
| Prior teaching and learning experiences | B16 | I have had inspirational teachers. | Saya memiliki guru-guru yang inspiratif. |
| | B26 | I have had good teachers as role models. | Saya memiliki guru yang baik sebagai panutan. |
| | B32 | I have had positive learning experiences. | Saya memiliki pengalaman belajar yang positif. |
| Social influences | B3 | My friends think I should become a teacher. | Teman-teman saya berpikir saya harus menjadi guru yang berpengaruh. |
| | B22 | My family thinks I should become a teacher. | Keluarga saya berpikir saya harus menjadi seorang guru |
| | B33 | People I have worked with think I should become a teacher. | Orang-orang yang pernah bekerja dengan saya berpikir saya harus menjadi seorang guru. |
| Personal utility values | | | |
| Job security | B14 | Teaching will offer a steady career path. | Mengajar akan menawarkan jalur karir yang stabil. |
| | B24 | Teaching will provide a reliable income. | Mengajar akan memberikan penghasilan yang dapat diandalkan. |
| | B31 | Teaching will be a secure job. | Mengajar akan menjadi pekerjaan yang aman. Pengajaran paruh waktu dapat |

| | | | |
|--------------------------------------|----------------|--|--|
| Time for family | B2 | Part-time teaching could allow more family time | memberikan lebih banyak waktu untuk keluarga Jam mengajar akan sesuai dengan tanggung jawab berkeluarga |
| | B15 | Teaching hours will fit with the responsibilities of having a family. | |
| | B25 | School holidays will fit in with family commitments | Liburan sekolah akan cocok dengan komitmen keluarga |
| | B4 | As a teacher I will have lengthy holidays. | Sebagai seorang guru saya akan memiliki liburan panjang |
| | B17 | As a teacher I will have a short working day. | Sebagai seorang guru saya akan memiliki hari kerja yang singkat |
| Job transferability | B8 | Teaching will be a useful job for me to have when traveling | Mengajar akan menjadi pekerjaan yang berguna untuk saya miliki saat bepergian |
| | B20 | A teaching qualification is recognized everywhere | Kualifikasi mengajar diakui di mana-mana |
| | B35 | A teaching job will allow me to choose where I wish to live | Pekerjaan mengajar akan memungkinkan saya untuk memilih di mana saya ingin tinggal |
| Social values | utility | | |
| Shape future of children/adolescents | B9 | Teaching will allow me to shape child/adolescent values | Mengajar akan memungkinkan saya untuk membentuk nilai-nilai anak dan remaja |
| | B21 | Teaching will allow me to influence the next generation. | Mengajar akan memungkinkan saya untuk mempengaruhi generasi berikutnya |
| Enhance equity | B29 | Teaching will allow me to raise the ambitions of underprivileged youth | Mengajar akan memungkinkan saya untuk meningkatkan ambisi kaum muda yang kurang mampu |
| | B37 | Teaching will allow me to benefit the socially disadvantaged | Mengajar akan memungkinkan saya memberi manfaat bagi mereka yang kurang beruntung secara sosial |
| Make contribution | B6 | Teaching will allow me to provide a service to society | Mengajar akan memungkinkan saya untuk memberikan layanan kontribusi kepada masyarakat |
| | B19 | Teachers make a worthwhile social contribution | Guru memberikan kontribusi sosial yang berharga |
| | B27 | Teaching enables me to give back to society | Mengajar memungkinkan saya untuk memberi kembali kepada masyarakat |
| Work with children/adolescents | B10 | I want to help children and adolescents learn | Saya ingin membantu anak-anak dan remaja belajar |
| | B13 | I want a job that involves working with children and adolescents. | Saya ingin pekerjaan yang melibatkan bekerja dengan anak-anak dan remaja. |
| | B23 | I want to work in a child/adolescent-centred environment | Saya ingin bekerja di lingkungan yang berpusat pada anak dan remaja. |
| | B30 | I like working with children/adolescents | Saya suka bekerja dengan anak-anak dan remaja |

| | | | |
|--------------------------|-----|---|---|
| Perception | | | |
| High demand | C2 | Do you think teachers have a heavy workload? | Apakah menurut Anda guru memiliki beban kerja yang berat? |
| | C5 | Do you think teaching is emotionally demanding? | Apakah menurut Anda mengajar itu menuntut emosi? |
| | C9 | Do you think teaching is hard work? | Apakah menurut Anda mengajar adalah kerja keras? |
| Expert career | C8 | Do you think teaching requires high levels of expert knowledge? | Apakah menurut Anda mengajar membutuhkan pengetahuan ahli tingkat tinggi? |
| | C12 | Do you think teachers need high levels of technical knowledge? | Apakah menurut Anda guru membutuhkan pengetahuan teknis tingkat tinggi? |
| Social status | C4 | Do you believe teachers are perceived as professionals? | Apakah Anda percaya guru dianggap sebagai profesional? |
| | C6 | Do you believe teaching is perceived as a high-status occupation? | Apakah menurut Anda mengajar dianggap sebagai pekerjaan berstatus tinggi? |
| | C10 | Do you believe teaching is a well-respected career? | Apakah Anda percaya mengajar adalah karir yang dihormati? |
| | C7 | Do you think teachers feel valued by society? | Apakah menurut Anda guru merasa dihargai oleh masyarakat? |
| | C11 | Do you think teachers feel their occupation has high social status? | Apakah menurut Anda para guru merasa pekerjaan mereka memiliki status sosial yang tinggi? |
| Salary | C1 | Do you think teaching is well paid? | Apakah menurut Anda mengajar dibayar dengan baik? |
| | C3 | Do you think teachers earn a good salary? | Apakah Anda pikir guru mendapatkan gaji yang baik? |
| Social dissuasion | D1 | Were you encouraged to pursue careers other than teaching? | Apakah Anda didorong untuk mengejar karir selain mengajar? |
| | D3 | Did others tell you teaching was not a good career choice? | Apakah orang lain memberi tahu Anda bahwa mengajar bukanlah pilihan karier yang baik? |
| | D5 | Did others influence you to consider careers other than teaching? | Apakah orang lain memengaruhi Anda untuk mempertimbangkan karier selain mengajar? |
| Satisfaction with choice | D2 | How satisfied are you with your choice of becoming a teacher? | Seberapa puasakah Anda dengan pilihan Anda menjadi guru? |
| | D4 | How happy are you with your decision to become a teacher? | Seberapa senang Anda dengan keputusan Anda menjadi seorang guru? |

Appendix 2. Questionnaire of the Factor Influencing Teaching-Choice (FIT-Choice)



Appendix 3. Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekarno Wijaya
Kampus Terpadu Universitas Islam Indonesia
J. Kalbarang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2135, 2114
F. (0274) 898444 ext. 2135
E. fpisbu@uii.ac.id
W. fpisbu.uii.ac.id

Tanggal : 31 Mei 2023
Nomor : 753/Dek/70/DURT/V/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Monic Afiyani Danita Sari
Nomor Induk Mahasiswa : 19322064
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Astri Hapsari, SS., M.TESOL
Judul Skripsi :

**"MOTIVATIONAL FACTORS INFLUENCING TEACHING AS A CAREER CHOICE:
A SURVEY STUDY"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb



Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP: 963200102