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WHY STUDENT TEACHERS MAJOR IN ENGLISH EDUCATION: AN ANALYSIS OF MOTIVES FOR BECOMING FUTURE TEACHERS

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Abstract/Izveček

This study explores the major factors that motivated 1139 student teachers at six teacher training institutions from the intake years 2015 to 2018 to enrol in English education programs. The result of quantitative descriptive analysis showed that in extrinsic motives, out of twenty-three motive statements, the mean scores of ten motive statements were included in the medium interpretation, followed by intrinsic motives with the mean scores of only three statements included in the medium interpretation out of thirteen motive statements, and in altruistic motives, of seventeen motive statements, the mean scores were included in the low interpretation.

Keywords:

altruistic motives,
extrinsic motives,
intrinsic motives, student
teachers

Ključne besede:

altruistični motivi,
zunanji motivi, notranji
motivi, študenti
pedagoških programov

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Zakaj se študenti pedagoških smeri odločajo za študij angleščine: analiza motivov za odločitev postati učitelj Ta raziskava je proučevala glavne motive 1139 študentov šestih institucij na področju izobraževanja učiteljev vpisanih v letih 2015 do 2018 za vpis v študijske programe angleščine. Rezultati kvantitativne deskriptivne analize so pokazali, da je pri zunanjih motivih deset od trindvajsetih izjav motiva uvrščenih v srednjo interpretacijo. Temu so sledili notranji motivi, kjer so bili izmed trinajstih izjav motiva v srednjo interpretacijo uvrščeni le trije srednji rezultati in altruistični motivi s sedemnajstimi izjavami motiva, od katerih so bili vsi srednji rezultati uvrščeni v nižjo interpretacijo.

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Introduction

The quality and performance of teachers will influence the success of educational changes. Without motivation, enthusiasm, and commitment to the learner's education, as well as to the teaching profession, it is impossible to offer high quality education (Heinz, 2015). That is why it is necessary to recruit highly motivated entrants to become future teachers. Teacher training institutions such as the Faculty of Teacher Training and Educational Sciences are responsible for recruiting high school graduates to be skilful and motivated future teachers. Since the release of the program of teacher certification in 2007, the profession of teacher has become promising. Year by year, the number of high school graduates who continue their studies at teacher training institutions has increased significantly. There are more than 450 teacher training institutions, with more than 1.5 million students. From these numbers, teacher training institutions can produce 300,000 teacher candidates every year, while our country requires only 40,000 teachers per year. This means that we are threatened not only by oversupply but also by the uncontrolled quality of institutions, the teaching and learning process, as well as the quality of the subsequent output (future teachers). However, this condition exerts an impact on teacher training institutions. They compete to recruit many students without considering the quality of the institution itself, such as institutional standards, the student recruitment system, curriculum, lecturers, facilities and infrastructure, and financial aspects. Until now, all these aspects seem to have been un-standardized. The student recruitment system is one important aspect that determines the quality of prospective teachers. Unfortunately, there is no standard policy yet for recruiting students to enrol at LPTK (*Ditjen Sumber Daya Ristek Dikti*, 2017). They only have to pass a one-time written test for all majors, including the English education major. This condition may not be able to identify students who genuinely want to be teachers, especially English teachers, in the future. However, it is essential to know their motives for enrolling in the English education major and becoming English teachers. Over the years, studies related to the motivation to learn English as foreign language and to become a teacher of a foreign language, in this case an English teacher, have been conducted (Flores & Niklasson, 2014; Kyriacou & Kobori, 1998). Unfortunately, such studies are not often conducted in Indonesia, since there are limited studies regarding this issue, except for Mukminin, Kamil, Muazza, and Haryanto (2017) and Mukminin, Rohayati, Putra, Habibi, and Aina (2017).

Based on this fact, we were driven to conduct a study on the motives of prospective student teachers to enrol at Teacher Training Institutions majoring in English Education and to become English teachers for their future career. Previous studies (e.g., Brown, 1992; Chuene, Lubben, & Newson, 1999; Kyriacou & Kobori, 1998; Mukminin et al., 2017; Mukminin et al., 2017) have established three main categories of motives: altruistic, intrinsic and extrinsic. First, *altruistic motives* deal with seeing teaching as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve. Second, *intrinsic motives* cover aspects of the job activity itself, such as the activity of teaching children and an interest in using their subject matter knowledge and expertise. Third, *extrinsic motives* cover the aspects of the job that are not inherent in the work itself, such as long holidays, level of pay, and status. Other studies have identified the altruistic, intrinsic, and extrinsic motives that attracted senior high school graduates to enrol at teacher training institutions (e.g., Fokkens-Bruinsma & Carrinus, 2012; Johnston, McKeown, & McEwen, 1999; Kılınç, Watt, & Richardson, 2012; King, 1993; Kyriacou & Coulthard, 2000; Kyriacou, Hultgren, & Stephens, 1999; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lai, Chan, Ko, & So, 2005; Lin, Shi, Wang, Zhang, & Hui, 2012; Low, Lim, Ch'ng, & Goh, 2011; Manuel & Hughes, 2006; Mukminin et al., 2017; Pop & Turner, 2009; Richardson & Watt, 2006; Schutz, Crowder, & White, 2001; Yong, 1995). These studies commonly found three major motives (altruistic, intrinsic, and extrinsic) among newly graduated senior high school students for choosing a teacher training institution. Nevertheless, those studies provide information only about the student teachers' motives for enrolling at teacher training institutions in all majors. Only a few (e.g., Mukminin et al., 2017) have focused on the views of student teachers, especially those who take an English education major and the correlation between students' socio-demographic characteristics with their choice of the English education major and the impact on the recruitment system. The recruitment system for accepting recruits into teacher training institutions in Indonesia operates through a one-time written test, nationally administered. This cannot provide enough information on a candidate's capability in teaching, or the motives that drive them to enrol at teacher training institutions, especially for a major in English education. Thus, this study examined student teachers' motivation levels in taking the English Education Major at teacher training institutions. Moreover, this study sought to discover the difference in the level of motives among altruistic, intrinsic, and extrinsic motives for the student teachers to elect an English education

major to become an English teacher with their socio-demographic characteristics (academic year, university, gender, and parents' occupation). To address the issues, the following research questions guided this study: 1. What are student teachers' motive levels for choosing an English Education Major in Teacher Training Institutions? 2. What are the differences in the student teachers' motivation levels, based on the demographic background?

Methods

Design of the study

This study used a cross-sectional survey design. For the purpose of the study, we obtained permission from three public and two private universities in Jambi and one Islamic public university in South Sumatra, Indonesia (see Table 1). All English student teachers at the research sites were invited to join the study by participating in completing the questionnaire. The target populations of this study were all student teachers taking an English education major in six teacher training institutions from the intake years 2014, 2015, 2016, 2017, and 2018. Unfortunately, we failed to obtain data from the respondents in the intake year 2014. The total number of student teachers was 1712 persons, and 89 respondents participated in the pilot study.

Data collection procedure

The instrument used in this study was a closed-ended questionnaire, adapted from Sinclair (2008) and Eccles (2005, as cited in Killinc et al., 2012) and comprising two parts. The first part requests the participant's socio-demographic background information, consisting of batch year indicated by semester, university, gender, and parents' occupations, divided into father's and mother's occupation. Then, the second part of the questionnaire focuses on the three motives (extrinsic, altruistic, and intrinsic), consisting of 53 items. We used a 5-level Likert scale: *strongly agree (SA)*, *agree (A)*, *disagree (D)*, and *strongly disagree (SD)*. To establish its validity and reliability, the questionnaire had been piloted on 89 student teachers from Universitas Jambi before we distributed it to the real respondents. In the process of collecting data from six (6) teacher training institutions, we personally asked permission from the Deans by explaining the purpose for obtaining the data. After they confirmed, we

began to distribute the questionnaire. It took 15 to 20 minutes to complete the questionnaire. However, not all respondents returned the questionnaire, and several questionnaires were regarded as not accepted because the respondents did not fill out the questionnaire completely. The response rates for the questionnaires are summarized in Table 1 below:

Table 1: Frequency and percentage of student teachers' response rates

| Teacher Training Institutions | Questionnaires Distributed | Questionnaires Returned |
|-------------------------------|----------------------------|-------------------------|
| Universitas Jambi | 319 | 239 (74.9%) |
| Universitas Batanghari | 169 | 101 (59.7%) |
| UIN Sultan Thaha Syaifuddin | 525 | 282 (53.7%) |
| UIN Raden Fatah | 362 | 336 (92.81%) |
| STKIP Bangko | 119 | 84 (89.36%) |
| IAIN Kerinci | 124 | 97 (78.2%) |
| Total | 1712 | 1139 (72.6%) |

Data analysis

The quantitative data analysis was processed using the Statistical Package for the Social Sciences (SPSS) Version 23.0 for Windows. The data analysis involved a 5-step Likert-scale, from strongly agree, to agree, neither agree nor disagree, not agree, and strongly disagree. Table 2 shows the score rating of the Likert-scale. For reliability, based on the result of the analysis of Cronbach alpha, it was found that the value of α was 0.850. So, it can be concluded that this questionnaire was reliable. In this research, for validity, we used a "think – aloud interview" (Neuman, 2014) with the respondents who were not part of this study. Of 89 respondents, 30 agreed to participate. Through this technique, respondents were asked to articulate their thoughts about the questionnaire, while the researcher took notes about their thoughts (Johnson & Christensen, 2008). Researchers can thus measure if non-sample respondents obtain the same understanding of the questionnaire as the researcher. One result of using the technique was that respondents suggested that the researcher provide an Indonesian version of the questionnaire.

Table 2: Tripartite motives score rating

| Questionnaire items (5-point Likert-Scale) | |
|--|----------------------------|
| 5 | Strongly agree |
| 4 | Agree |
| 3 | Neither agree nor disagree |
| 2 | Not agree |
| 1 | Strongly disagree |

Descriptive statistical analysis was used in data analysis of this research to describe the profile of respondents and their responses to research questions. The frequency measures including percentages, means, and standard deviation were used in this step. The mean score of the respondents' motives was calculated, and this mean score indicated the respondents' overall self-report on their own level of motives. The interpretation of the mean score, QCA (2000 cited in Hadiyanto, 2011) offers the most relevant interpretation of the data. Table 3 below shows the interpretation of the mean score's level.

Table 3: Interpretation of mean scores

| Mean Score | Interpretation |
|--------------|----------------|
| 1.00 to 2.33 | Low |
| 2.34 to 3.66 | Medium |
| 3.67 to 5.00 | High |

Qualification and Curriculum Authority (QCA). 2000. Key Skills Units (Level 1-5), London cited by Hadiyanto (2011)

Results

Demographic background of respondents

This study involved 1139 student teachers majoring in English education from six teacher training institutions, consisting of 239 student teachers from *Universitas Jambi*, 101 student teachers from *Universitas Batanghari*, 282 student teachers from *UIN Sultan Thaba Syaifuddin Jambi*, 336 student teachers from *UIN Raden Fatah Palembang*, 97 student teachers from *IAIN Kerinci*, and 84 student teachers from *STKIP Bangko*. By looking at the gender category, from the six teacher training institutions, most respondents were female. From *Universitas Jambi*, 77.8% were female and 22.2% male, while from *Universitas Batanghari*, female respondents comprised 83.2% and only 16.8% were male. From *UIN Sultan Thaba Syaifuddin Jambi*, out of 282 respondents, only 59 (20.92%) were male and the rest female--223 (79.08%).

From UIN Raden Fatah Palembang, out of 336 respondents, only 14.3% were male and 85.7% females. From LAIN Kerinci, 73.2% of respondents were female and 26.8% male. While from STKIP Bangko, 80.9% respondents were female and only 19.1% male. Parents' occupations were divided into two categories, father's occupations and mother's occupations. Out of 1139 respondents, the highest numbers of fathers were farmers (43.10%); 27.56% were businessmen, 24.67% civil servants, and the rest were 'unemployed' (4.65%) (No job or deceased). For mother's occupations, more than half the respondents' mothers were unemployed or housewives (68.12%). Then followed mothers who were farmers, 12.64%, civil servants 12.29%, and the rest were businesswomen (6.93%).

Levels of Student teachers' motives for taking an English education major

The data gathered from the distributed questionnaires covered 1139 respondents. The rankings of each statement from each motive (extrinsic, altruistic, and intrinsic) were arranged according to the mean scores. The descriptions of each dominant motive are displayed and discussed below.

Extrinsic motives of student teachers taking the English education major. Table 4 shows the major initial extrinsic attractions for student teachers to choose an English education major, based on the mean score rank. Out of 23 statements, ten fell into the medium level. The three highest mean scores (3.43) were obtained by the statement "I could not enrol in the department that I desired most"; "I chose to be an English teacher as a last resort"; "I am not sure about the profession I wanted to have" received mean scores of 3.36 and 3.00, respectively. These were included in the "No Other Choice" sub-category. Other statements included in the sub-category "Time for Family/Working Hours" came right after the previous sub-category. The statement "The time schedule will be compatible with my home situation" received a mean score of 3.24, followed by "A teacher will have longer holidays and vacation" with a mean score of 2.90, and "I will be able to work near home" (2.65).

In the sub-category "job transferability," the mean score was 2.89 for the statement "A teaching job will allow me to choose where I wish to live", while for the sub-category "social influence/influence of others", the mean score was 2.47 for "I am inspired by my parents" and 2.38 for "My friends think that I should be an English teacher." In the

sub-category “job security,” the mean score for “*Teaching will enable me to have a reliable salary*” was 2.43. None of the statements was included in the sub-category “nature of work” at the medium level. The rest of the statements were at low level.

Table 4: Student teachers’ extrinsic motives rank based on the level of mean score

| STATEMENTS | MEAN | S.D | LEVEL |
|---|------|-------|--------|
| As a teacher, I can have much more time for family | 2.20 | ,815 | Low |
| As a teacher, I will have longer holidays and vacation | 2.90 | ,937 | Medium |
| As a teacher; I will have fewer working hours per day | 2.25 | ,859 | Low |
| As a teacher, I will have flexible time for family | 2.28 | ,804 | Low |
| The time schedule will be compatible with my home situation | 3.24 | ,953 | Medium |
| I will be able to work near home | 2.65 | ,878 | Medium |
| Teaching will provide me with a steady career path | 2.13 | ,788 | Low |
| Teaching will enable me to have a reliable salary | 2.43 | ,781 | Medium |
| Teaching will ensure a sustainable profession | 2.21 | ,711 | Low |
| As an English teacher, I could have an opportunity to work internationally. | 1.79 | ,749 | Low |
| A teaching certification could enable me to work in other countries/ or another country | 2.00 | ,793 | Low |
| A teaching job will allow me to choose where I wish to live | 2.89 | ,814 | Medium |
| My friends think that I should be an English teacher | 2.38 | ,890 | Medium |
| My family encourage me to be an English teacher | 2.07 | ,940 | Low |
| I am inspired by my parents | 2.47 | 1.197 | Medium |
| I am inspired by my former English teacher | 2.13 | 1.058 | Low |
| I could not enrol in the department that I desired most | 3.43 | 1.379 | Medium |
| I chose to be an English teacher as a last resort | 3.36 | 1.325 | Medium |
| I am not sure about the profession I wanted to have | 3.00 | 1.135 | Medium |
| Teaching is a creative profession | 1.73 | ,693 | Low |
| Teaching gives me an opportunity to interact with interesting colleagues/students. | 1.53 | ,624 | Low |
| Teaching gives me an opportunity to meet a lot of people | 1.57 | ,664 | Low |
| Teaching is varied work, so it will not lead to boredom | 2.09 | ,761 | Low |

Altruistic motives of student teachers in choosing the English education major: In the category of altruistic motives, none of the statements ranked in the medium or high level. All of them scored in the low level. Of the five highest mean scores, the statement

“Teaching will enable me to fight against social disadvantage.” received the highest mean score (2.18). This statement is part of the sub-category “enhancing social equity.” The statement that gained the second highest mean score (1.98) was “Teaching English will enable me to serve the society.” This statement is included in the ‘contribution to society’ sub-category. The ‘love of children’ sub-category, consisting of two statements, obtained the next highest mean scores. They are “I would like to work in an environment where there are children and young people.” and “I like working with children and young people.” Both statements achieved the same mean score, which was 1.95. The statement, “Teaching will enable me to influence the next generation.” received the mean score of 1.93 in the sub-category ‘molding the young generation.’ Table 5 shows the specific results for the altruistic motive statements of the student teachers, based on the level of mean scores.

Table 5: Student teachers’ altruistic motives ranked by mean score

| Statements | M | S.D | LEVEL |
|---|------|------|-------|
| I want a profession that involves working with children or young people. | 1.90 | .750 | Low |
| I would like to work in an environment where there are children and young people. | 1.95 | .716 | Low |
| I like working with children and young people. | 1.95 | .706 | Low |
| Teaching English will enable me to serve the society. | 1.98 | .737 | Low |
| By teaching English, I will make valued contributions to society. | 1.89 | .685 | Low |
| Teaching gives me a chance to make a positive impact on society. | 1.82 | .673 | Low |
| Helping society better in the future. | 1.71 | .666 | Low |
| Teaching will enable me to shape children and young people | 1.89 | .705 | Low |
| Teaching will enable me to influence the next generation. | 1.93 | .715 | Low |
| Teaching will make me have an effect on children and young people | 1.77 | .623 | Low |
| Teaching English will enable me to increase the will to succeed in students who do not have opportunities | 1.76 | .685 | Low |
| Teaching will enable me to fight against social disadvantage. | 2.18 | .784 | Low |
| Teaching will offer me the opportunity to help children or young people in need of social assistance | 1.82 | .653 | Low |

Intrinsic motives of student teachers in choosing the English education major: the major reasons that stimulate the student teachers to continue their studies in English Education and to become English teachers intrinsically are descriptively described in Table 6

Table 6: Student teachers' intrinsic motives ranked by mean score

| Statements | MEAN | S.D | LEVEL |
|---|------|-------|--------|
| I am interested in teaching | 2.03 | .764 | Low |
| I have always wanted to be an English teacher | 2.30 | .859 | Low |
| Teaching English suits me | 2.39 | .790 | Medium |
| I feel a personal "calling" to teach | 2.32 | .850 | Low |
| I love teaching English | 2.10 | .775 | Low |
| Teaching is an intellectually stimulating occupation | 1.99 | .653 | Low |
| I have a desire to impart knowledge to other people | 1.73 | .653 | Low |
| Teaching gives me an opportunity to promote respect for knowledge and learning | 1.86 | .610 | Low |
| Teaching gives me a lifelong opportunity to learn | 1.76 | .700 | Low |
| Teaching offers me a good opportunity for career advancement | 1.99 | .705 | Low |
| Teaching can easily lead to other careers | 2.18 | .737 | Low |
| Teaching can help me develop character | 1.86 | .638 | Low |
| Teaching gives me immediate feedback about the effectiveness of my performance (e.g. from students or peers). | 2.21 | .696 | Low |
| Teaching gives me an opportunity to be an authority | 2.44 | .755 | Medium |
| I like the thought of being the centre of attention in a room of people | 2.91 | 1.090 | Medium |
| Teaching gives me a chance to be my own boss | 2.14 | .911 | Low |
| Teaching gives me an opportunity for leadership | 1.91 | .790 | Low |

As is clear from Table 6 above, based on the mean scores, there were three statements at the medium level, and the rest were in the low level. The first two highest mean scores were obtained by the statement "*I like the thought of being the centre of attention in a room of people*" and "*Teaching gives me an opportunity to be an authority*" with a mean score of 2.91 and 2.44, respectively. Both statements were in the sub-theme "authority and leadership." Next, the statement, "*Teaching English suits me*" with a mean score of 2.39 was at the third highest mean score, which is part of the sub-category "personal ambition/personal characteristics." None of the two other sub-categories was in the medium level; all of them were in the low levels. These were the sub-categories of "intellectual challenge/stimulation" and "personal/professional development".

Comparison of student teachers' motives with demographic background

The findings on the level of extrinsic, altruistic, and intrinsic motives were obtained from the student teachers' socio-demographic background. The socio-demographic background consisted of the batch (academic year), university, gender, father's occupation, and mother's occupation. *Student teacher's motives based on academic year:* we found the level of each motive based on the mean score. Extrinsic motives were found to be the highest mean score. In the category of batches, the student teachers who enrolled in the academic year 2018 obtained the highest mean score of 2.44, followed by those who enrolled in the academic year 2016 with a mean score of 2.37. In the academic year 2015, the mean score was 2.36 and in the academic year 2017, the mean score was 2.32.

The second reason that student teachers selected the English education major was based on intrinsic motives (low level). The highest mean score for this motive was 2.19 (year 2018), followed by the mean score of 2.13, obtained by student teachers who enrolled in the academic year 2015. In the academic year 2016, the mean score was 2.10. Finally, for the academic year 2017, the mean score was 2.05.

Student teacher's motives based on university of origin: comparison of the mean scores showed the level of student teachers' motives based on their institutions. Of six institutions, only two had mean scores at the low level for all motives: *STKIP Bangko* and *UIN Raden Fatah Palembang*, with the same highest mean score of 2.26 for extrinsic motives. For the other four institutions, extrinsic motives received the highest mean score, which was interpreted at the medium level. *STAIN Kerinci* achieved the highest mean score of 2.51, followed by *Universitas Jambi* with a mean score of 2.45, then *UIN STS Jambi* with a mean score of 2.44, and ranking last was *Universitas Batanghari* with a mean score of 2.40. However, all institutions received the same motive rank, in which extrinsic motives obtained the highest mean score, followed by intrinsic motives and lastly, by altruistic motives.

Student teacher's motives ranked by gender, Table 7, show that between males and females, there were no differences in the rank level of mean score obtained. Extrinsic motive mean scores ranked first, with a value of 2.35 for females and 2.48 for males. The interpretation level is medium, followed by intrinsic motives, with values of

mean scores between 2.21 and 2.10 for males and females, respectively. The last motive rank was the altruistic motives, with values of mean scores between 1.93 and 1.87 for males and females, respectively. Nevertheless, both intrinsic and altruistic motives were interpreted at the low level.

Table 7: Comparison of mean scores showing student teachers' motives ranked by gender

| MOTIVES | N | FEMALE | | | N | MALE | | |
|-------------------|-----|--------|-------|--------|-----|------|-------|--------|
| | | Mean | S.D | Level | | Mean | S.D | Level |
| Extrinsic | 921 | 2,35 | 0,338 | Medium | 218 | 2,48 | 0,310 | Medium |
| Intrinsic | 921 | 2,10 | 0,453 | Low | 218 | 2,21 | 0,442 | Low |
| Altruistic | 921 | 1,87 | 0,446 | Low | 218 | 1,93 | 0,465 | Low |

N = 1139 respondents

Student teachers' motives ranked by parents' occupations: in the case of parental occupation, the findings showed that extrinsic motives achieved the first rank in the medium level, followed by intrinsic and altruistic motives at the low level. Between intrinsic and altruistic motives, generally, the mean scores for intrinsic motives were higher than the altruistic ones. Fathers' occupations included businessman, civil servant, farmer, and unemployed. The deceased and those with no job were considered as 'unemployed'. For mothers' occupations, we also divided their jobs into four categories, as for paternal occupations. These were businesswoman, civil servant, farmer, and unemployed persons. Mothers who were housewives were included in the "unemployed" category.

The findings show that the highest mean score in fathers' occupation pertain to unemployed persons. Even though the number of students in this group was 53, it ranked in first position. The value of the mean score was 2.45. The second ranks were occupied by civil servants and farmers, with a value of 2.38. Paternal occupation as businessman reached the mean score of 2.36. Those were interpreted at the medium level in extrinsic motives. The second place was attributed to intrinsic motives. The values of mean scores were 2.25 for unemployed, 2.14 for farmers, 2.10 for civil servants, and 2.08 for businessmen. All of these were interpreted at the low level. The last motive rank was altruistic motives. The occupation as a farmer showed the highest mean score of 1.93, followed by unemployed, with a mean score of 1.91; civil servant and businessman received the same mean score of 1.84. These were also at the low level.

The category of maternal occupation revealed that, overall, extrinsic motives were the primary motive that triggered student teachers to become English teachers, followed by intrinsic and lastly by altruistic motives. Student teachers whose mothers were housewives (in this study, included in the unemployed) obtained the highest mean score of 2.38, followed by farmers, with the mean score of 2.42. Additionally, businesswomen and civil servants had mean scores of 2.35 and 2.34, respectively. All these highest mean scores were included in the range of the medium level.

However, the other two motives, intrinsic and altruistic, were in the low level of interpretation. Civil servants and farmers had the same mean scores of 2.15, followed by businesswomen $\bar{x} = 2.13$ and unemployed/housewives $\bar{x} = 2.11$. Overall, those mean scores were intrinsic motives, while the other mean scores were included in altruistic motives. To be more specific, farmers $\bar{x} = 1.93$, unemployed/housewives $\bar{x} = 1.89$, businesswomen $\bar{x} = 1.87$, and civil servants $\bar{x} = 1.82$.

Discussion

This study sought to examine student teachers' motives in selecting an English education major at teacher training institutions. Particularly, this study examined student teachers' motive levels for choosing an English education major in teacher training institutions. Furthermore, this study aimed to reveal differences in the levels among altruistic, intrinsic, and extrinsic motives for student teachers to choose an English education major to become English teachers and their socio-demographic characteristics (academic year, university, gender, and parents' occupation). Our findings indicated that in the extrinsic category with three levels of interpretation, the medium level was the highest level of interpretation, which indicated student teachers' motive for becoming English teachers. Out of twenty-three extrinsic motive statements, ten were at the medium level. Based on the mean score of each statement, the sub-category 'no other choice' was the most prominent reason for student teachers selecting an English education major. The second rank was obtained by the sub-category 'time for family/working hours,' followed by 'Job transferability' in the third rank. The fourth and fifth ranks were obtained by the sub-category of 'social influence/influence of others' and 'secure job', respectively.

In the 'no other choice' sub-category, three statements mainly showed student teachers' initial motives for choosing an English education major. First, the failure to take a desired major (mean score = 3.43) became the main reason, followed by becoming an English teacher as a last resort (mean score = 3.36), and the third highest mean score was obtained by the statement that they were still not sure what profession they wanted for their future (mean score = 3.00). For the sub-category 'time for family/working hours', the compatibility of working hours with the home situation, long holidays, and work near home also became priorities leading student teachers to take an English education major. While under the sub-category 'job transferability', only one statement fell in the medium level. It was '*A teaching job will allow me to choose where I wish to live.*'

The sub-category 'social influence/influence of others', with two main priorities consisting of 'inspired by parents' and 'because of friends' suggestion', became the main reason for entering an English education major. The last sub-category in the medium interpretation level was 'secure job', and the salary was the initial reason for choosing this major. The findings support the previous study conducted by Yong (1995), who conducted his study with 1st, 2nd, and 3rd year student teachers enrolled in the education program at the University Brunei Darussalam. His study revealed that extrinsic motives were the main reasons for students becoming teachers. Two reasons that heavily influenced them were 'no other choice' and 'influence of others.' Other previous studies from countries such as China (Su et al., 2001); Turkey (Kiliç et al., 2012), Brunei (Yong, 1995), Zimbabwe (Chivore, 1988), Malaysia (Yaakub, 1990), Jamaica (Bastick, 2000) and Malawi (Mtika & Gates, 2011) revealed that extrinsic motives were regarded as the main priority in choosing teaching as a career. Extrinsic motives referring to salary and career status were a stepping stone to finding another desirable profession and were regarded as important or even as the most influential reasons for becoming a teacher. Additionally, Yaakub (1990) found that the majority of his respondents, 88% of 210, strongly agreed and/or agreed that the teaching profession was a secure job, and 70% of respondents maintained that it would be easy to find employment after teacher training. As the findings showed, the main priority for student teachers in entering an English major and becoming English teachers had no connection at all with the desire to teach. This could become a serious problem for educational standards and could result in poor teacher quality,

leading eventually to poor quality students. This could create a vicious cycle unless teacher training institutions recruit motivated future student teachers.

Based on the data gathered, it was revealed that only three motive statements were interpreted in the medium level, while the rest were in the low level of interpretation, showing the level of willingness behind their decision to continue studying in an English Education Major and to become English teachers. The highest mean score (2.91) was attributed to the statement *'I like the thought of being the centre of attention in a room of people.'*, followed by the statement *"Teaching gives me an opportunity to be in authority."*, with a mean score of 2.44; these were two statements from the sub-category "authority and leadership." In contrast to previous studies conducted by Mukminin et al. (2017), (Yong, 1995); and Lai et al. (2005), it was found that the dominant motives of student teachers in becoming English teachers were the opportunities for academic development. The other motive statement in the medium level of interpretation, with a mean score of 2.39, was *"Teaching English suits me."* under the sub-category of personal ambition/personal characteristics (third rank). This finding is in line with the study by Clarke (2009), since he discovered that in Ireland the intrinsic factor "love of subject" achieved the third highest mean value. The remaining motive statements from the two sub-categories 'intellectual challenge/stimulation' and 'personal/professional development' were in the low level of interpretations. These results indicate that it was authority and leadership factors that mostly attracted student teachers to continue their studies in an English education major, more than personal ambition, intellectual challenge, or personal development. These results were in line with the findings by Ngoepe (2014), who stated that intrinsic motives were triggered by interest in or enjoyment of the teaching activity itself and that there was no external pressure on them at all. Additionally, Heinz (2015) stated that in the category of intrinsic motives, aside from enjoyment of teaching, job satisfaction, creativity and interest in the teaching subject were included in this motive. In contrast to the two previously discussed motives (extrinsic and intrinsic), in the category of altruistic motives, all statements were in the low level of interpretation. The findings could mean that altruistic motives did not appear as the main reason influencing student teachers to pursue their studies and become English teachers in the future. However, if we consider the ranking of statements based on the mean score, the highest mean score was 2.18 for the statement *"Teaching will enable me to fight against social disadvantage."*, (ranked

first), followed by the statement “Teaching English will enable me to serve the society” (mean score = 1.98). These two statements were in the sub-category ‘enhancing social equity’ and ‘contribution to society.’ These indicated that even though student teachers belonged to the millennium generation, they still cared about society and wanted to contribute something to society through education, especially by teaching English to make society better. This finding supports earlier studies conducted by Mukminin et al. (2017), who found that more than half (53.85%) of their respondents agreed with the statement, “I have a desire to contribute to society.” Moreover, King (1993) in his study, also revealed that the vast majority (86%) of his participants chose the statement, “Teaching contributes to the betterment of society.” Another earlier study which is in line with this finding was conducted by Manuel and Hughes (2006). They found that 50.77% of their participants ‘strongly agree’ with the statement “It has a socially worthwhile job” followed by the statement “I want to enhance social equity” (46.15% in agreement). The statements “I would like to work in an environment where there are children and young people” and “I like working with children and young people” ranked third (mean score = 1.95). These statements were included in the sub-category “love of children.” These findings support earlier studies conducted in Indonesia by Mukminin et al. (2017), in Hongkong by Lai et al. (2005), in the Netherlands by Fokkens-Bruinsma & Carrinus, (2012), in Australia by Manuel and Hughes (2006), and in Turkey by Kılınc et al. (2012), who found that working with young people or loving to work with children were common reasons for becoming a teacher. This indicates that a love of children was another motive triggering person to become involved in the world of education, in this case, teaching. This motive did not appear only in Indonesia but also in other countries with different cultures. In terms of the academic year, four batches were included in this research. They were from academic years 2015/2016 to 2018/2019. Based on the calculated descriptive analysis, it was clearly shown that overall, extrinsic motives were the main reasons for student teachers pursuing their studies in the English education major and becoming English teacher,s over intrinsic and altruistic motives. Only one batch, the academic year 2017/2018, was in the low level of interpretation for all motives, while for the other academic years, extrinsic motives were in the medium level of interpretation, while intrinsic and altruistic motives were in the low level. This indicates that in general, extrinsic motives constitute the initial determinants for students to become English teachers over other motives. In terms of the universities or institutions attended by

the student teachers, six institutions were involved in this research: Universitas Jambi, Universitas Batanghari, UIN Sultan Thaha Syaifudin, UIN Raden Fatah, STKIP Bangko, and IAIN Kerinci. Based on the level of interpretations and according to mean scores, two institutions, STKIP Bangko and UIN Raden Fatah Palembang, were in the low level for the three main motives. In terms of gender, there were more females ($n = 921$) than males ($n=218$) pursuing an English education major. This shows that females seem more attracted to becoming English teachers than males. However, there was no difference in the level of interpretation based on the mean scores for the three motives. Both males' and females' dominant motives impelling them to become students at teacher training institutions were extrinsic motives. With respect to parental occupation, the questionnaire was categorized into four main occupations, for both the father's and mother's occupations. The occupations were businessman/woman, civil servant, farmer, and unemployed. The unemployed category for fathers included deceased and having no job, while for mothers there was also housewife. Among the three main motives, the same with the other socio-demographics (academic year, gender, and university), extrinsic motives were the initial/primary motives that triggered students to become English teachers or students at teacher training institutions, followed by intrinsic motives, and altruistic motives. Overall, extrinsic motives were the ones most preferred by respondents who planned to become English teachers. These findings differed from those of previous studies, such as Subasi's (2009); Brown's (1992), King's (1993), Kyriacou and Kobori's (1998) and Kyriacou and Coulthard's (2000), who found that intrinsic and altruistic motives, rather than extrinsic motives, mostly influenced students to become English teachers.

Conclusion and Implications

This study sought to examine student teachers' motives in selecting an English education major at teacher training institutions. Particularly, this study examined student teachers' motive levels for taking an English education major in teacher training institutions. Furthermore, this study aimed to research differences in the level of motives among altruistic, intrinsic, and extrinsic motives for the student teachers taking an English education major to become English teachers, with reference to their socio-demographic characteristics (academic year, university, gender, and parental occupation).

Overall, extrinsic motives proved to be the initial determinants and were the ones most preferred over other motives by respondents who planned to take an English education major at teacher training institutions. Another finding of this study revealed that the fifty-three motives were crucial and interrelated. However, the study revealed one surprising issue, since the motive “no other choice”, which belonged in the category of extrinsic motives, was the most prominent motive for student teachers to enter an English education program. The findings of this study provide new evidence of and data for policymakers that the one-time written test that has been used for years to recruit senior high graduates from different majors (science, social, and language) to become English teachers cannot guarantee highly motivated candidates for future English teachers. The standard policy of recruiting prospective students to enrol at teacher training institutions should no longer rely on a one-time written test. There should be a model of recruiting highly motivated senior high graduates that screens students’ cognitive, affective, and psychomotor areas. Given this study’s limitation in being a quantitative study, further research can be undertaken by using a mixed mode method: quantitative, with a questionnaire as the main data gathering source and qualitative in obtaining data by an interview or focus group discussion; or vice-versa. Second, further research can be conducted on a larger scale by including more than one major, not only the English study program, and teacher training institutions included in further study would not only be from the area of Jambi and South Sumatera Province, but the sample of the study could cover other provinces, so that the findings could be generalized and the instrument could be applied to all provinces in Indonesia and even to other countries.

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