

Pre-Service English Teachers' Perceptions and Motivations in Continuing Their Profession as EFL Teachers

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Abstrak

Program Studi Pendidikan Bahasa Inggris untuk menjadi guru Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini menyelidiki persepsi mahasiswa calon guru bahasa Inggris tentang kelanjutan studi sebagai guru bahasa Inggris sebagai pilihan profesi dan faktor-faktor motivasi yang mempengaruhi mahasiswa calon guru untuk melanjutkan studi sebagai guru bahasa Inggris sebagai pilihan profesi. Penelitian ini bersifat fenomenologis. Pendekatan penelitian kualitatif dengan menggunakan kuesioner dilakukan dengan sampel 86 mahasiswa program studi Pendidikan Bahasa Inggris yang diberikan kuesioner untuk diisi melalui tautan G-Form, dan 21 mahasiswa mengembalikan kuesioner tersebut. Kemudian, penelitian ini juga melakukan wawancara semi-terstruktur dengan sampel empat mahasiswa program studi Pendidikan Bahasa Inggris angkatan 2019 dari salah satu universitas negeri di Surabaya yang telah menyelesaikan program praktik mengajar (PLP) di semester tujuh. Hasilnya menunjukkan bahwa para peserta memilih untuk menjadi guru bahasa Inggris karena faktor internal, eksternal, dan altruistik. Demikian juga, mereka yang memutuskan untuk tidak menjadi guru bahasa Inggris dipengaruhi oleh faktor internal, eksternal, dan altruistik. Temuan ini bertentangan dengan penelitian sebelumnya mengenai motivasi guru di negara berkembang dan apa yang umumnya diyakini di Indonesia. Selain itu, setelah menyelesaikan tujuh semester perkuliahan dan praktik mengajar, persepsi angkatan 2019 terhadap Program Studi Pendidikan Bahasa Inggris sangat berubah. Mayoritas responden memiliki pandangan yang positif tentang kemungkinan bekerja sebagai guru bahasa Inggris, tetapi beberapa dari mereka memiliki pandangan yang negatif tentang kemungkinan bekerja sebagai guru bahasa Inggris. Akhirnya, penelitian ini menyarankan untuk memahami persepsi mereka. Sehingga institusi pendidikan dapat memberikan dukungan, bimbingan, dan kesempatan yang disesuaikan untuk menumbuhkan dan mempertahankan persepsi mahasiswa Pendidikan Bahasa Inggris dalam mengejar profesi mereka di masa depan sebagai guru bahasa Inggris.

Kata Kunci: Persepsi, Motivasi, Profesi Guru Bahasa Inggris.

Abstract

Perception significantly motivates English Language Education Study Program students to become English as a Foreign Language (EFL) teachers. This study investigates pre-service English teachers' perceptions of continuing as English teachers as a professional choice and the motivational factors that influence pre-service teachers to continue as English teachers as a professional choice. The investigation is phenomenological. A qualitative research approach using a questionnaire was conducted with a sample of 86 students of an English Language Education study programme who were given a questionnaire to be filled in through the G-Form link, and 21 students returned the questionnaire. Then, this research also conducted semi-structured interviews with a sample of four English Language Education Study Programme students of the 2019 cohort of one state university in Surabaya who had completed the teaching practice programme (PLP) in semester seven. The results suggest that the participants chose to become English teachers because of internal, external, and altruistic factors. Likewise, those who decided not to become English teachers were influenced by internal, external, and altruistic factors. These findings contradict previous research on teacher motivation in developing countries and what is commonly believed in Indonesia. Furthermore, having completed a teaching practice program and seven semesters of lectures has had a significant impact on the 2019 cohort's perceptions of the English Language Education Study Program. The majority of those given the questionnaire had a favorable view of continuing to become an English teacher as a career. Finally, this study suggests understanding their perceptions. So that educational institutions can provide tailored support, guidance, and opportunities to cultivate and maintain the iv perceptions of ELE students in pursuing their future profession as EFL teachers.

Keywords: Perception, Motivation, EFL Teacher Profession

INTRODUCTION

A teacher has a noble profession; he or she is an educator who acts as a parent figure in the classroom. The responsibilities of a teacher in a school include inspiring students, acting as a facilitator of the teaching and learning process, and providing moral and ethical instructions. In addition, teachers play a significant role in the success of these educational institutions by increasing student success, and they are the most critical agents for enhancing schools' academic and social success (Balker, 2015). Therefore, a teacher has an incredibly important role within the school environment, not just by teaching lessons but also by providing guidance and instruction in moral and ethical behavior.

The present issue is the motivation of education graduates to enter the teaching field. Researchers, practitioners, and policymakers in numerous nations have discussed recruiting and retaining novice instructors in the teaching profession over the past several decades (Borman & Dowling, 2008; Guarino et al., 2006; Schleicher, 2012). Few candidates enlist in teacher education programs (a problem with recruitment), and too many teacher education graduates need to enter the profession (a problem with entry). As it becomes more difficult to encourage young people to enter the teaching profession and retain trained personnel, the global significance of this issue increases. Many novice and experienced teachers may experience burnout due to the excessive burden (see Florida & Mbato, 2020; Kharismawan & Mbato, 2020).

As a result, the younger generation developed an aversion to teaching. Several recent studies have reported on related topics, such as the vulnerability of English teachers, critical incidents, abrasions, and difficulties encountered by novice teachers in rural areas of Indonesia, which may influence their perception of teaching (Florida & Mbato, 2020; Kharismawan & Mbato, 2020; Lomi & Mbato, 2020; Putri & Kuswandono, 2020). This unfavorable circumstance could eventually contribute to a shortage of English teacher-in-training positions in Indonesia. A teacher shortage may result if preservice teachers are hesitant to become teachers after graduation. This pertains to how preservice teachers view the teaching profession.

Based on their perceptions and expectations of the returns offered by government programs, researchers presume that preservice teachers feel optimistic and believe that teaching is their destiny. Dealing with the realities of the profession and adhering to the rigorous requirements of the job can present unanticipated challenges for preservice teachers. This condition should

increase preservice teachers' motivation to pursue a teaching career following their chosen study program.

The perceptions of teachers are crucial to professional job commitment. The perceptions of preservice teachers influence their professional commitment, development, and prospective work quality (Richardson & Watt, 2010). Preservice teachers must therefore cultivate positive attitudes toward the teaching profession. Motivation has been cited as a factor that influences a person's career choice in addition to perception (Clark & Newberry, 2019; Rots et al., 2014; Struyven & Vanthournout, 2014; Zarei & Sharifabad, 2012). In addition to fostering positive perceptions of the teaching profession, preservice teachers must exhibit internal motivation and commitment to their future responsibilities.

In addition, motivation can affect perception and vice versa. Motivation contributes to an individual's accomplishments, decisions, and actions, according to Upa and Mbato (2020). Preservice English teachers exhibit three motivational categories: intrinsic, extrinsic, and altruistic teaching motivation (Lestari & Arfindhani, 2019). Others utilize teacher education as a springboard to pursue alternative careers. Therefore, their motivation is to instruct and have a job (Kuswandono, 2013, p. 21). Following their findings, Yuan and Zhang (2017) investigated how preservice teachers' beliefs, precisely their motivation, are affected by "self-efficacy, outcome expectations, professional autonomy, and social support." Therefore, when implementing programs for teacher education, policymakers and curriculum developers must create coherent programs that consider the interests, professional requirements, and social support of preservice teachers. According to the literature mentioned above, the motivation of preservice teachers to remain in the teaching profession after graduation originates not only from a desire to continue their careers but also from a need to continue their lives.

Based on previous research, preservice teachers' motivation to continue their career as a teacher varies. Concerning fulfilling this gap, this study will investigate preservice English teachers' perception and motivation in continuing their profession as EFL teachers. This study will answer English education students' perceptions and motivations regarding their future careers. Whether they continue their teaching career according to the study program they took or not.

METHODS

This study employs qualitative research techniques. The qualitative approach investigates this phenomenon to comprehend tiny individuals' behavior and practices in authentic social settings. Data obtained from research using a qualitative approach include close-ended

questionnaires and interviews. The subject of this study is English Language Education study program students at the State University of Surabaya. There are 86 students of an English Language Education study program were given a questionnaire to be filled in through the g-form link and 21 students returned the questionnaire. Furthermore, four students from the English Language Education study program were interviewed to get more in-depth information on what perceptions and motivations influence continuing the profession as an EFL teacher. The data was analyzed by using three stages presented by Ary et al (2010) that is familiarizing and organizing, data reduction, and interpreting and representing the data.

RESULTS AND DISCUSSION

Perception of English Language Education Students in Continuing their Profession as EFL Teachers

The findings discussed by the researcher from this study show that the participants' opinions about the perceptions of pre-service teachers pursuing the profession of English teacher in Indonesia are very diverse. The perceptions of English education students were divided into six categories: Job security, Flexibility, Social status, Professional Development, Working with children/adolescents, and social contribution (Tustiawati, 2017).

Table 1. Percentage of Respondent Answer Related Job Security

Job Security			
No	Statement	Agree	Disagree
1	“English Teaching is a Stable and Secure Job”	61.9%	38.1%
2	“English teaching offers a good salary and employment conditions”	38.1%	61.9%

Based on the research findings shown in Table 1, the "Job security" category has two statements English teaching is a stable and secure job, and English teaching offers a good salary and employment conditions. These statements show that most students choose English teaching as a stable and secure job. English teachers can enjoy job stability due to the growing demand for English teachers in various contexts, including schools, language institutes, and other educational institutions. This strong demand ensures good job opportunities and the potential to have an established and sustainable career. This opinion 35 aligns with previous research (Siagan, 2004) that individual external factors can influence perceptions. This statement can be attributed to the assumption of English education students that teachers are safe and stable jobs. The assumption that comes from these

students is a perception influenced by individual external factors because individuals obtain information about the teaching profession and see the conditions of the profession in the surrounding environment. The emergence of these perceptions can affect the willingness of students to continue to become English teachers in the future. Related to the discussion above, as discussed by (Hamidah & Barus, 2022), English teachers are often perceived as relatively safe and stable jobs. Therefore, after becoming a teacher, individuals usually have the opportunity to obtain permanent employment status or long-term contracts.

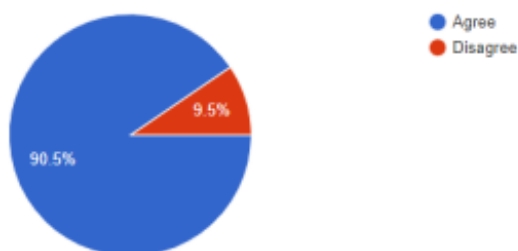
Table 2. Percentage of Respondent Answer Related Flexibility

Flexibility			
No	Statement	Agree	Disagree
1	“English Teaching is a Job that can be combine with parenthood”	100%	-
2	“English teaching offers more time to spend with family and friends”	81%	19%
3	“English teaching is that offers a chance to earn extra money”	52.4%	47.6%
4	“English teaching offers an opportunity to teach not only at school but also other places such us English for business and tourism”	100%	-

From the "Flexibility" category, most students agree that English Teaching is a Job that can be combined with parenthood. English teaching is a job that can be combined with parenthood because of this profession's time flexibility. An English teacher's time flexibility allows them to adjust their teaching schedule with family needs and parental responsibilities. In addition, along with technology development, there are many opportunities to teach English online. This provides greater flexibility in organizing teaching schedules. This makes it possible to stay present as a parent and manage time better. This opinion is in line with previous research (Carlson, 2010) that being a teacher is a job that offers flexibility ranging from conditional time to conditional place.

Figure 1. Percentage of Respondent Answer Related Social Status

1. "English teaching is a well respected profession in society"



Furthermore, many education students agree that English teaching is a well-respected profession. English teaching is a well-respected and valued profession in society. The profession is highly valued for its essential role in instilling language skills and facilitating communication. English teachers are respected for their expertise in teaching English, helping individuals improve their language proficiency, and opening doors to opportunities in various fields. Their contribution to shaping individuals' language skills and preparing them for future success is recognized and valued by society. Overall, English language teaching is considered a prestigious profession that is significant and respected in society.

Table 3. Percentage of Respondent Answer Related Professional Development

Professional Development			
No	Statement	Agree	Disagree
1	"English teaching provides intellectual challenges and development through writing articles, teaching practice, and seminars."	100.0%	-
2	"English teaching is a challenging and exciting job"	38.1%	61.9%

Not only society considers teaching to be a respected and honorable occupation. The government and the education system also provide guarantees and support to education students who choose to become teachers. This is in line with the Regulation of the Minister of Research, Technology and Higher Education No. 55 of 2017 concerning Teacher Education Standards, which states that the teacher education program is an education program held after an undergraduate or applied undergraduate program to obtain an educator certificate in early childhood education through formal education, primary education, and secondary education. This provision is proof that the government and the education

system support education students who continue to become English teachers.

Table 4. Percentage of Respondent Answers Related to Working with Children/Adolescents

Working with Children/Adolescents			
No	Statement	Agree	Disagree
1	"English teaching is a job that helps students to prepare for better future"	95.2%	4.8%
2	"English teaching is a job that helps to shape the future generations"	9.5%	9.5%

Many students agree that teaching English is a job that helps students prepare for a better future. English teachers are essential in helping students develop strong English language skills and preparing them for the challenges of an increasingly globally connected world. Students can improve career opportunities, access to international education, and practical communication skills with good English skills. In addition, teaching English also helps shape the next generation. English teachers have the opportunity to positively impact students, help them reach their full potential, and prepare them for an increasingly connected and complex world. Developing students' language, communication, and critical thinking skills can help shape a generation ready to face global challenges, bridge intercultural understanding, and contribute positively to society. This is in line with Article 39 Paragraph (2) of Law No. 20/2003 on the National Education System, which states that educators strive for learning to take place somewhat and effectively for all learners, taking into account individual needs and potential and creating a fair and quality learning environment for all learners. This research is in line with research (Kyriacou et al. (1999) reported that the participants rated "enjoying teaching" and "enjoying working with children." Respondents felt happy and excited when dealing with children and 37 enjoyed the moment to help them grow, learn, and develop. Learning from the discussion above that the efforts of English teachers to help educate children start from a sense of pleasure when dealing with children and enjoying every togetherness when learning with children.

Table 5. Percentage of Respondent Answers Related to Social Contribution

Social Contribution			
No	Statement	Agree	Disagree
1	"English teaching is a job that contributes to change in people's lives"	85.7%	14.3%
2	"English teaching is a job that helps people to acquire the English Language"	100.0%	-

Related to social contribution, many English education students agree that English teaching is a job that helps people to acquire the English language (Tustiawati, 2017). English teaching is a job that helps individuals acquire the English language through teaching, practice, and guidance. English teachers play a role in helping students learn grammar, vocabulary, pronunciation, and language skills. English teachers help students develop the ability to speak, listen, read, and write in English to communicate confidently and effectively. English teaching is a job that helps people to acquire the English language based on a shared understanding of the role of English teachers in helping individuals learn and master the English language.

The discussion above shows that each individual has a different perception of what they think a teacher's job is like, so their perceptions give rise to interest in becoming a teacher in the future or not.

Motivation of English Language Education Students in Continuing Their Profession as EFL Teachers

Findings from the interviewees showed that most participants were not very motivated to become teachers. The results show that most of them chose not to enter teaching due to the influence of intrinsic and extrinsic motivation. The altruistic motivation factor was not considered as high as the other two categories.

In the intrinsic category, most participants believed they could be good teachers because they were self-driven. However, other findings showed that most participants did not choose to teach due to a lack of confidence in themselves, making them reluctant to choose teaching as a career in the future. This aligns with research conducted by (Gao & Trent, 2009; Watt & Richardson, 2008) that self-confidence is included in intrinsic motivation.

Similar to intrinsic motivation, in extrinsic motivation, many participants believe that being a teacher is a job that offers a small salary, but this does not affect participants because participants believe that being a teacher is a job that can be balanced with life outside of teaching so that they can spend more time with their family and friends. Learning from the discussion above that there is external motivation because it responds to factors that come from outside. Extrinsic motivation responds to external stimuli or factors (Suryani et al., 2013)

However, on the other hand, participants chose not to make teaching a career in the future because the teacher recruitment process tends to be extended. This aligns with research conducted by (Wong et al., 2013) that extrinsic motivation refers to something that comes from outside.

The data from the altruistic category shows that although the numbers are not as high as the other categories, the influence of their social contribution and interest in providing education to the younger generation is considerable. More than half of the participants wanted to change their lives to look different and have a positive perspective on socializing. Regarding the altruistic category, most of them chose to become teachers.

On the other hand, some participants did not want to become a teacher as a future career because of their lack of communication skills, especially with EYL (English for Young Learners) students.

Related to the research that has been found, altruistic factors have low strength among intrinsic and extrinsic factors to influence participants not to continue their profession as a teacher. The researcher found another result in this study, that the altruistic factor itself has the main factor in influencing participants in continuing their profession as a teacher.

The findings of this study were similar to those discussed by Afrianto (2014) that altruism was the main factor that influenced the participants' decision to become teachers in Riau, Indonesia. Both his study and the current study refute the widespread assumption in Indonesia that pre-service teachers choose to become teachers because of the financial prospects the field provides. These findings contradict Yong's (1995) claim that teaching in underdeveloped nations is a way to increase one's financial chances. In this study, important people, such as instructors and family, had a greater effect on pre-service teachers than the financial benefits the profession may provide. Significant others may have affected pre-service teachers' decisions to enroll in teacher training in Indonesia, according to both research studies, even if the primary finding of the current study differed significantly from that of Suryani et al.'s (2013) study in terms of extrinsic variables.

Some pre-service teachers in this study were influenced by social views. In contrast, this study differs from the research conducted by Konig & Rothland (2012) and Watt & Richardson (2012) in terms of altruistic factors in that the research shows the influence of social views on pre-service teachers' decisions to continue their careers as teachers. One of the participants interviewed said that she likes helping people learn. That he has a very strong motivation from social views.

Learning from this study, many participants chose not to continue their careers as teachers. It is because of a lack of motivation from themselves. Not only does extrinsic motivation also affect them not as a teacher's career. Altruistic motivation can affect participants not to continue their careers as a teacher because of a lack of

expertise in communication, especially with EYL (English for Young Learners).

CONCLUSION

Based on the results of interviews and questionnaires, it can be concluded that some students still want to continue as EFL teachers. On the other hand, many English education students do not want to continue their careers as EFL teachers. The perception and motivation of English Language Education (ELE) students to pursue a future career as English as a Foreign Language (EFL) teachers can be influenced by various factors. The perception and motivation of ELE students play a crucial role in shaping their decision to continue their careers as EFL teachers. This is influenced by their perception and motivation both from intrinsic, extrinsic, and altruistic aspects.

Perception plays a significant role in the motivation of English Language Education (ELE) students to become English as a Foreign Language (EFL) teachers. Firstly, the student's perception of teaching as a valued and important profession positively influences their motivation to pursue a career in EFL teaching. When they view teaching as a meaningful and impactful profession, they are more likely to be motivated to contribute to the field.

Moreover, the perception of job satisfaction and fulfillment in the EFL teaching profession can greatly impact students' motivation. Positive perceptions of the profession, such as deriving enjoyment from teaching, recognizing the potential to make a difference in students' lives, and perceiving opportunities for personal growth, enhance their motivation to become EFL teachers. When students perceive the profession as fulfilling and satisfying, it strengthens their desire to pursue it as a career. Furthermore, the motivation of ELE students to become EFL teachers can be driven by their passion for language and culture. Students with a genuine passion for language learning and a strong interest in different cultures are more likely to be motivated to become EFL teachers. Their motivation stems from a desire to share their knowledge and love for language and culture with others, making the profession an ideal platform for their interests and passions.

In addition, ELE students who perceive EFL teaching as a profession that positively contributes to society find motivation in the potential impact they can make. They view EFL teaching as a means to promote intercultural understanding or help individuals achieve their goals. The belief in the profession's societal impact inspires and motivates them to pursue a future career as EFL teachers.

It is important to acknowledge that individual perceptions and motivations can vary among ELE

students due to factors such as personal experiences, cultural influences, and educational environments. By understanding these factors, educational institutions can provide tailored support, guidance, and opportunities to foster and sustain the motivation of ELE students in their pursuit of a future career as EFL teachers

Based on the results of the research that has been carried out, in this study the author would like to make suggestions for all interested participants in this research, including:

1. **Comprehensive and Practical Teacher Education Programs:** Teacher education programs should provide a comprehensive curriculum that includes theoretical knowledge, pedagogical strategies, and practical teaching experiences. Incorporating real-world scenarios, classroom observations, and teaching practicums can better prepare preservice teachers for the challenges they may face in their future careers.
2. **Mentorship Programs:** Establishing mentorship programs where experienced EFL teachers guide and support preservice teachers can be highly beneficial. Mentors can offer valuable advice, share experiences, and provide feedback, thereby helping preservice teachers build confidence and develop effective teaching practices.
3. **Professional Development Opportunities:** Ongoing professional development opportunities should be provided to preservice and in-service teachers alike. Workshops, conferences, online courses, and peer collaboration platforms can help them stay updated with the latest teaching methods, technologies, and research findings. Continued growth and learning contribute to their motivation and commitment to the profession.
4. **Collaboration and Networking:** Encouraging collaboration and networking among preservice teachers can foster a sense of community and support. Creating online forums, discussion groups, or regular meetups can facilitate knowledge-sharing, resource exchange, and emotional support, reducing feelings of isolation and increasing motivation.
5. **Recognition and Celebration:** Recognizing and celebrating the achievements and contributions of EFL teachers, both at the preservice and in-service stages, can boost their motivation. School administrators, teacher education institutions, and education authorities should acknowledge and value the vital role of EFL teachers and create platforms to honor their efforts.

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