



The Long Walk to Quality Teacher Education in Indonesia: EFL Student Teachers' Motives to become a Teacher and Policy Implications

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ABSTRACT. The purpose of this mixed methods study, within the altruistic, intrinsic, or extrinsic motives framework, was conducted in order to document the motives of English as a foreign language (EFL) student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. A sample of 285 student teachers who were enrolled at EFL teacher education program at one public university in Jambi, Sumatra, Indonesia was investigated. Data were collected through a questionnaire and semi-structured interviews. The frequency of each statement was computed and expressed as percentage of its total score and all of the interview data were audiotaped, transcribed verbatim, and carefully analysed. The findings of this study revealed that the Indonesian EFL student teachers' interpretations of their motives for embarking on a journey to become a teacher were various and unique. Although, altruistic motives seemed to be predominant, the kinds of motives on their career choice were likely to involve an interaction among altruistic, intrinsic, and extrinsic motives across participants quantitatively and qualitatively. Implications policies to create good standards of teacher education programs in order to attract and recruit quality student teachers should be made before, during, and after entering the program.

Keywords. Motives, Indonesian Student Teachers, Teacher Education

SUMMARY

Purpose and Significance: Interest in entering teacher education has been growing in Indonesia. Understanding student teachers' initial motives or reasons to become a teacher by entering a teacher education program is necessary as a foundation to develop teacher education policies and programs intended to increase the quality of teachers and teaching practices. Information on their motives is very important for teaching institutions to obtain in order to help prepare the quality student teachers during their education and training, to train them with better skill, knowledge, and attitude, and to socialize them with the teachers' roles so that they will take teaching as a more challenging and rewarding profession. However, much of the research is from developed countries and schooling there differs in many significant respects from Indonesia, including governance, financing, and policies on curriculum and assessment while research on student teachers' motives to enter the teacher profession in Indonesia is still rare. The focus of this study was to document English as a foreign language (EFL) student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia.

Methodology: This study employed a mixed methods design, in which both students' questionnaire and semi-structured interviews were used to gather the data within the altruistic, intrinsic, or extrinsic motives framework. A sample of year 2, 3, and 4 EFL student teachers who were enrolled at an EFL teacher education program at one public university in Jambi, Sumatra, Indonesia was investigated. A total of 285 completed questionnaires were received. The sample consisted of 65 (22, 8%) males and 220 (77, 2%) females and the age of student teacher ranged from 18-22 years old. Guided by an interview protocol related to altruistic, intrinsic, and extrinsic motives, we conducted semi-structured interviews with twenty-one females and one male who were willing to be interviewed and whose names were pseudonyms. The semi-structured interviews lasted between 25 and 30 minutes for each student teacher and the sample were interviewed a total of three times during June to August 2015. To analyze the 285 completed questionnaires, each student teacher's response was carefully analyzed into altruistic, intrinsic, and extrinsic motives. The frequency of each statement was computed and expressed as percentage of its total score. To analyze the qualitative data, all of

the interview data were audiotaped, transcribed verbatim, and carefully analysed and categorized into altruistic, intrinsic, and extrinsic motives.

Results: We found that EFL Indonesian student teachers' decision-making in choosing a teacher education program is likely to involve an interplay among altruistic, intrinsic, and extrinsic motives quantitatively and qualitatively. The findings from this study indicated that participants, if we take a closer look at the survey data, altruistic motives were predominant. Additionally, intrinsic motives were the second dominant considerations and followed by the extrinsic motives. However, it was not easy to determine what motives had strongly driven EFL Indonesian student teachers to embark on a journey to become a teacher through entering a teacher education program and what motives operated bigger roles than others since most of the motives seemed to be complexly interweaved.

Discussion and Conclusions: Although conclusions are controlled by the small sample size, the findings of this study contribute to our understanding of the motives of Indonesian EFL student teachers to enter a teacher education program. Overall, the findings of this study exposed that the Indonesian EFL student teachers' interpretations of their motives for embarking on a journey to become a teacher were various; so far the kinds of motives on their career choice were likely to involve an interaction among altruistic, intrinsic, and extrinsic motives across participants.

INTRODUCTION

Interest in entering teacher education has been growing in Indonesia. Understanding student teachers' initial motives or reasons to become a teacher by entering a teacher education program is necessary as a foundation to develop teacher education policies and programs intended to increase the quality of teachers and teaching practices. Motives are very important factors that will keep teachers commitment to teaching (Yong, 1995) and to stay in the profession as motive is an internal encouragement relied on the needs that derive a person to achieve something. Motives give directions for thoughts, behaviors, and strategies (Schutz, Crowder, & White, 2001) for teachers to bring their students into success. Lortie (1975) classified the motives into attractors (the interpersonal theme, the service theme, the continuation theme, material benefits, and the theme of time compatibility) and facilitators (social mechanisms and non-elitist admission standards).

Additionally, a number of previous studies have indicated that people wanting to be a teacher by entering teacher education program may be driven by altruistic, intrinsic, or extrinsic motives (Osborn & Broadfoot, 1993; King, 1993; Snyder, Doerr, & Pastor, 1995; Yong, 1995; Johnston, Mckeown, & Mcewen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Kyriacou & Coulthard, 2000; Schutz, Crowder, & White, 2001; Ellis, 2003; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Hobson, et al., 2004; Lai, Chan, Ko, & So, 2005; Manuel & Hughes, 2006; Richardson & Watt, 2006; Pop & Tunner, 2009; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012; Bruinsma & Canrinus, 2012). For example, Lai, Chan, Ko, and So (2005) found that the main motive of teacher trainees in choosing teaching as a career was extrinsic motives (e.g. no other choice, influence of others) while Watt and Richardson (2006) found that most of pre-service teachers had the decision to teach because of their personal aspirations to work with young people in order to make a difference in the students' lives. Also, a study conducted by Kilinc, Watt, and Richardson (2012) found that the highest rated motivations for teaching were social utility values such as 'make social contribution', 'shape future of children/adolescent', and 'enhance social equity.'

While there have been several recent studies examining teachers or students teachers' motives in developed countries, including US, UK, European countries, or Australia and based on systematically search internet resources, abstracts and databases including ERIC, academic Search Elite, Libris, google scholar, and journal sources such as Emerald, Sage, Science Direct, and Open DOAR, no research effort has been devoted to student teachers' motives in Indonesia. Our purpose to focus on the motives to become a teacher is related to the existing condition in Indonesia in which although in terms of education for all (EFA), Indonesia has almost achieved 100% education access, education quality is still a big problem in Indonesia at both primary and secondary school levels. This problem is coupled with the teacher shortage occurring Indonesia. Unlike in other countries such as the US or the UK, a teacher shortage in Indonesia is caused by unequal distribution of teacher where many teachers prefer teaching at public schools in urban areas to teaching at public schools in rural or remote areas. That being said, it is obvious that more concern should be given on the recruitment

of student teachers who will attend teacher education and training programs. Information on their motives is very important for teaching institutions to obtain in order to help prepare the quality student teachers during their education and training, to train them with better skill, knowledge, and attitude, and to socialize them with the teachers' roles so that they will take teaching as a more challenging and rewarding profession. By so doing the institution will meet the parents' expectation—that they want their children to be taught by quality teacher—because it provides quality school teachers. In addition, this information is also important for the policy makers to change and revise teacher education policy in the future. However, the results, interpretations, and policy implications of such research are frequently contested. Caution is needed when generalizing research results from one time or place to another, and especially across national boundaries. Much of the research is from developed countries and schooling there differs in many significant respects from Indonesia, including governance, financing, and policies on curriculum and assessment while research on student teachers' motives to enter the teacher profession in Indonesia is still rare. The focus of this study was to document English as a foreign language (EFL) student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia.

The purpose of this mixed methods study, within the altruistic, intrinsic, or extrinsic motives framework, was conducted in order to document the motives of English as a foreign language (EFL) student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. To achieve the purpose of this study, the main guiding research question for this study was: What are the altruistic, intrinsic, and extrinsic motives influencing EFL student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia?

Teacher Education In Indonesia

Indonesia basically adopts a 6-3-3-4 school-based education system consisting of 6 years of primary and 3 years of junior secondary, 3 years of senior secondary, and 4 years of tertiary education (undergraduate degree). In 1994, a system of a nine-year basic education was universally declared with an ambitious target that all children aged 7-15 years would receive a basic education that consists of primary and junior secondary school education. Moreover, the country's senior secondary schooling consists of two streams: general and technical/vocational school education (MoNE, 2003). Higher education is an extension of secondary education consisting of academic and professional education. Academic education is mainly aimed at mastering science, technology, and research, whereas professional education is more aimed at developing practical skills. The length of higher education is three years for diploma programs and four years for undergraduate programs.

To become a teacher, senior high school students are required to take a test conducted by the teacher training institutions. All candidates who pass the test are trained for four years for undergraduate programs in the teacher training institutions consisting of faculty of teacher education and educational sciences within a university, school of higher learning of teacher education and educational sciences, and institutes for teacher education and educational sciences. All higher education institutions (HEI) that produce teachers are called the teacher training institutions (Jalal, *et al.*, 2009).

The conceptual framework: Altruistic, intrinsic, and extrinsic motives

Previous studies have established that there are a wide range of motives why student teachers are attracted to the profession (e.g. Lortie, 1975; King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mckeown, & Mcewen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Lai, Chan, Ko, & So, 2005; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012). Based on previous studies on motives for entering the teaching profession, three categories of motives may be derived: extrinsic, intrinsic and altruistic motives. In this study, the intersection of altruistic, intrinsic, and extrinsic motives was used as the theoretical framework. Altruistic motives refer to the reasons outside any noticeable benefits that the teaching profession has to offer (Moran *et al.*, 2001; Low, Lim, Ch'ng, & Goh, 2011) or altruistic motives refer to the view that teaching is a vital job that impacts on the betterment of society (Yong, 1995). In this study, we referred to the both

definitions. For example, from the findings of the previous studies, some student teachers may decide to become teachers because they love to work with children, they have a desire to help children succeed, they want to shape future of children, they want to enhance social equity, they have a desire to contribute to society, teaching has a socially worthwhile job, they want to fulfill a mission, or it is like to answer a calling for them.

For the intrinsic motive in the context of becoming teachers, it deals with motives to become a teacher because of the job itself (Brown, 1992; Kyriacou & Kobori, 1998; Chuene *et al.*, 1999; Kyriacou & Coulthard, 2000). Additionally, the student teachers' motives for becoming teaching as a career have been claimed to be influenced by intrinsic reasons in which it is related to an individual's inner personal fulfilment (Manuel & Hughes, 2006). A number of motives in terms of intrinsic motives have been stated by several researchers such as 'I am interested in teaching activity', 'I am interested in applying my subject', 'to be a teacher fits my personality', 'being a teacher can lead on to other jobs in the future', 'I am inspired by good teachers (role models)', and 'it offers opportunities for my academic development' (King, 1993; Snyder, Doerr, & Pastor, 1995; Yong, 1995; Kyriacou, Hultgren, & Stephens, 1999; Hobson *et al.*, 2004; Manuel & Hughes, 2006; Low, Lim, Ch'ng, & Goh, 2011; Bruinsma & Canrinus, 2012). People who choose teaching profession as their future career because of these reasons, then it can be predicted that they may have a good commitment and responsibility in that profession. In other words, they see teaching profession as a "calling" that begins from an individual's deep inside (Serow, 1994; Snyder, Doerr, & Pastor, 1995) which might suggest that student teachers want to be a teacher because their society needs them to enhance the future life of young generation. Additionally, student teachers may decide to become teachers because they are influenced by extrinsic motives such as 'no other choice' and 'salary' (Yong, 1995), 'job security', 'social status', 'a steady income or salary', and 'time for family' (Lin, Shi, Wang, Zhang, & Hui, 2012; Kilinc, Watt, & Richardson, 2012; Sahin, 2010; Kilinc & Mohiroglu, 2009; Saban, 2003; Darling-Hammond & Cobb, 1996; Lortie, 1975).

Although these altruistic, intrinsic, and extrinsic motives have been commonly identified as the underlying motives for student teachers to enter the profession, we did not include all of them in our study. Instead, we included four specific motives for each category. For the altruistic motives, we included a) I love to work with children, b) I want to shape future of children, c) it has a socially worthwhile job, and d) it is like to answer a calling. For the intrinsic motives, we included a) I am inspired by good teachers (role models), b) I am interested in teaching activity, c) to be a teacher fits my personality, and d) it offers opportunities for my academic development. For the extrinsic motives, we encompassed a) being a teacher offers good salary, b) I have no other choice, c) being a teacher offers more time for family, and d) being a teacher offers long holidays. The rationale to limit and select these twelve specific motives was because first most of previous western studies included many specific motives for each category which might not be related to the situation in developing countries such as Indonesia and the twelve specific motives seemed to be relevant to the Indonesian context. Second, our participants were still young and giving them many alternatives of each motive might drive them not to concentrate on thinking which choice should be selected as not all of our participants might have experience in participating in any research. Also, the focus on the twelve specific motives did not mean that we ignored other motives; instead we thought that some motives among the three categories were overlapping. For example, in terms of altruistic motives, the motives such as wanting to enhance social equity, having a desire to contribute to society, and teaching has a socially worthwhile job are interrelated. So, we decided to include one of them, namely teaching has a socially worthwhile job. Also other motive such as "I love to work with children" might be part of either altruistic motives or intrinsic motives. However, in this study, we put it into altruistic motives as previous studies did (e.g. King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mckeown & Mcewen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Lai, Chan, Ko, & So, 2005; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012).

METHODOLOGY

For this study, we utilized total sampling or entire sampling so all of student teachers at the research site were selected. However, we excluded the year 1 EFL student teachers as they were new students and the access was not easy. A sample of year 2, 3, and 4 EFL student teachers who were

enrolled at EFL teacher education program at one public university in Jambi, Sumatra, Indonesia was investigated. This program prepares EFL teachers for primary and secondary schools. To collect the data, first, we distributed an invitation letter to year 2, 3, and 4 EFL student teachers and if they agreed, we gave them an informed consent form stating their willingness to take part in this study. Second, after having their informed consent form, we distributed a questionnaire which was designed with two sections. Section 1 requested demographic information (year, age, and gender) of the student teachers while section 2 listed twelve specific motives that we developed from the literature review as we discussed in the conceptual framework. The twelve specific motives consisted of four altruistic motives (I love to work with children, I want to shape future of children, it has a socially worthwhile job, and it is like to answer a calling), four intrinsic motives (I am inspired by good teachers (role models), I am interested in teaching activity, to be a teacher fits my personality, and it offers opportunities for my academic development), and four extrinsic motives (being a teacher offers good salary, I have no other choice, being a teacher offers more time for family, and being a teacher offers long holidays). Additionally, in the questionnaire, we provided EFL student teachers with a statement if they were willing to be interviewed or not. In this study, we constructed the questionnaires in the form of closed-ended statements of the twelve specific motives by providing preset response options for the participants. We utilized *Likertscale* which consisted of a series of statements, all of which were related to a particular target which ranged from *Agree, Not Sure, Disagree, and No answer*. The questionnaire was distributed from January 2015 to May 2015 to EFL student teachers. A total of 285 completed questionnaires were received. The sample consisted of 65 (22, 8%) males and 220 (77, 2%) females and the age of student teacher ranged from 18-22 years old.

To get the interview data, on the demographic background form, it asked the participants to state whether the participants or respondents were willing or not to take part in the interview. Based on participants' statements, we contacted the participants in agreement to be interviewed. It was surprising that only twenty-one females and one male were willing to be interviewed among 220 female and 65 male student teachers. At the beginning we thought that many participants were willing to be involved in the interviews. The interviews were conducted from June to August 2015. Guided by an interview protocol related to altruistic, intrinsic, and extrinsic motives, we conducted semi-structured interviews with twenty-one females and one male whose names were pseudonyms. Also, for the ethical considerations and to protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in our study was entirely voluntary as we provided them with an informed consent form. The semi-structured interviews lasted between 25 and 30 minutes for each student teacher and the sample were interviewed a total of three times during June to August 2015. During the interview questions, among other things we asked our student teachers to obtain information on their decision to go into teaching, and their feelings as to whether this had been the right decision. We also asked the participants about what motives mostly influenced them to pursue teaching credentials in a teacher education program. Student teachers were also asked to respond to the questions related to their personal abilities as teachers, their conceptions of teaching and learning, and their relationship with young people.

To deal with the validity and reliability of the questionnaire, we piloted it to other student teachers who were not part of the sample, however we used what Johnson and Christensen (2008) called "a think – aloud technique." According to Johnson and Christensen (2008), in this technique, the participants were allowed and asked to verbalize their thought and perception about the questionnaire and the researchers wrote down every single thing about participant's opinion. This technique will help the researcher to determine if the participants get the same interpretation about the items in the questionnaire with the researcher. In this study, through this technique, student teachers who were not part of the sample were allowed and asked to verbalize their thought and perception about the twelve specific motives and we wrote down every single thing about participant's opinion. For example, one participant told us that we needed to provide Indonesian translation so that our real participants understood the statements. Another participant also shared with us that the statement of "I am inspired by role models" should be changed into "I am inspired by good teachers (role models)." We used this technique for the reason that most of the twelve

specific motives had been used in previous studies except for Indonesian students. To analyze the 285 completed questionnaires, each student teacher's response was carefully analyzed into altruistic, intrinsic, and extrinsic motives. The frequency of each statement was computed and expressed as percentage of its total score.

To analyze the qualitative data, all of the interview data were audiotaped, transcribed verbatim, and carefully analysed and categorized into altruistic, intrinsic, and extrinsic motives. Marshall and Rossman (1999) stated that qualitative data analysis was "a messy, ambiguous, time-consuming, creative, and fascinating process" (p. 150) and "Undoubtedly, no consensus exists for the analysis of the forms of qualitative data" (Creswell, 1997, p.140). The first step that we did was to do what Miles and Huberman (1994) called "within case analysis." After we interviewed the first participant, we directly audiotaped, transcribed verbatim, and carefully analysed and categorized into altruistic, intrinsic, and extrinsic motives of all of the interview data. This process was continued to be done until the last participant. Second, each of us read each transcript of each participant line-by-line independently, marked relevant chunks of statements, put relevant chunks of statements into the categories (altruistic, intrinsic, and extrinsic motives) that had been created. Third, after each of us analyzed every participant's transcript and put the data into the themes and sub-themes of each participant, then we did what Miles and Huberman (1994) called "cross-case analysis." We reanalyzed and compared all transcripts across twenty-two student teachers in order to find the frequency of statements among participants for each general theme (altruistic, intrinsic, and extrinsic motives) and for each specific theme (e.g. It has a socially worthwhile job or I want to shape future of children). We also did a "cross-case analysis in order to (3) to remove repetitive data (e.g. one participant stated the same statement several times).

To deal with the credibility or the "trustworthiness" (Lincoln & Guba 1985, p. 300 as cited in Mukminin, 2012a, 2012b) of our study, we had an individual interview lasting approximately 25 and 30 minutes. For verifying the accuracy of the data, findings, and interpretations (Creswell, 2007; Johnson & Christensen, 2008; Mukminin & McMahan, 2013), we checked not only with the 22 student teachers but also with co-researchers that served as member checking. We returned the transcribed interview data, findings, and final report to each student teacher. This was chosen to ensure that each student teacher agreed with the data that we used from them. All student teachers allowed us to use the data in our research.

Findings

Teacher is an important profession and teachers are key to success in education in this world (Lortie, 1975; Grant & Sleeter, 2007; OECD, 2005, 2010; Earley, Imig, & Michelli, 2011). The profession interests various young people with various motives. The data from this study suggested that EFL student teachers' motives for choosing a teacher education program varied as presented in the following tables.

Altruistic motives

Table 1. *The percentage of efl student teachers' altruistic motives to become a teacher*

Altruistic Motives	Agree	Not Sure	Disagree	No Answer
It has a socially worthwhile job	96,1%	2,8%	1,1%	0,0%
I want to shape future of children	91,1%	7,4%	1,5%	0,0%
I love to work with children	63,5%	25,6%	10,9%	0,0%
It is like to answer a calling	53,7%	35,1%	10,9%	0,3%

Note N=285

From the summary of responses presented in Table I, it is evident that under the altruistic category, 96,1% of 285 student teachers' agreed that the main motive that they chose a teacher education program was 'It has a socially worthwhile job (ranked first),' suggesting that student teachers who entered the teacher education program thought that the occupation had a social contribution. They might want to contribute to their society or want to make a difference in their society through becoming a teacher. The second most important altruistic motive to enter a teacher

education program obtained from the questionnaire was “I wanted to shape future of children” (ranked second). 91, 1% of 285 student teachers chose a teacher education program because they wanted to shape future of children suggesting that they felt responsible for helping children to shape their future through education. Other main motive that altruistically motivated student teachers to go into a teacher education program acquired from the questionnaire data was “I love to work with children.” 63,5% of 285 student teachers (ranked third) reported that loving to work with children encouraged them to get into a teacher education program at a public university. The data of the questionnaire also indicated that student teachers were attracted to enter a teacher education program by the notion of working with children or young individuals and helping in learning. A closer look at the questionnaire data indicated that 25,6% of 285 student teachers reported that they were not sure that loving to work with children was the motive that encouraged them go into a teacher education program. Additionally, 10,9% of 285 student teachers reported loving to work with children was not their main motive to enter a teacher education program. The last motive that altruistically attracted student teachers to go into a teacher education program was “It is like to answer a calling.” 53,7% of 285 student teachers (ranked fourth) agreed with it, 35,1% of them were not sure, 10,9% of them disagreed and 0,3% were “no answer.” About 53, 7 % of student teachers felt that they wanted to enter a teacher education program as to altruistically answer a calling. The findings of this study indicated that decision-making in choosing a teacher education program was likely to consider a calling for some student teachers while it was not for others.

Additionally, in terms of altruistic motive as the broad theme, we grouped the interview data into four sub-themes (it has a socially worthwhile job, I want to shape future of children, I want to shape future of children, and it is like to answer a calling) as listed in Table 2. These specific sub-themes were supported by the examples of statements made by student teachers to explain why those sub-themes were identified.

The questionnaire data related to ‘It has a socially worthwhile job,’ were also supported by the interview data as presented in Table 2. Of the twenty-two student teachers, 10 participants generally reported that they wanted to contribute to their society through becoming a teacher as their society has already given them many things that they needed. They reported that being a teacher would give them an opportunity for helping their society become better in future. They also indicated that teaching profession had a big impact on shaping future generation. With regard to this issue, student teachers reported, for example:

I have a big ambition or desire to contribute to my society. I know that giving a contribution to any society is not an easy thing to do. I believe by becoming a teacher, I will be able to contribute to my society. I would be really happy if it could be the real one. (Inai, a female student teacher)

Being a teacher means that I can contribute to my society because a teacher not only appears as a teacher but also as a trainer, counselor, and learning manager. (Chacha, a female student teacher)

I’d like to say that life is to give, give and give. Teaching has unconsciously taught me to be a social person for my society. (Raja, a male student teacher)

Yes, I have huge desire to get involved in contributing to my society through teaching, I know that it will take much responsibility in educating children. Contributing to society means that I have to give my time to give something valuable (Yuli, a female student teacher)

Table 2. *Qualitative findings of EFL student teachers' altruistic motives to become a teacher*

Theme	Sub-themes	N	Examples of Statements
Altruistic motives	It has a socially worthwhile job	10	<ul style="list-style-type: none"> - I have a big ambition or desire to contribute to my society. - Being a teacher means that I can contribute to my society. - Teaching has unconsciously taught me to be a social person for my society. - I have huge desire to get involved in contributing to my society through teaching... - One of my reasons for choosing teaching as a career is because I want to contribute to society. - ...through becoming a teacher I want to help my society. - I want to make my society a better place and more developed than before. I will try my best by choosing teaching profession. - ...Indonesia needs more teachers to help the society in education. ...I want to help them by being a teacher. - I want to be a teacher because I think now Indonesia lacks of teachers especially in rural areas. - I think now Indonesia has less teachers especially in rural areas. I want to help the society in increasing the education better.
	I want to shape future of children	6	<ul style="list-style-type: none"> - I wanted a job that allowed me to make a difference, do good things and have a big impact on the world. In the end I decided on teaching and I've never regretted it. - Shaping the future of children needs more efforts.... It will give enormous influences and impacts. - In becoming a teacher, I have a mission to shape future of children... - For me as a future teacher, I will try my best on how to shape my students' interest in learning. - Children's future is in my hand, why? Because what I will teach to them, they will remember it till forever. - Helping children to make them succeed is one of the duties of teacher in order to shape children's future.
	I love to work with children	12	<ul style="list-style-type: none"> - I chose teacher education program as I love work with children... - Yes, I love to work with children because they are very loveable. I believe that choosing teacher education.... Will make me know how patient is to be a teacher. - ...working with children teaches me to be more patient and make my day more colorful. - Children usually say unpredictable things that can make us smile and laugh. We can learn by playing that will make me forget my problems and working with children also teaches me how to be a patient person. - I like children and it is my reason to enter my program. They give me new spirit when I do not have enough spirit to teach them. Teaching children also teaches me on how to be a responsible teacher because they will express their ideas honestly. - Working with children is very rewarding in many ways, but also very challenging at times. - Personally, I like children, that is my reason to take my undergraduate in teaching or education. - I love children, because they are smart, enthusiastic, funny, and honest. They have good spirit to learn new things. - Loving to work with children is my reason to choose my program. - I love to work with children, that is one of the motives for me to enter my program. - I think children are cute with their innocent faces and acts. If with them, to pass the day will be more colorful, so that's why I want to be a teacher to work together with children. - Working with children is one reason why I chose teacher education program.
	It is like to answer a calling	0	No data and information from the participants

One of my reasons for choosing teaching as a career is because I want to contribute to society. Actually, there are many things that I can do to contribute to society, but to be a teacher is different thing. Being a teacher gives me an opportunity to improve the development of society through education. We can share our knowledge to the students and

create a good future generation. In brief, teachers have an important role in society in which they have to prepare the students to be the next generation. (Titin, a female student teacher)

Society gives me much knowledge and helps me to be aware of what I need and through becoming a teacher I want to help my society. (Sari, a female student teacher)

I want to make my society a better place and more developed than before. I will try my best by choosing teaching profession. (Lupi, a female student teacher)

Participants also characteristically noted that Indonesia currently had few teachers particularly in remote areas, encouraging them to enter a teacher education program to meet such a need. In the words of three female participants,

Teachers have a big role in education. In my opinion, Indonesia needs more teachers to help the society in education. I see that many schools still lack of teachers and I want to help them by being a teacher. (Sintiya, a female student teacher)

I want to be a teacher because I think now Indonesia lacks of teachers especially in rural areas. I want to help the society in increasing the education better. (Niesa, a female student teacher)

I want to be a teacher because education is very important for life. Indonesia has a big society and many people need to be educated. I think now Indonesia has less teachers especially in rural areas. I want to help the society in increasing the education better. (Lidiya, a female student teacher)

Next, for the motive of “I wanted to shape future of children,” the interview data also indicated that some student teachers reported that they were influenced in different ways related to shaping a future of children. Participants typically reported that they entered a teacher education program because they wanted a future job facilitating them to shape the future generation of the country. Some were influenced by their moral responsibility for shaping future educated generation. Others were motivated by the fact that Indonesia needs bright, strong, and independent children to develop the country. Regarding the issue of shaping a future of children, six female student teachers stated,

I wanted a job that allowed me to make a difference, do good things and have a big impact on the world. In the end I decided on teaching and I've never regretted it. I really want to help children enjoy their day at class and make their day really appetizing by being creative. But of course it's a big responsibility. When you are a teacher, you have the opportunity to show individuals that they really matter. It's your job to discover their talents and help them find out who they are. It has always been a central part of my teaching. I really want to help shaping people's lives, to help them discover that they are important as individuals. I further desired to be a teacher, feeling that my efforts would influence the lives of our youth in a positive way. I feel that by influencing youths, they will motivate their families to better education over the generations. I teach because I want to make a difference in the world by making a difference in a child's life. (Ima, a female student teacher)

For me, shaping this way means we need to work together, two-ways communication between the educator and children. Shaping the future of children needs more efforts.... It will give enormous influences and impacts. (Yuli, a female student teacher)

In becoming a teacher, I have a mission to shape future of children in becoming independent successful people with good attitude and bright brain. So that hopefully, Indonesia can be an independent country with high quality human resources that can manage our own natural and potential resources. I believe that if we shape future of students better, Indonesia can be a better country. (Tiara, a female student teacher)

Childhood will influence the future. Especially when we are in a golden age, we can receive knowledge easier. If the teacher teaches well, it will give a good effect on students. For me as a future teacher, I will try my best on how to shape my students' interest in learning. (Suchi, a female student teacher)

Children's future is in my hand, why? Because what I will teach to them, they will remember it till forever, that is why teacher needs to be careful to teach their students, if we teach something wrong, they will follow us. (Sari, a female student teacher)

Helping children to make them succeed is one of the duties of teacher in order to shape children's future. Also a teacher must give a contribution by sharing their knowledges to children. This is one of my reasons to enter my current teacher education program. (Lupi, a female student teacher)

Additionally, the interview data for the motive of "I love to work with children," most of the interviewees reported that they loved to work with children as their main motive to go into a teacher education program to be a future teacher. It is interesting to note that female participants in this study wanted to stress the key roles of teacher in helping children to develop their social, intellectual, and cultural skills from the beginning. In the words of female participants,

I chose teacher education program as I love to work with childrenAs a person who has willingness to transfer some knowledge for them from nothing to something. (Yuli, a female student teacher)

Yes, I love to work with children because they are very loveable. I believe that choosing teacher education.... Will make me know how patient is to be a teacher . (Rita, a female student teacher)

...in teaching, we are not only teaching and learning...in the class, but also we can share opinions, stories, and problems of ourselves. I can be their parents, their sister, even their friends. Furthermore, working with children teaches me to be more patient and make my day more colorful. (Putri, a female student teacher)

Children usually say unpredictable things that can make us smile and laugh. We can learn by playing that will make me forget my problems and working with children also teaches me how to be a patient person. (Suchi, a female student teacher)

I like children and it is my reason to enter my program. They give me new spirit when I do not have enough spirit to teach them. Teaching children also teaches me on how to be a responsible teacher because they will express their ideas honestly. (Erma, a female student teacher)

Working with children is very rewarding in many ways, but also very challenging at times. I love children since I was in junior high school. In my opinion, children have high spirit in doing anything. It will enable us as a teacher to teach anything to children because their minds are nature. Children need to be educated by teacher to increase their skill, and change their behaviors better. (Sintiya, a female student teacher)

Additionally, other participants declared the same feeling on the motive,

Personally, I like children, that is my reason to take my undergraduate in teaching or education. (Santi, a female student teacher)

I love children, because they are smart, enthusiastic, funny, and honest. They have good spirit to learn new things. I like to teach children because they are more nature than adult. I can play while learning with them and having fun. (Rita, a female student teacher)

Loving to work with children is my reason to choose my program. I feel comfortable when I can work with children and it makes me happy. Especially when I can help them through

some of problems or making them laugh. It becomes one of my happiness. (Lupi, a female student teacher)

I love to work with children that is one of the motives for me to enter my program. (Lidiya, a female student teacher)

I think children are cute with their innocent faces and acts. If with them, to pass the day will be more colorful, so that's why I want to be a teacher to work together with children. (Ira, a female student teacher)

Working with children is one reason why I chose teacher education program. Following their progress in learning makes me satisfied. How they progress in learning from zero until they know something, and full of cheerful in classroom. I believe, if you want the children enjoy the learning process we should love the children first. So, we can transfer the knowledge to the children and they get the understanding about the lesson and it can make you satisfied as a teacher. (Geby, a female student teacher)

However, for the motive of "It is like to answer a calling," the cross-case analyses among the 22 participants that we interviewed indicated that no information and data that we obtained related to the motive of "It is like to answer a calling."

Intrinsic Motives

What intrinsic motives have driven student teachers to choose a teacher education programs. In this study, under the intrinsic category, we included a) I am inspired by good teachers (role models), b) I am interested in teaching activity, c) to be a teacher fits my personality, and d) it offers opportunities for my academic development. In this study, EFL student teachers' intrinsic motives for choosing a teacher education program were diverse as presented in the following table.

Table 3. *The percentage of efl student teachers' intrinsic motives to become a teacher*

Intrinsic Motives	Agree	Not Sure	Disagree	No Answer
It offers opportunities for my academic development	80,7%	17,5%	1,8%	0,0%
I am inspired by good teachers (role models)	68,4%	24,2%	6,7%	0,7%
I am interested in teaching activity	65,2%	28,4%	6,4%	0,0%
To be a teacher fits my personality	40 %	44,6%	14,8%	0,6%

Note N=285

Under the intrinsic category, more than 80, 7% of the participants agreed that the main motive to choose a teacher education program was "It offers opportunities for my academic development" (ranked first). The findings suggested that student teachers in this study were intrinsically driven by the belief that teacher education program would facilitate them to have academic development after they became a teacher. Additionally, 68,4% of 285 student teachers were intrinsically influenced by a significant teacher or mentor who influenced the decision to choose a teacher education program, "I am inspired by good teachers" (ranked second). Other main motive that intrinsically influenced student teachers to enter the teacher education program was "I am interested in teaching activity" (ranked third). 65,2% of student teachers believed that their interest in teaching activity led them to enter teacher education program among other program choices. The last main motive under the intrinsic category that attracted student teachers to enter the teacher education program was "To be a teacher fits my personality." However, this motive was given rather low ratings by the student teachers. 40 % of 285 student teachers agreed that this motive influenced them but 44,6% of them were not sure while 14,8% of them disagreed with the statement.

For qualitative responses, under the intrinsic motive as the broad theme, we clustered the interview responses into four sub-themes as used in the literature and as listed in Table 4. However,

during the analyses, we found one emerging sub-theme (being a teacher may lead to other jobs in future) relating to the intrinsic category. The examples of statements made by student teachers were provided in order to explain why they were identified.

Table 4. *Qualitative findings of EFL student teachers' intrinsic motives to become a teacher*

Theme	Sub-themes	N	Examples of Statements
Intrinsic motives	It offers opportunities for my academic development	7	<ul style="list-style-type: none"> - The advantages of being a teacher is I always need new knowledge.... - I hope it will absolutely give a good feedback later especially in developing the academic level. - ...involving in education can give an expectation to upgrading my academic development. It is helping me to widen my knowledge and everything about education. - Being a teacher lets me to teach in every time. By teaching, it will develop my academic life because I will get more experience of learning.... - Being a teacher means that I decide to keep learning (lifelong learning), so I also have an opportunity to improve my academic development. - In choosing teaching as career, it can always improve my own academic development.... - Many challenges are available for the teacher who want to develop their academic potency.
	I am inspired by good teachers (role models)	10	<ul style="list-style-type: none"> -when I was in junior high school I had an English teacher that gave a chance to participate in English contest and started from that moment he became my role model to be a good teacher. - Good teachers really inspired me. When I was in junior high school, there was a teacher that I like most, every student seemed to enjoy studying with her,... - my English teacher was my inspiration, I love the way how he taught me in senior high school. - I was inspired by a good teacher in my junior high school. I saw my teacher teaching us so well. - there were many good and inspired teachers that motivated me to be like them.... - I want to be a teacher because I was inspired by a good teacher in my school.... - I am inspired by good teachers. When I was in junior high school, I met with a good teacher. ... -My senior high school English teacher had a role in portraying how important education is. - When I was child, I had a kind teacher, her way of teaching and voice, I remember until now.... - I think the reasons I decided to become a teacher were that I had some really great teachers in school who had great impacts on my choice.
	I am interested in teaching activity	7	<ul style="list-style-type: none"> - I like teaching activity - I am interested in teaching activity because it is a great process. I love to share my knowledge to my students and guide them as good as possible. - Teaching activity is fun for me. It also doesn't need to spend much time in a day. - Teaching is a challenging job with many unique frustrations, but the rewards of teaching are numerable. - Since my childhood, I like teaching activity. I like sharing my knowledge to my friends and I feel pleasant when I can give any information for them. - Teaching doesn't make my knowledge decreasingly, precisely teaching makes my knowledge more and more increasingly. - I am more interested in teaching because I like to share my ideas with students, convey what I know to them and they can respond to what I ask.
	To be a teacher fits my personality	2	<ul style="list-style-type: none"> - Teaching is one of those rare professions that keeps my brain young, allowing me to continue my own journey as a student and a lifelong learner. I love read. Being teacher, I think it fits my personality. - I personally never think that I fit a teacher....but my friends said being a teacher is very suitable for me
	Being a teacher may lead to other jobs in future	3	<ul style="list-style-type: none"> - The other reason why I chose to become a teacher because it can lead on to other jobs. Actually I want to become a lecturer (or education practitioner) -I believe that teachers individually and collectively cannot only change the world, but improve it, and in the process find personal and professional renewal. - Teachers work in education sector, and education is the basic tool of the world change. Education is the foundation to other jobs. ...

The qualitative data of student teachers indicated that the motive of “Teaching offers opportunities for my academic development” can be considered an extension of student teachers’ beliefs that teaching profession can lead to other opportunities such as becoming a researcher or a university professor, or participating in other academic activities such as training or conferences. For example,

The advantages of being a teacher is I always need new knowledge. It is not enough just receiving the old knowledge. I have to enrich my knowledge. (Inai, a female student teacher)

I hope it will absolutely give a good feedback later especially in developing the academic level.(Yuli, a female student teacher)

In my opinion, involving in education can give an expectation to upgrading my academic development. It is helping me to widen my knowledge and everything about education. (Raja, a male student teacher)

Being a teacher lets me to teach in every time. By teaching, it will develop my academic life because I will get more experience of learning. We can increase our knowledge academically by the time we teach. Teach for children, and learn for myself. So, our academic development will be increased by the experiences we get in the past. (Fita, a female student teacher)

Being a teacher means that I decide to keep learning (lifelong learning), so I also have an opportunity to improve my academic development. (Titin, a female student teacher)

In choosing teaching as career, it can always improve my own academic development because we can see that there are so many kinds of trainings, seminars and programs which are held by government, institution, and moreover foreign people. Not only that, in becoming a teacher, there is also self-impetus for me to always improve myself more over academic development because we know that in this globalization era everyone can access each information easily. We need to update our knowledge to guide our student in learning. Moreover, teachers have to have an intrinsic impetus to make a better progress for themselves in shaping future of children. (Tiara, a female student teacher)

Many challenges are available for the teacher who want to develop their academic potency. (Lupi, a female student teacher)

In terms of the motive of “I am inspired by good teachers,” qualitative responses were also gathered from student teachers in order to ascertain the motives underlying their choice and ten of them reported that either their elementary teachers or their junior and senior high school teachers inspired them to choose a teacher education program. For example,

In past I did not have a good sight to be a teacher as today, but when I was in junior high school I had an English teacher that gave a chance to participate in English contest and started from that moment he became my role model to be a good teacher. (Yuli, a female student teacher)

Good teachers really inspired me. When I was in junior high school, there was a teacher that I like most, every student seemed to enjoy studying with her, it was so fun to study with her. (Suchi, a female student teacher)

Yes, my English teacher was my inspiration, I love the way how he taught me in senior high school. (Sari, a female student teacher)

Other participants shared the same stories with a different way,

I was inspired by a good teacher in my junior high school. I saw my teacher teaching us so well. (Rita, a female student teacher)

Yes, there were many good and inspired teachers that motivated me to be like them. One of my favorite teachers said that teacher was a bridge. (Putri, a female student teacher)

I want to be a teacher because I was inspired by a good teacher in my school. I wanted to be a good teacher like my teacher in my senior high school. (Lidiya, a female student teacher)

I am inspired by good teachers. When I was in junior high school, I met with a good teacher. She taught me in English subject. Because of her, I was falling in love with life, and I wanted to be able to do the same one day. I was inspired and motivated by teachers, who showed me that teaching has the greatest rewards. (Ima, a female student teacher)

This motive leads me to have a desire to be a teacher. My senior high school English teacher had a role in portraying how important education is. (Raja, a male student teacher)

When I was child, I had a kind teacher, her way of teaching and voice, I remember until now. I loved when she taught me in match class. I could understand it. (Geby, a female student teacher)

I think the reasons I decided to become a teacher were that I had some really great teachers in school who had great impacts on my choice. (Ira, a female student teacher)

Also, our in-depth interview data indicated that participants' interest in teaching activity was the motive leading them to teacher education program. For example, Yuli said, "I like teaching activity." Also, Inai reported that she had an earlier dream to be a teacher, "Started from my senior high school, I dreamed to be a teacher.... I am interested in teaching activity because it is a great process. I love to share my knowledge to my students and guide them as good as possible." Other student teacher, Niesa, added that her interest in teaching activity was because it was fun and not required a lot of time to do. "Teaching activity is fun for me. It also doesn't need to spend much time in a day." Chacha, a female student teacher also noted that her interest in teaching activity had led her to pursue her undergraduate in teaching as "Teaching is a challenging job with many unique frustrations, but the rewards of teaching are numerable." Another interesting point of view related to interest in teaching activity as the main motive to enter teacher education program was reported by Lupi who said, "Since my childhood, I like teaching activity. I like sharing my knowledge to my friends and I feel pleasant when I can give any information for them." Putri, a female student teacher, added, "Teaching doesn't make my knowledge decreasingly; precisely teaching makes my knowledge more and more increasingly." Her motive to enter her teacher program because she believed her knowledge will be improving continuously as she obtained it through teaching activity. Additionally, Santi expressed her interest in teaching had driven her to enter teacher education program, "I am more interested in teaching because I like to share my ideas with students, convey what I know to them and they can respond to what I ask." The mix of interview and questionnaire data indicated that student teachers were interested in teaching activity as the heart of teachers' activity.

Under the intrinsic category, the last main motive was "To be a teacher fits my personality." Our interview data of 22 participants evidenced that only two participants mentioned that this motive motivated them to choose a teacher education program. For example, Chacha expressed that teaching fitted her personality as she liked learning new things and becoming a lifetime learner, "Teaching is one of those rare professions that keeps my brain young, allowing me to continue my own journey as a student and a lifelong learner. I love reading. Being teacher, I think it fits my personality." Additionally, Lupi reported that her friends told her that her personality fitted a teacher, I personally never think that I fit a teacher....but my friends said being a teacher is very suitable for me."

The interview data that we analyzed revealed one emerging sub-theme influencing student teachers' decision to choose a teacher education program at one public university. Intrinsically student teachers reported that their decision to choose a teacher education program and later to be a teacher because they thought being a teacher might lead to other jobs in future such as a professor or other professions but still in educational areas. In the words of four participants,

The other reason why I chose to become a teacher because it can lead on to other jobs. Actually I want to become a lecturer (or education practitioner) , but now the condition doesn't allow me to get it. So I chose to become a teacher and hope sometime I have a chance

to continue my study and realize my dream. While trying and waiting the chance, being a teacher I think it's a good choice because it can give me an opportunity to learn more. So I won't forget what I've learned before. (Titin, a female student teacher)

I have chosen education as a career because I believe that education is perhaps the most important function performed in our future. I believe that teachers individually and collectively cannot only change the world, but improve it, and in the process find personal and professional renewal. I want to be part of this noble profession, and someday to be counted among those in whom future pre-service teachers found inspiration. (Ima, a female student teacher)

Teachers work in education sector, and education is the basic tool of the world change. Education is the foundation to other jobs. By getting knowledge from the teachers, we can be whatever we want for jobs. (Fita, a female student teacher)

Extrinsic Motives

Extrinsic motives are also necessary in drawing young people to enter a teacher education program or to become a teacher. Under the extrinsic category, the current study focused on four extrinsic motives including a) being a teacher offers good salary, b) I have no other choice, c) being a teacher offers more time for family, and d) being a teacher offers long holidays.

Table 5. *The Percentage of EFL Student Teachers' Extrinsic Motives to Become a Teacher*

Extrinsic Motives	Agree	Not Sure	Disagree	No Answer
Being a teacher offers more time for family	64,6%	28,4%	6,6%	0,4%
Being a teacher offers good salary	56,9%	36,5%	5,5%	1,1%
Being a teacher offers long holidays	39.6%	41,4%	17,6%	1,4%
I have no other choices	20 %	26,3%	51,2%	2,5%

Note N=285

Under the extrinsic category as presented in Table 5, student teachers who chose to embark on a journey to become a teacher were because of "Being a teacher offers more time for family (ranked first)." 64,6% of them agreed with the statement, indicating that they believed that becoming a teacher would help them stay close with their family as they would have more time. Other main extrinsic motive which attracted 56,9% of participants to enter a teacher education program was "Being a teacher offers good salary (ranked second)." However, 36,5% of them were not sure that salary was the main motive while 5,5% of them disagreed that salary was the main motive for them to start on a journey to become a teacher. Also, the summary of responses under the extrinsic category as presented in Table 5 indicated that 39.6% of 285 student teachers agreed with "Being a teacher offers long holidays" (ranked third) as the other main motive of going into a teacher education program while 41,4% of them were not sure that was the motive. Additionally, 17,6% of them disagreed with the statement and 1,4% of participants did not give their responses. The findings implied that participants in this study had a mixed feeling if the profession offered a long holiday or not as in Indonesia within the current system teachers are required to prepare many things for teaching and learning processes. Therefore, long holidays will not be available if the students are on holiday. The last extrinsic motive that we included in our research questionnaire was "I have no other choices." Our purpose to include this motive was to document whether student teachers chose the program as they were not accepted in any other non-teaching programs. 20 % of student teachers agreed that they chose a teacher education program because they had no other choices. So, they decided to choose a teacher education program. 26,3% of them were not sure while 51,2% of them disagreed with the statement, suggesting that they chose a teacher education program because they wanted to become a teacher.

Additionally, we grouped the interview data into four sub-themes as used in literature. However, during the within and cross case analyses, we found two emerging sub-themes (teaching profession provides a good social status and teaching profession provides a job security) relating to the extrinsic category. These specific sub-themes were supported by the examples of statements made by student teachers to explain why those specific sub-themes were identified as presented in Table 6 below.

Table 6. *Qualitative findings of efl student teachers' extrinsic motives to become a teacher*

Theme	Sub-themes	N	Examples of Statements
Extrinsic motives	Being a teacher offers more time for family	21	<ul style="list-style-type: none"> - This motive really fits me as a female in which it will provide me to have more time for family (in the future) - Teachers will have more time for their family....also it depends on the tasks if they can finish the tasks then they can enjoy their time. - Becoming a teacher, we have an extra time home to gather with our family. Moreover for female teachers who have many activities to do at home and take care of their children, teaching is a suitable profession for them.... - ...if the students have a free day, so do the teachers. Teachers can spend their time with their family. - I think one of the great perks of a teacher's schedule is that it matches up with a child's school schedule. - Becoming a teacher will help me to take care of my family - Teaching is a suitable profession for a woman who needs to be closed to her family - Teaching will give me more time for my family in future - Well, my future job as a teacher will be balanced between teaching and family - Teaching is a good profession for me and my family in future - School and home are my dream - I need a future profession like teaching - I think teaching profession will allow me to do home activities - Being a teacher is a kind of a good profession for me and my future family - I think I need a profession to help me to be closed to my family - I saw my junior high school teacher having good time for their family - Teaching profession will allow me to have more time with my family - I chose this program because in future I like a job that helps me to give more time for my family - In future, I want to teach and raise my kids - If I am a teacher, I have more time at home - It seems that being a teacher will allow me to have more time at home
	Being a teacher offers good salary	3	<ul style="list-style-type: none"> - It is quite hard to say. Teaching profession is different from other professions, they have a huge responsibility and if we talk about salary, also it is very totally much different. It is government homework to be focus with teacher needs. - being a teacher doesn't offer a good salary. So many other jobs offer more a good salary. But, there is a pride from teaching. We have a role for the children development. That's so great if we see the role of teacher from the heart. - I am not really interested in a good salary even I need it. Being a teacher is a moral activity so you must not pay attention to the salary. Even in this day in our country government has offered a good salary for teachers so that is why being a teacher has become a competition now.
	Being a teacher offers long holidays	22	<ul style="list-style-type: none"> - 1If the students are getting holidays, teachers will also get holidays - I do not agree with this statement as an educator, our job is to educate students as good as we can. But, teachers also get holidays...this is the one I like becoming a teacher. - I don't think so with this statement. Students have a long holiday but not with the teacher. - Long holidays is one of the special things that the teaching profession offers and it distinguishes the teaching profession from other profession. - If school has holidays, teachers will do have too. - It seems to offer long holidays, but it is not - School and holidays are two different things - Teaching and education are not about holidays - Who says that teaching offers long holidays - What kinds of holidays do I have if I become a teacher?

			<ul style="list-style-type: none"> - I like being a teacher as you know it gives more time to prepare my teaching materials - School, teaching, students, materials, and holidays are the things that I love - I chose this program not because I like holidays - Teaching is a profession to educate people, but it is not about holidays - I think all professions offer holidays and I chose this program it is not because I like holidays - Holidays are part of teaching profession - Of course, every profession needs holidays including teaching profession - It is not that long holidays, how we educate students if we have long holidays - The reason I chose the program and I like teaching profession is not because I love holidays - My motive to choose teacher education program is not about holidays, but it is more about educating - When we talk about holidays in school, it does not mean we have nothing to do, we still have many activities for teaching preparation - I disagree if someone says teaching profession has long holidays and it is not my motive to choose the program
I have no other choices	3		<ul style="list-style-type: none"> - Being a teacher is like a destiny for me....here I am now, a future teacher. - one of my reasons to choose being teacher because I was accepted in one state university in teacher training - I chose some majors which had a relationship with education (teaching). Later, I just realize being an educator is one of the important works in this world
Teaching profession provides a good social status	4		<ul style="list-style-type: none"> - That's right, being a teacher provides a very good social status. Teacher has so many experiences of education. There are so many standards that teachers must have. It makes them to be seen much higher of social status. Teachers are models for others. - In Indonesia, teacher has known as a hero. - Yes, this is also one of my reasons. This reason is still familiar in my environment. We know that being a teacher is not as easy as people think. In my environment, a teacher is considered as a someone who has a good ability and personality. So the society has positive views toward the teacher or teaching profession. - Teachers work not only for teaching but they have to educate children, and make the change of children behavior and attitude. It makes the teacher has a good social status in society.
Teaching profession provides a job security	2		<ul style="list-style-type: none"> - Teachers are needed everywhere, which means a qualified teacher, will not have to worry about getting fired from their job due to layoffs or budget cuts, as many other professionals in different fields sometimes do. So, I think job security is one of the main reasons that I am inclined to pursue this profession - Of course yes. Being a teacher (civil servant) will provide a job security because we can have many benefits like in terms of salary we can get a stable salary, we will not affected by dismissal (like in office or others), and we will have the pension rate.

From the summary of qualitative data presented in Table 6, under the sub-theme of “Being a teacher offers more time for family,” of 22 student teachers who were interviewed, only the male participant did not give any comments related to the motive that “Being a teacher offers more time for family.” He just did not want to comment on it. Other participants expressed that “Being a teacher offers more time for family” was their extrinsic motive to start on a journey to become a teacher. For example,

This motive really fits me as a female in which it will provide me to have more time for family (in the future)....Being a teacher really fits for women who have family because they can do their job but they still have time to take care of their family. (Titin, a female student teacher)

Teachers will have more time for their family....also it depends on the tasks if they can finish the tasks then they can enjoy their time. (Yuli, a female student teacher)

Becoming a teacher, we have an extra time home to gather with our family. Moreover for female teachers who have many activities to do at home and take care of their children, teaching is a suitable profession for them. Although, we know in becoming a teacher is not

easy as others people think. After home, teachers still have other assignments, for example, correcting students' work, preparing next day materials for teaching, and task for students. (Tiara, a female student teacher)

...if the students have a free day, so do the teachers. Teachers can spend their time with their family. (Suchi, a female student teacher)

I think one of the great perks of a teacher's schedule is that it matches up with a child's school schedule. While she/he will likely bring some work home with her/him, she/ he will be able to be home with her/ his children in the afternoon. If she/ he teaches in the same school system that her/ his children attend, she/ he will have the same vacation schedule and will be able to spend vacation with her/ his children. (Ima, a female student teacher)

For the sub-theme of "Being a teacher offers good salary," three participants reported different perspectives on seeing the issue of salary motive. For example, Yuli, a female student teacher noted,

It is quite hard to say. Teaching profession is different from other professions, they have a huge responsibility and if we talk about salary, also it is very totally much different. It is government homework to be focus with teacher needs.

Other student teachers expressed in different ways,

In my opinion, being a teacher doesn't offer a good salary. So many other jobs offer more a good salary. But, there is a pride from teaching. We have a role for the children development. That's so great if we see the role of teacher from the heart. (Fita, a female student teacher)

I am not really interested in a good salary even I need it. Being a teacher is a moral activity so you must not pay attention to the salary. Even in this day in our country government has offered a good salary for teachers so that is why being a teacher has become a competition now. (Lupi, a female student teacher)

It is evident that although participants in this study agreed that salary was important, however, it was not their main motive to start their journey to become a teacher.

The summary of qualitative responses under the sub-theme of "Being a teacher offers long holidays" indicated that participants in this study had a mixed feeling if the profession offered a long holiday and all 22 participants who were interviewed reported that long holidays was not their main motive to be a teacher. However, they needed holidays and it depended on national holidays, suggesting that if students and school are on holidays, teachers will have holidays too. For example,

If the students are getting holidays, teachers will also get holidays. (Chacha, a female student teacher)

I do not agree with this statement as an educator, our job is to educate students as good as we can. But, teachers also get holidays...this is the one I like becoming a teacher. (Inai, a female student teacher)

I don't think so with this statement. Students have a long holiday but not with the teacher. (Yuli, a female student teacher)

Long holidays is one of the special things that the teaching profession offers and it distinguishes the teaching profession from other profession. (Titin, a female student teacher)

The other sub-theme under the extrinsic motive was "I have no other choices." Our purpose to include this motive was to document if EFL student teachers chose the program as they were not accepted in any other non-teaching programs. However, only three female student teachers gave us information

regarding their choice. One student teacher, Lupi, reported, "Being a teacher is like a destiny for me....here I am now, a future teacher." Additionally, other student teacher, Ira expressed, "one of my reasons to choose being teacher because I was accepted in one state university in teacher training." Some other student teachers, at the beginning, they did not realize what they chose would give a big impact on their society. For example, Tiara reported why she chose a teacher education program, "I chose some majors which had a relationship with education (teaching). Later, I just realize being an educator is one of the important works in this world."

It is interesting to note that in our interview data, we found two emerging sub-themes relating to the extrinsic motives. They were (1) teaching profession provides a good social status and (2) teaching profession provides a job security. Four student teachers reported,

That's right, being a teacher provides a very good social status. Teacher has so many experiences of education. There are so many standards that teachers must have. It makes them to be seen much higher of social status. Teachers are models for others. (Fita, a female student teacher)

In Indonesia, teacher has known as a hero. (Lupi, a female student teacher)

Yes, this is also one of my reasons. This reason is still familiar in my environment. We know that being a teacher is not as easy as people think. In my environment, a teacher is considered as a someone who has a good ability and personality. So the society has positive views toward the teacher or teaching profession. (Titin, a female student teacher)

Teachers work not only for teaching but they have to educate children, and make the change of children behavior and attitude. It makes the teacher has a good social status in society. (Niesa, a female student teacher)

For the other emerging sub-theme, "teaching profession provides a job security," for example, one female student teacher, Chacha reported, "Teachers are needed everywhere, which means a qualified teacher, will not have to worry about getting fired from their job due to layoffs or budget cuts, as many other professionals in different fields sometimes do. So, I think job security is one of the main reasons that I am inclined to pursue this profession. Titin, other student teacher, added, "Of course yes. Being a teacher (civil servant) will provide a job security because we can have many benefits like in terms of salary we can get a stable salary, we will not affected by dismissal (like in office or others), and we will have the pension rate." These examples of expression indicated that student teachers who were interviewed realized that teaching profession would save their life as long as there is education, teachers are needed and they are safe from any kinds of layoffs, particularly in Indonesia.

DISCUSSION

Although the motives of Indonesian student teachers to embark on a journey to become a teacher through entering a teacher education program have been shown to vary as a function of various motives altruistically (King, 1993; Snyder, Doerr, & Pastor, 1995; Johnston, Mckeown, & Mcewen, 1999; Kyriacou, Hultgren, & Stephens, 1999; Lai, Chan, Ko, & So, 2005; Low, Lim, Ch'ng, & Goh, 2011; Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012), intrinsically (King, 1993; Snyder, Doerr, & Pastor, 1995; Yong, 1995; Kyriacou, Hultgren, & Stephens, 1999; Hobson *et al.*, 2004; Manuel & Hughes, 2006; Low, Lim, Ch'ng, & Goh, 2011; Bruinsma & Canrinus, 2012), and extrinsically (Lortie, 1975; Darling-Hammond & Cobb, 1996; Lin, Shi, Wang, Zhang, & Hui, 2012), research on how Indonesian student teachers consider teacher education programs among other program choices is rare. The intent of our study, within the altruistic, intrinsic, or extrinsic motives framework, was conducted in order to document the motives of EFL student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia.

We found that EFL Indonesian student teachers' decision-making in choosing a teacher education program is likely to involve an interplay among altruistic, intrinsic, and extrinsic motives.

However, it was not easy to determine what motives had strongly driven EFL Indonesian student teachers to embark on a journey to become a teacher through entering a teacher education program and what motives operated bigger roles than others since most of the motives seemed to be complexly interweaved.

Our findings indicated that two altruistic motives were given the highest ratings by student teachers. "It has a socially worthwhile job" was the first highest rated altruistic motive (96,1%) and "I want to shape future of children" (91,1%) was the second highest rated altruistic motive that influenced their decision to pursue a teaching credential at teacher education program. These findings are consistent with what Lin, Shi, Wang, Zhang, and Hui (2012) found in that 'shaping the future of children/adolescents' and 'making a social contributions' were the most strongly reported motivations for choosing teaching as a career and what Kilinc, Watt, and Richardson (2012) found that the highest rated motivations for teaching were social utility values (make social contribution, shape future of children/adolescent, and enhance social equity). Additionally, Kyriacou, Kunc, Stephens, and Hultgren (2003) found that a socially worthwhile job received a high percentage of participants. However, although it was rated low by their participants, Lortie (1975), Yong (1995), Schutz, Crowder, and White (2001), Lai, Chan, Ko, and So (2005), Manuel and Hughes (2006), Bruinsma and Canrinus (2012) found that contribution to society/country was one of the motives to choose teaching as a career. These two highest rated altruistic motives were also supported by the qualitative data in that all participants reported that contributions to their society and shaping future generation were likely their responsibility as their "giving back" to their society. For example, Inai expressed, "I have a big ambition or desire to contribute to my society" and Raja added, "Teaching has unconsciously taught me to be a social person for my society." We also found that qualitative and questionnaire data (63,5%) revealed that our participants were attracted to start on a journey to become a teacher because of "I love to work with children." This finding supports what King (1993) found in that one of the major initial attractions for choosing teaching profession was the opportunity to work with young people. Additionally, other researchers such as Osborn and Broadfoot (1993), Snyder, Doerr, and Pastor (1995), Yong (1995), Johnston, Mckeown, and Mcewen (1999), Kyriacou, Hultgren, and Stephens (1999), Schutz, Crowder, and White (2001), Hobson, Tracey, Kerr, Malderez, Pell, Simm, and Johnson (2004), Lai, Chan, Ko and So (2005), Manuel and Hughes (2006), Watt and Richardson (2006), Bruinsma and Canrinus (2012), and Kilinc, Watt, and Richardson (2012) found that enjoying working with young people or loving working with children was the source of influence for people's goal to become a teacher. Another interesting finding was related to the motive "It is like to answer a calling." 53, 7 % of student teachers decision-making in choosing a teacher education program was like to answer a calling from their society or community to make a contribution for a development through becoming a teacher. This finding is consistent with the findings of Lortie (1975) and Low, Lim, Ch'ng, and Goh's (2012) study. Regrettably, we could provide with qualitative data as among the 22 participants that we interviewed, not much information they provided. This finding was interesting as student teachers who decided to be a teacher might think that it was only them who could save their society through their profession as a teacher in future.

In terms of intrinsic motives, "It offers opportunities for my academic development" (80,7%) was given the highest rating by student teachers and the qualitative data from the 22 interviewee also supported the questionnaire data, suggesting that participants of our study decided to start on a journey to become a teacher because they believe that their academic life would develop in future. This finding is consistent with the findings of previous studies that found opportunities for academic development as one of the motives for entering teacher education programs or teaching profession (Yong, 1995; Lai, Chan, Ko, & So, 2005). Our findings based on qualitative and questionnaire data revealed that "I am inspired by good teachers (role models)" (68,4%) was one of the motives rather highly rated by our student teachers. Lortie (1975) in his seminal book, *School Teacher: A Sociological Study*, reported that "continuity within the family" or role models as one of the facilitators to enter the teaching profession. Additionally, our finding is consistent with what Manuel and Hughes (2006) found in that 73% of their participants agreed that a current or previous role model gave a big contribution to decide to choose teaching profession. Next, the motive, "I am interested in teaching activity," attracted student teachers (65,2%) to pursue teaching credentials in a teacher education program. Our qualitative data were also supportive the questionnaire data. For example, Inai, a

female student teacher reported that she had an earlier dream to be a teacher, “Started from my senior high school, I dreamed to be a teacher.... I am interested in teaching activity because it is a great process. I love to share my knowledge to my students and guide them as good as possible.” These findings are supportive the previous research findings done by Lortie (1975), King (1993), Osborn and Broadfoot (1993), Snyder, Doerr, and Pastor (1995), Yong (1995) and Kyriacou, Hultgren, and Stephens (1999). The last main intrinsic motive influencing student teachers to pursue teaching credentials in a teacher education program was “To be a teacher fits my personality.” However, only 40 % of 285 student teachers agreed with this statement. The questionnaire data were contrary with our interview data in that 22 participants reported that the motive motivated them to choose a teacher education program. For example, Chacha expressed that teaching fitted her personality as she liked learning new things and becoming a lifetime learner,” Teaching is one of those rare professions that keep my brain young, allowing me to continue my own journey as a student and a lifelong learner. I love read. Being teacher, I think it fits my personality.” Our finding confirmed that student teachers in this study from the earliest day had realized teaching profession would be part of their life, which supports the finding of Low, Lim, Ch’ng, and Goh’s (2012) study.

Under the extrinsic category, our participants were attracted to pursue teaching credentials by several related motives such as “Being a teacher offers more time for family” (64,6%). The quantitative data were also consistent with our qualitative data in that our participants wanted to enter a teacher education program because being a teacher in future will help them have more time with their family. For example, Tiara, a female student teacher, expressed, “Becoming a teacher, we have an extra time home to gather with our family.” Titin, other student teacher, added, “Being a teacher really fits for women who have family.” Our findings are consistent with the findings of previous research (e.g. Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lin, Shi, Wang, Zhang, & Hui, 2012; Kilinc, Watt, & Richardson, 2012) who found that time for family attracted people to enter teaching profession. However, our finding is contrary to what Bruinsma and Canrinus (2012) found that time for family was one of the least important factors to be a teacher. Next, the findings of our study reported that 56,9% of participants to enter a teacher education program was “Being a teacher offers good salary” while 36,5% of them were not sure that salary was the main motive. Our interview data also indicated that salary was not participants’ main motive to pursue teaching credentials. For example, Lupi, one student teacher commented, “I am not really interested in a good salary even I need it. Being a teacher is a moral activity so you must not pay attention to the salary.” The findings of previous studies were also mixed. Research done Lortie (1975), King (1993), Kyriacou, Hultgren, and Stephens (1999), and Low, Lim, Ch’ng, and Goh (2012) revealed that the prospective teachers were attracted by such as good salary while Kilinc, Watt, and Richardson (2012) found that pre-service teachers had significantly lower perceptions of teaching as high demand, social status, and salary. Also Manuel and Hughes (2006) who explored pre-service teachers’ motivations found that salary did not indicate as a significant reason for choosing to teach while Watt and Richardson (2006) found that participants generally perceived teaching as a career which is high in demand but low in return, social status, and salary. Other interesting findings in our study revealed that 39.6% of 285 student teachers agreed with “Being a teacher offers long holidays” which is consistent with the findings of previous studies such as King (1993), Kyriacou, Hultgren, and Stephens (1999), Kyriacou, Kunc, Stephens, and Hultgren (2003). However our qualitative data indicated a different meaning of holiday in teaching profession. For example, Chacha said, “If the students are getting holidays, teachers will also get holidays’ while Yuli added, “I don’t think so... Students have a long holiday but not with the teacher.” It suggests that long holidays for participants depends on students’ holidays, but it is not a real holiday as teachers should prepare related teaching materials for the next term. The last initial motive that we expected to see in this study was “I have no other choices.” 51,2% of 285 student teachers disagreed with the statement while 26,3% were not sure and 20 % agreed. For the 51,2% of participants, they believed that they set their mind from the beginning to be a teacher while for the 26,3% of and 20 % of participants, they chose to enter a teacher education program because they might not be sure to pursue teaching credentials as they were not accepted by other programs. The findings of previous studies such as Yong (1995) and Lai, Chan, Ko and So (2005) indicated that “no other choices” were one of the motives of choosing a teacher education program.

We also found three emerging themes from our interview data regarding the sources of influence for their motives to become a teacher. One was for the intrinsic motive (being a teacher might lead to other jobs in future) and two were for the extrinsic motives (a good social status and job security). For the motive of being a teacher might lead to other jobs in future, our finding supports the finding of a study done by Snyder, Doerr, and Pastor (1995) who found that more than a third of pre-service teachers indicated a desire to consider an alternative career within the field of education or a closely related service. A good social status and job security were two extrinsic motives attracting our participants to start their journey to become a teacher. Kyriacou, Hultgren, and Stephens (1999), young (1995), and Lortie (1975) reported that salary/secure job and social status were among the initial motives to decide to choose a teacher as a future career. Additionally, Lin, Shi, Wang, Zhang, and Hui (2012) and Kilinc, Watt, and Richardson (2012) found that job security was one of the important motives for student teachers to embark on a journey to be a teacher.

CONCLUSION

Although conclusions are controlled by the small sample size, the findings of this study contribute to our understanding of the motives of Indonesian EFL student teachers to enter a teacher education program. Overall, the findings of this study exposed that the Indonesian EFL student teachers' interpretations of their motives for embarking on a journey to become a teacher were various; so far the kinds of motives on their career choice were likely to involve an interaction among altruistic, intrinsic, and extrinsic motives across participants quantitatively and qualitatively. The findings from this study indicated that participants, if we take a closer look at the data, altruistic motives were predominant (it has a socially worthwhile job with 96,1%, I want to shape future of children with 91,1%, and I love to work with children with 63,5%, and it is like to answer a calling with 53,7%). Additionally, intrinsic motives were the second dominant considerations including it offers opportunities for my academic development (80,7%), I am inspired by good teachers (role models) (68,4%), I am interested in teaching activity (65,2%), and to be a teacher fits my personality (40 %). These findings are very interesting and important information for teacher education programs in Indonesia. These findings strongly suggest that student teachers in this study may have long-term commitment to teaching. The combination of having strong motives between altruistic and intrinsic will make student teachers fully committed to their career as future teachers in Indonesia. In this study, only one extrinsic motive, "Being a teacher offers more time for family" was given a high rating by student teachers (64,6%) while other motives were given low rating by student teachers. This is an important finding as if student teachers in this study placed extrinsic motives as their main interest, their future commitment to teaching would not be strong enough to improve the education quality in Indonesia. In sum, although altruistic motives seemed to be predominant the findings of this study provide us with a clear picture of the motives of Indonesian EFL student teachers to start on a journey to become a teacher which are interlinked among altruistic, intrinsic, and extrinsic motives. In other words, Indonesian EFL student teachers chose to enter a teacher education program was strongly driven by an interplay of social, intellectual, and personal determinants.

POLICY IMPLICATIONS

The findings of this study revealed that the motives of Indonesian EFL student teachers to start on a journey to become a teacher are quantitatively and qualitatively interwoven among altruistic, intrinsic, and extrinsic motives even though altruistic reasons seemed to be dominant. While the findings of this study will potentially contribute to the sort of evidence necessary for understanding the motives of Indonesian EFL student teachers, policies to create good standards of teacher education programs in order to attract and recruit quality student teachers should be made. Lortie (1975) stated that any job or occupation, which does not succeed in recruiting new members, will fail to survive. Accordingly, the author argues that certain recruitment resources have to be possessed by any occupations. Therefore, given the growing diversity of the student teachers population and the continuing predominance of female student teachers in Indonesia, any teacher education program should recruit quality and high-motivated entrants so that they have long-term

commitment to teaching. Among the policies or practices that should be provided by national and local educational policymakers are (a) before entering the program: (1) teacher education program should select potential candidates based on matriculation test results, the results of school diploma, and relevant records of non-school achievement, (2) teacher education program should require potential candidates to possess pedagogical knowledge and skills by providing them with pedagogical books and by testing their understanding of the assigned books, (3) finally, selected candidates should be interviewed and asked to give details why they have decided to become teachers. (b) During the program: Teacher education programs should provide student teachers with clinical experiences early and throughout the program to ensure that they develop a picture of what teaching should involve and require. (c) After the program, national and local educational policymakers should provide student teachers with complete information on any position related to profession.

Furthermore, the findings of this study indicated that female student teachers were more dominant than male ones. Although teaching profession may be characterized as a woman job, in the context of Indonesia in that many remote and rural areas still need more teachers, more male student teachers should be encouraged to enter teacher education programs.

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