

PERSPECTIVES OF PRE-SERVE EFL TEACHERS TO CHOOSE TEACHING AS A FUTURE CAREER

Erinda Nalurita¹, Sri Wulandari², Kristanti Yuntoro Putri³, Dhena Usthiana Haryanti⁴

^{1, 2, 3, 4} Universitas Islam Kediri

erindanalurita07@gmail.com, sriwulandari@uniska-kediri.ac.id,

kristanti@uniska-kediri.ac.id

ABSTRACT

Globalization has had a massive impact on people's mindset nowadays when on deciding their career, especially on being a teacher. In this case, working in the educational sector is considered a non-profitable occupation, especially for being a teacher. Due to those issues, this research aimed to analyze the career pre-serve EFL teachers and the motivations affecting their decision to be a teacher at the Islamic University of Kediri in 2023/2024. This study used descriptive qualitative as the research design, where the data was collected by conducting in-depth interviews. Nine university students in the 8th semester of English Education were chosen as participants. The interview results have shown that motivation is the best way to prepare students to deal with the challenge of current teaching conditions. Having a strong motivation could lead them to a successful teaching career. All in all, considering a future career as a teacher is a great choice, since the students have figured out the current situation of the teachers following by some obstacles teachers have faced. Due to this condition, this job surprisingly brings great opportunities await in the future.

Key words: future career, motivation, pre-serve teacher

INTRODUCTION

Teaching in the professional area is one of the obstacles that instructors confront these days. Recently, teaching EFL students presents important and necessary obstacles. Many people plan to pursue teaching as their professional vocation. Despite the variety of hurdles, individuals undoubtedly have compelling reasons for wanting to become teachers. This article will address this topic in more detail, emphasizing the motivating elements that have a significant impact on EFL teachers. In addition, this article might be helpful for all of the teachers to be more aware of themselves during their teaching journey, especially for EFL teachers. Research on teacher education has identified both positive and negative aspects that influence young people's decision to pursue a profession in teaching (Şahin & Kana,

2013). Motivation may be described as the driving force behind someone's decision to pursue a certain goal or as support.

Teachers are highly respected in developed nations. That's why education professions, such as teachers, are "the root of various professions". Several factors are important to consider before choosing a profession as a teacher. Motivation is a mandatory aspect of being a professional teacher. (Şahin & Kana, 2013). On the other side, Christensen and Van de Borre stated that a variety of psychological, societal, economic, and political elements have been discovered to impact individuals' inclination to explore teaching as a vocation (Chaaban, Alkhateeb, Abu-Tineh, & Romanowsk, 2023). The expectancy-value theory is one of the most well-known incentive theories in educational psychology, and it has been widely utilized to study academic behavior, achievement, and achievement-related choices in several fields. As we could highlight, the motivation of teaching and educational psychology is always enhanced, regarding creating integrity as a teacher and focusing on the teaching career. Besides, the foundation of the Factors Influencing Teaching Choice (FIT-Choice) framework" self, value, and task perceptions" was constructed using fundamental elements from expectancy-value theory (Yu, An, & Zhao, 2023). Some teachers expect themselves to be treated well or accept social validation from their surroundings to fulfill their psychological needs, which is interpreted as extrinsic motivation. This condition is possible due to the great challenge of teaching EFL students.

Motivation, a concept used to describe and explain human action, has been defined and described in various ways. These descriptions may refer to motivation as forces (either internal or external), attributes, dispositions, inner needs, or cognitive processes that directly or indirectly cause the initiation and persistence of action, or direct behavior and decision-making. Motivation is relational because it is determined by the relationship that exists between the individual and his environment. It is also dynamic in the sense that when the situation in which those ties exist changes, so do the relationships and motivation. Carre's study demonstrated that motivation is relational and dynamic, resulting in a variety of motives. In this instance, the teachers are also adult learners who may initiate and

control the teaching and learning processes, particularly in response to contextual demands. These circumstances are sufficient to serve as motivation for teachers to continue their careers (Njenga, 2023).

Brookhart and Freeman demonstrated that early investigations on the motivational characteristics of pre-service teachers resulted in continued attempts to better teaching theories and techniques. In this case, three important keys to teaching motivations are highlighted. The motivations are extrinsic, intrinsic, and altruistic motivations (Saito, 2024). According to the Organization for Economic Co-operation and Development, extrinsic motivations are related to job stability, income, and social security. Intrinsic motivations are linked to interest, personal fulfillment, and desire. The last motivation is altruistic, which emphasizes acts of service to others, society, and the country. Furthermore, while considering a profession in teaching throughout the world, the OECD study from 2005 should be considered. Research from Australia, Canada, France, Belgium, Slovakia, and the United Kingdom suggests that working with children and adults requires both intellectual development and social involvement (Şahin & Kana, 2013). According to the background and related theories, this article will pursue how is the pre-serve teacher's perception of teaching as a career at present and what are the motivations of the pre-serve teacher to have teaching as a career continually.

RESEARCH METHOD

The research design applied in this study was descriptive qualitative. An in-depth interview was conducted as a data collection technique. The object of this study was 9 university students of 8th semester English Education Major who have completed their PLP Program pursued by University of Islam Kadiri (Uniska). During the in-depth interview sessions, three different questions were elaborated to gain deep information about the issues.

FINDING AND DISCUSSION

Based on in-depth interviews, several results were discovered. The first interview result explained the factors why the participants chose education faculty

as their major. Several factors were found as reasons why these students chose teaching as a future career. The first factor, 3 of the students have already become a teacher without having the formal qualifications in education, so they needed to pursue the degree. Secondly, 2 of them stated that most of their families are teachers, so their job is aligned and they were already used to the conditions as a teacher. Observing their families, they found it pleasant being teachers. In this case, the other factors were found from the rest of the students, which each had different statements. Those were that teachers had an essential role in the education field, then it is considered a flexible job since they can still have a side job while being a teacher, and the last was they already going this far in education major although they were actually not really willing in studying this education major. Thus, based on these perceptions, students have their own considerations and conditions for being a teacher.

Based on those factors, the researcher continued to analyze deeply for students' perception of teachers' current condition as a career. 3 of the students stated that the salary is below the minimum range. Followed by 2 others who had stated the curriculum at school were found confusing to implement because the Ministry of Education continually changes following the new presidential cabinet. The other conditions were stated by the rest of the students, which were 4, such as the teachers' rights was not properly fulfilled, teaching hours were cut off due to school meetings, lack of teachers' competence, and lastly too many honorary teachers at school.

According to the current teachers' conditions, the researcher completed the final interview stages to find out the motivation of students for being teachers as their future career. 2 students explained that teaching is a noble occupation, and they still chose it undoubtedly. While the rest of them, which were 7, stated different motivations. Students found out that being a teacher was an interesting job because they found pleasant and limitless joy while teaching. Secondly, becoming a teacher has been their hobby since they did it with love. It was considered a flexible job due to the working hours and holidays. Some of them had already understood the teaching curriculum, so it must be difficult to adapt to the new job. Then they found

joy on developing new abilities and skills, and this job could be the best way to train the students to gain teaching skills.

The students' perceptions which have been discovered in the results of in-depth interviews have shown that teaching is considered of a flexible job and aligned with the study of (Naja, 2013). While teaching at school, some teachers still able to adjust the time with their family and have parental responsibilities, which is beneficial for pre-serve EFL teachers in the future. Moreover, these conditions indicate positive relationships in the teachers' surroundings (Ayuningtyas & Santosa, 2023). Therefore, challenging tasks as teachers are unavoidable such as understanding the learning curriculum which continually changes. Fortunately, this condition is considered a chance for personal growth for the pre-serve teachers which leading into positive influence. The study of (Cengiz, 2023) has proven that Turkish pre-serve teachers had pleasant experiences where they could contribute maximally to the children for education, interacting, and also working along with the students at school.

Certainly, this condition appeared due to the high motivation of the pre-serve EFL teachers. This aligns with (Damar, 2018) where pre-serve EFL teachers have high motivation in teaching. In addition, the other perception. The personal factors were involved as internal motivations, such as feeling interested while teaching, experiencing happiness while sharing the knowledge, and finally, teaching has become their new hobby (Cengiz, 2023).

CONCLUSION

Being a teacher is one of the jobs that could lead pre-serve EFL teachers to become useful people to society and it is categorized as a noble job. Due to the current situation of teachers, several challenges were faced by them since they started their career or during the PLP Program, in terms of understanding and implementing curriculum, their lack of competence and teaching abilities, followed by the salary which barely enough. In this case, the students were eager and willing to continue their degree in the education field, due to the great things they had experienced. Teaching has become one of their hobbies because it brings joy and

happiness during the teaching and learning process. It brings another pleasant experience since they could contribute maximally to help other people in terms of education as well as having compatible social interactions. In line with it, the teachers are also able to have family time once they have finished their job at school, which leads to a nice work-life balance. Bigger chance to develop teaching skills are wide open in the future as well as upgrading teachers' future knowledge. These reasons finally encourage the students to continue their jobs as teachers and also consider it as a future career.

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