TEACHING AS A CAREER CHOICE: ENGLISH STUDENTS' MOTIVATION

(STUDY AT TARBIYAH FACULTY UIN AR-RANIRY)

THESIS

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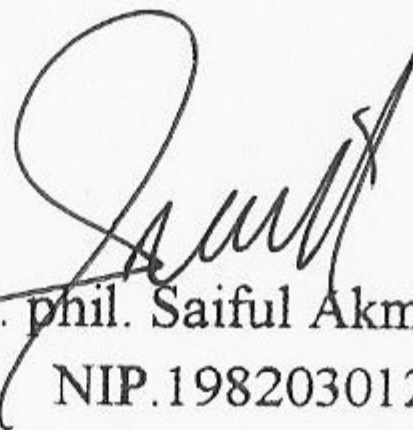**Department of English Language Education**
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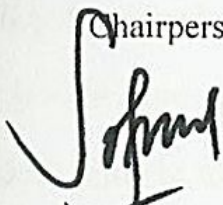
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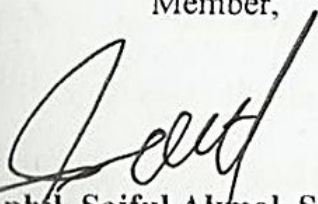
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Banda Aceh, January 24th, 2018

Birrul Aufa Inayatillah

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: *Teaching as a Career Choice: English Department Students' Motivation (Study at Tarbiyah Faculty UIN Ar-Raniry)* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

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Abstract

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Keywords	:	English student teacher, choosing career, motivation.

This study reports on findings from an investigation into the motivation for pursuing teaching as a career choice for English student teacher from at Islamic University of Ar-Raniry. The study was carried out qualitatively and 18 students participated from Islamic University of Ar-Raniry responded to in-depth interview in order to identify motivation and factors that influence someone to choose teaching as a career. It is considered that there are some motivations why student teachers choose teaching as a career. Identified factors influencing the choice of teaching including an influence of others, motivational influences (including intrinsic, altruistic and extrinsic motivation), and socio-cultural influences. This research is primarily based on the FIT-Choice Model which includes a specific set of pre-defined motivational influences of respondents rank adhere to content analysis of the emergent data revealed some reasons which were broadly categorized as intrinsic, extrinsic, and altruistic. The findings depict mostly participants of this study seemed to be interested in the teaching career chiefly due to intrinsic and altruistic motivation than extrinsic motivation. The student teacher consider about the intrinsic value of teaching were being more important career motivation for them which were followed by perceived ability. Both male and female participants were more intrinsically and socially motivated. Given the significant numbers of females who choose teaching as a career, a greater focus on influences on the choice of teaching for both males and females would be expected.

CHAPTER I

INTRODUCTION

A. Background of Study

Career choice is considered as one of many essential things of students' matter which is related in determining about future plans. There are plenty of options facing final year students, from graduate programs to working abroad or to further study. Every student at one time or the other is faced with the challenge of making a choice of career. Alberts, Mbalo and Ackermann (2003) identified that career choice as one of the major areas of concern for young people nearing the end of their schooling. It is important to both parents and their children because this decision will impact them throughout their lives.

Akomolafe (2003) pointed out that the individual's vocation or career is one of the most important aspects of human endeavour because it determines a lot of things in human existence. It could either make or mar one's joy and happiness. He further contended that true joy happiness and satisfaction are linked to proper choice of profession. He also posited that emotional and marital stability could be enhanced by the type of occupation one engages in.

Teaching is a universal and crucial activity which is happened in all type of societies and during all historical periods. Without teaching – an activity of intentional transfer of knowledge and educate the young generation, we should

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not do an expectation for something better in civilization. Teaching English as a Foreign Language is become essential for nowadays since English has spread widely all over the world and used by millions of speakers for a number of communicative functions.

The practice of teaching requires individuals to confront a host of challenges. Teachers must minister to the needs of a number of young people at the same time. They must work under the watchful eye of supervisors and parents who often possess dramatically different expectation of what should be going on in school. Teacher prize their autonomy but bemoan their isolation. They often must work without sufficient resources in surroundings that could hardly be characterized as conductive to learning (Duke, 1990).

Many other factors within and outside the family have also been linked with career choices in teaching profession as well as other professions. When teacher recruitment is concerned, it is claimed that the profession fails to attract bright young people (Murnane, Singer, Willett, Kemple, & Olsen, 1991; Kyriacou & Coulthard, 2000). It has some structural, social and psychological reasons (Ingersoll, 2001; Lai, Mok, Ko, & Li, 2000; Menter, Hutchings, & Ross, 2002; Coulthard & Kyriacou, 2002). According to one view, student teachers choose this profession with altruistic-intrinsic reasons or extrinsic reasons. In another view, they choose it under the influence of others such as their parents, teachers or peers.

Knowledge, beliefs, motivations, and background experience they bring to their roles as teachers are also worth studying since such studies help teacher

educators better understand who their students are and they also offer new insights into teacher education process and curriculum development (Brookhart and Freeman, 1992). Teacher must understand all of the various contexts related with teaching and learning process, concern a group of students' diversity which is can be factor and influence our teaching performance.

The teaching profession has undergone changes in accordance with job market, with students in education program regarding teaching as a career (Miles and Snow, 1996). Discussion on the teaching profession has become complex in light of issues pertaining to teaching workforce, teacher shortage, teacher recruitment and retention which are also prevalent in many other countries.

The Indonesian education system manages nearly 50 million students in basic and tertiary education. Indonesia is currently undertaking an ambitious education reform to improve the overall quality of education. Improving the quality of education in Indonesia has been a central issue. Through the enactment of Law No. 20/2003 on the National Education System and Law No. 14/2005, the new Government of Indonesia (GOI) in the reform era has set the legal foundation system for the management of the national education system. The two laws underscore the crucial roles of teachers to improve education quality and ensure success of the reform of the education system. By 2015, all teachers will hold at least a four-year Bachelor's degree, which means that approximately 1.7 million teachers will require additional training in order to be qualified. The Government of Indonesia established an ambitious target to provide (re)qualification for all its primary and secondary teachers that do not meet the legislative requirement. In

addition, to meet the second requirement for teachers, the GOI has to certify 2.78 million teachers, a huge number to handle in order to complete this certification program by 2015. Although the GOI has shown its commitment to improve teachers' academic qualification and already started the teacher certification program since September 2007, the implementation and sustainability of such a plan brings important challenges (Erica & Hidayat, 2010).

This report describes the process of becoming an Indonesian teacher under the 2005 Teacher Law and the major challenges faced by the government to upgrade the qualification of almost 2 million of teachers. The report is divided into five sections – including this introduction. The next section provides an overview of the Indonesian education system. The third section discusses the role, structure and organization of the two main ministries in charge of Indonesian education system. The fourth section focuses on the main changes in teacher education policy as well as teachers' career path. The fifth section states the main challenges that the government is currently facing and presents some possible directions.

Many studies have investigated factors that influence choice of teaching as a profession among teachers and students alike. Extrinsic (matters such as remuneration and other benefits), intrinsic (the enjoyment of teaching and the school environment) and altruistic (making a difference to young lives) motives have been investigated (Goh & Atputhasamy, 2001). But no study has been found to seek out the beliefs, views, and motivations of students who attracted to teaching profession. Thus, this study focuses on what are the motivations and

influencing factors that related to among students of a perception of the teaching profession as an attractive career choice.

B. The Research Questions

The main purpose of this study is to gain insight into the factors influencing final-year students' decisions who pursue teaching English as a career. In relation to this purpose, thus, this study seeks answers to the following questions:

1. What are the factors that trigger English student teachers' to pursue teaching as a career in Tarbiyah Faculty UIN Ar-Raniry?
2. What are the motivations of English student teachers' who pursue teaching as a career choice?

C. The Aim of Study

Based the research question above, this study want to gain insight and explores about:

1. The motivation of English student teachers' in the 4-year degree in Tarbiyah Faculty UIN Ar-Raniry who pursue teaching as a career.
2. It hopes to extend current understanding about the factors that trigger English student teachers' to pursue teaching as a career.

D. Significance of Study

The result of this research is expected to make new enlightenment for students who want to be a good teacher within concerning all issues related. Meanwhile, for English teacher, the findings are expected to be useful contribution that can be transferred help teachers to increase awareness towards teacher training system in Tarbiyah Faculty of UIN Ar-Raniry. It is considered that the results and recommendations to be provided through this research will lead teacher education program coordinator, national education ministry authorities and policy makers to revise the system to move forward.

E. Operational Definition

There are several terms in this study that should be explained to recognize more about the research problem and to avoid misunderstanding.

1. Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. The words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching.

Another way is to head for dictionaries and search for both the historical meanings of the term and how it is used in everyday language. This brings us to definitions like: impart knowledge to or instruct (someone) as to how to do something; or cause (someone) to learn or understand something by example or experience. As can be seen from these definitions we can say that we are all teachers in some way at some time.

Further insight is offered by looking at the ancestries of the words. For example, the origin of the word 'teach' lies in the Old English tæcan meaning 'show, present, point out', which is of Germanic origin; and related to 'token', from an Indo-European root shared by Greek deiknunai 'show', deigma 'sample.

2. Career

The term career may mean different things to many people. When Mayor Schneider used the term ("a career educator of thirty-five years' experience"), he implied notable achievement in a given occupation. Others may use *career* to describe all the occupations and activities in which they participate during their work lives. *Career* to many social scientists means "a succession of related occupations that are hierarchically arranged and through which a worker rises in an ordered sequence (David L. Sills, 1968). According to this definition, someone like Adrienne Maravich, who spends all her working life in a single occupation, does not have a career. For present purpose, *career* will represent a substantial record of employment in a field requiring continuous growth and self-appraisal. Individuals who have

undergone preparation to teach can grow in various ways (Linden Duke, Daniel, 1990)

3. Motivation

A variety of theories of motivation are available to help you understand your choice of a career. The one message shared by almost all the theories is that motivation is complex and unlikely to be explained by any one drive or need. Maslow (1970) developed a theory of motivation based on a hierarchy of human needs. Needs range from physiological needs (food, warmth) and the need for security to higher needs, including acceptance, esteem, and self-actualization (realization of one's potential). According to Maslow, higher needs are unlikely to be met until more basic needs have been satisfied. For some individuals teaching may represent a source of job security, while others may be motivated to teach because of a desire to be loved or cared about.

Herzberg et al., 1959 proposed a theory of work motivation that distinguishes sources of job satisfaction and dissatisfaction and argued that eliminating sources of dissatisfaction, such as low salary or lack of growth opportunities, will not necessarily ensure job satisfaction. Job satisfaction is primarily associated with five motivators; achievement, responsibility, recognition, qualities of the work itself, and advancement.

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated,

whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them (Richard & Edwar, 2000).

CHAPTER II
LITERATURE REVIEW

A. A Brief Look on Studies Teaching as a Career Motivations

There is a relatively sparse amount of literature which focuses on teaching as a first career. The six studies identified which make specific reference to teaching as a first career were studies from Hong Kong (Lai, Chan, Ko, & So, 2005), Australia (Manuel & Hughes, 2006), New Zealand (Lovett, 2007), Turkey (Yüce, Şahin, Koçer, & Kana, 2013), Portugal and Sweden (Flores & Niklasson, 2014), and South Africa (Cross & Ndofirepi, 2015). Although these studies differ dramatically methodologically, there are a number of key themes identified within the research with reference to influences on teaching as a first career. Key themes include the influence of others including role models, intrinsic, altruistic and extrinsic motivation.

Studies related to the motives lying behind choosing teaching as a career abound in literature. Using both qualitative and quantitative techniques for investigation, majority of them base their interpretations on the traditional classification of intrinsic, extrinsic and altruistic motivations. For example, Hayes (1990 cited in Moran et al., 2001) found that in a cohort of American students entering teaching altruistic reasons such as making a positive difference in the lives of children were more significant. Similarly, Stiegelbauer (1992 cited in

Fullan, 1993) reported that in her study with Canadian prospective teachers, the need to make a difference to students and society as well as the desire to be role models for students emerged as the main themes for entering the profession.

Hammond (2002), in a small scale study including trainee teachers of information and communication technology, found that trainees frequently drew upon their own past experience of teaching as well as their own interest to explain their career choice. On the other hand, in their comparative study of Norwegian and British pre-service teachers, Kyriacou et al. (1999) reported that the participants rated "enjoying teaching" and "enjoying working with children" higher than the other factors, placing more emphasis on intrinsic reasons. Yet, in another study, Sinclair (2008) found that prospective teachers are multi-motivated. In her study, the primary pre-service teachers stated to have the necessary qualities and attributes to be teachers and to work with children as their basic sources of motivation to become teachers besides the factor that they found teaching intellectually stimulating. As can be seen, it is difficult to generalize the reasons why students choose teaching as a career.

In another study, Watt and Richardson (2007), on the other hand, used a comprehensive scale named Factors Influencing Teaching Choice (FIT-Choice), which they developed (Richardson and Watt, 2006) heavily relying on the expectancy-value theory. They conducted the study with pre-service teachers enrolled in three Australian universities and found that perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution were the highest rated motivations.

The studies that have been conducted present different results. For example, in one of the earlier studies, Saban (2003) found that prospective elementary school teachers considered altruistic reasons to be more important and the extrinsic ones such as getting a secure job and a steady monthly income as more influential than intrinsic reasons in their career choice. In another study, Gürbüz and Sülün (2004) reported that prospective biology teachers were primarily motivated by their love for biology, while they rated the extrinsic motive of "job security" as the second reason for choosing teaching career.

In a large scale study Aksu et al. (2010) investigated the profiles of prospective teachers from different teaching programs and found that more than half of the students voluntarily chose to become teachers. On the other hand, the same group of participants reported more extrinsic reasons such as job security, flexible hours, and long vacation as well as the possibility of engaging in a secondary employment as motives that led them to select teaching as a career. It is hoped that the results and implications will contribute to the growth of existing literature on the issue and help teacher educators, curriculum developers and policy makers better understand and improve the quality of pre-service teacher education.

B. **Theoretical Framework**

1. **The Factor Influencing Teaching (FIT) – Choice Model**

The FIT-Choice (Factors Influencing Teaching Choice) model was developed by Watt and Richardson (2007) in an attempt to overcome some of the acknowledged issues with motivational research in relation to the choice of

teaching as a career. The model draws on the expectancy value motivational model (Eccles (Parsons) et al., 1983) which has been prominent in motivational theory for the last three decades. The model endeavours to combine a number of key motivational aspects to explain the choice of a teaching career. The FIT-Choice model includes socialisation influences (prior teaching and learning experiences, social influences and social dissuasion), task demand (expert career, high demand), task return (social status and teacher morale, salary), self-perceptions (perceived teaching ability), intrinsic career value, personal utility value (job security, job transferability, time for family), social utility value (shape future of children/adolescents, enhance social equity, make a social contribution, work with children and adolescents) and fallback career as value constructs within the theoretical model (Richardson, Karabenick, & Watt, 2014; Watt & Richardson, 2007).

Since the 1960s several studies have been conducted about student teachers' motivation, leading to various theoretical concepts and models. Overall, the distinction of three kinds of motivations highlighted by Brookhart and Freeman (1992) is generally accepted, however, the operationalizations of these three (intrinsic, extrinsic and altruistic motivation) differ enormously. Drawing upon recent research conducted by Watt and Richardson (2007), the expectancy-value theory allows us to locate previously identified motivations with an integrative and comprehensive motivational framework' (Watt & Richardson 2007, 168). Watt and Richardson adjusted and applied the expectancy-value

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theory for measuring why individuals choose teaching as a career (Watt &
Richardson 2007, 170).

In general, the expectancy-value theory states that values and ability beliefs
are crucial motivations in predicting career choices. Intrinsic motivation stems
from intrinsic values and refers to the enjoyment an individual experiences when
carrying out a certain task. In a similar vein, utility values influence the extrinsic
motivation and refer to the extent in which a task is likely to be useful in the
future. Altruistic motivation stems from personal values.

This theoretical framework provided the basis for the FIT – Choice test, a
test to study the factors influencing the choice for a teaching career, which is used
in the presented research. The expectancy-value framework by Eccles and
Wigfield was mainly developed to explain gender differences in achievement and
career choices (Eccles, 2005). Drawing on other motivational theories, the authors
believe that "educational, vocational and other achievement related choices are
most directly related to two sets of beliefs; the individual's expectations for
success, and the importance or value the individual attaches to the various options
perceived by the individual as available" (Eccles, 2005, p. 105). These two sets of
beliefs are influenced by multiple variables derived from the surrounding social
world and cognitive processes as shown in Figure 1.
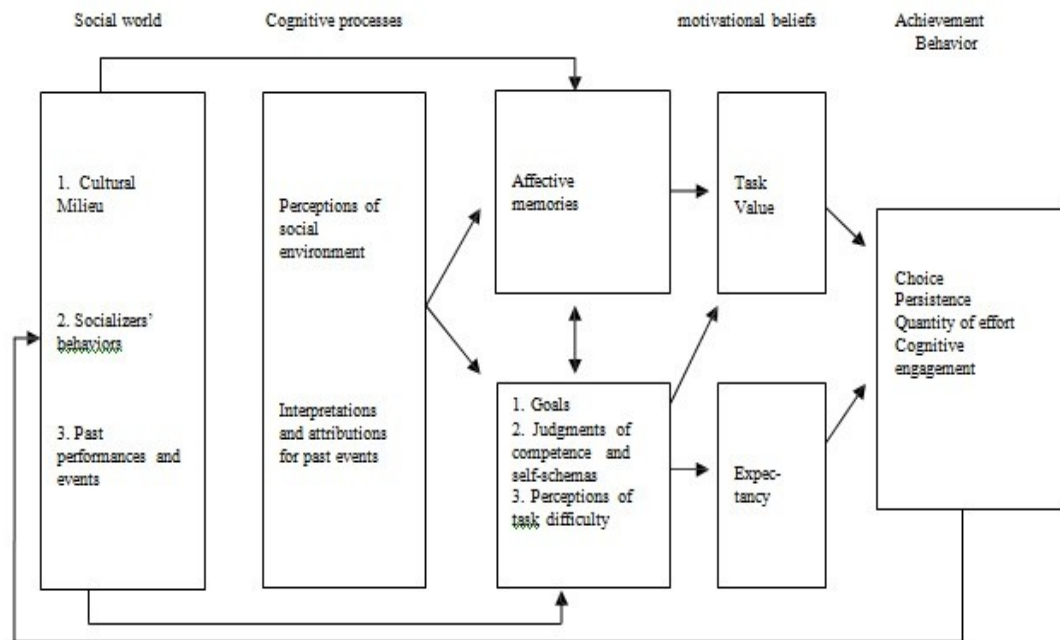
Figure 2.1. Expectancy Value model as shown in Pintrich & Schunk, 2002, 2002

Research has shown that expectancy is related to achievement and persistence, whereas subjective value is related to choice (Pintrich & Schunk, 2002). With regard to attainment value, the model assumes that individuals aim to confirm the possessions of those characteristics central to their self-image when making decisions, and will highly appreciate those tasks that are consistent with self-image and long-term goals. Intrinsic task value refers to the enjoyment of doing the task or the expectation of enjoyment of a future task. Utility value is similar to extrinsic motivation and entails doing a task as a means to an end, not just for the ability to do it. The last of the value constructs, cost, can come in many forms; time and money spent on the task, fear of failure, fear of social dissuasion, and rejection. Cost is the only construct in the model that relates negatively to choice, which implies that the higher the cost, the less likely the

choice will be. Furthermore, decisions are made in a complex social environment and often it comes down to a choice between two or more positive options. (Eccles, 2005) states that utility value especially is strongly influenced and shaped by factors such as the broader cultural environment and values, gender role stereotyping, etc.

Richardson and Watt (2007) conducted research on teacher motivation using the FIT-Choice scale they developed based on the expectancy-value theory by Wigfield and Eccles (1995). As explained, Wigfield and Eccles proposed three higher order constructs in their expectancy-value theory; (1) expectancy/ability beliefs, (2) subjective task value (attainment, intrinsic, and utility values) and (3) perceived task difficulty (Eccles and Wigfield, 1995). The Fit-Choice scale refers to these three constructs as; self, value and task perceptions (Watt and Richardson, 2007). For the expectancy/ability beliefs, items were developed asking about participants' perceptions of their teaching abilities. The value component was divided into intrinsic value, personal utility value and social utility value. Intrinsic value refers to the enjoyment one gets from doing the task and for this category items were developed that assess individuals' interest in and desire for a teaching career (Watt and Richardson, 2007). Personal utility value is based on the construct of attainment value in the original motivational framework, and measures the extent to which individuals consider tasks to be relating to their personal goals. Reasons falling in this category revolve around time for family, job security, job transferability, and bludging (choosing an easy option). The construct of social utility value was divided into the following categories: make a

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social contribution, enhance social equity, shape the future of children/adolescents, and work with children/adolescents. These altruistic, service-oriented goals proved one of the most mentioned categories by teacher candidates in different studies (Brookhart & Freeman, 1992). Perceived task difficulty or task perceptions consisted of task demands and task return. Task demands were divided into expert career and high demand, while task return was divided into social status, teacher morale, and salary.

Social influences as well as prior learning and teaching experiences were the antecedent socialization constructs. These social influences can be positive (e.g., "My friends think I should become a teacher") or negative (e.g., "Were you encouraged to pursue careers other than teaching?"). Teaching as a fallback career was also taken into account. For an overview of these categories and their perceived relationship, see Figure 2.2 below about Theorized constructs within the FIT-Choice Model (Watt and Richardson, 2007)

Socialisation Influences
Social dissuasion
Prior teaching and learning experiences
Social influences

Task Demand
Fallback Career
Expert career
High demand
Task Return
Social Status
Salary

Self Perceptions
Perceived teaching abilities

Intrinsic Value

Personal Utility Value

Job security
Time for family Salary
Job transferability

Social Utility Value
Shape future of children/adolescents
Enhance social equity
Make social contribution
Work with children/adolescents

Fall

Choice of Teaching Career

2. Taxonomies of Teaching Motivations

One of the widely cited model on teaching motivations is the tripartite framework (i.e. intrinsic, altruistic and extrinsic motivations) noted by Kyriacou and Coulthard (2000) and Moran, Kilpatrick, Abbot, Dallat, and McClune (2001). Intrinsic motives refer to internal satisfaction in the work of teaching (e.g. enjoy working with children, love of a particular subject, or love teaching in general). On the other hand, people join teaching for altruistic reasons see teaching as a socially worthwhile endeavour in contributing to the growth of the individual and the advancement of the society. Extrinsic motives can be rewards or other benefits related to teaching (e.g. compensations, social status and prestige, working conditions and environment, vacations, etc.). However, these three broad categories do not seem to be able to capture the intricate and interrelated influences on one's teaching choice.

Another taxonomy of teaching motivations is the Factors Influencing Teaching Choice (FIT-Choice) framework proposed by Richardson and Watt (2006) and Watt and Richardson (2007). The FIT-Choice framework is based on the expectancy-value theory (Eccles, et al., 1983; Wigfield & Eccles, 2000). Originally developed to explain gender differences in students' mathematics engagement and achievement, expectancy-value theory has been widely used to explain how expectancies for success and values directly and indirectly influence a range of task- related choices such as career choice, performance, effort, and persistence (Wigfield & Eccles, 2000). Expectancies for success refer to

perceptions related to skills, characteristics and competencies (Eccles, 2009). Subjective task values refer to the "quality of the task that contributes to the increasing or decreasing probability that an individual will select it" (Eccles, 2005, p. 109). The components of subjective task value include 1) interest value (anticipated enjoyment of engaging in the task), 2) attainment value (the needs and personal values that a task fulfills), 3) utility value (the value of a task that is less personally central), and 4) perceived cost (the cost of participating in the task) (Eccles, 2009). Expectancies and values are influenced by individual's goals, general self-schema, affective reactions, and socialisation (Wigfield & Eccles, 2000; Eccles, 2005).

Based on the expectancy-value theory, the FIT-Choice framework includes four major components: task perceptions (e.g. task return), self-perceptions (e.g. perceived teaching ability), values (e.g. intrinsic career value), and fallback career, with socialisation influences (e.g. prior teaching and learning experiences) as the antecedents. Task perceptions and self-perceptions capture the expectancy component while value captures the value component of the expectancy- value model.

Although there are overlaps between the tripartite framework and the FIT-Choice framework, the latter appears to capture teaching motivations in a deeper and more comprehensive manner. Their overlaps are evident. For example, "intrinsic career value" and "social utility value" (e.g. social contribution) are similar to the intrinsic and altruistic motivations, while "personal utility value" (e.g. job security) and teaching as a "fallback career" (e.g. teaching is not the first

choice) can be grouped under extrinsic motivations. However, the FIT-Choice framework has a number of advantages and strengths over the tripartite framework. First, with the adoption of expectancy-value model – one of the most influential motivation theories in education psychology, the FIT-Choice framework has stronger and more systematic explanatory power. This is evident in its fine-grained classifications of teaching motivations and the practical implications that can be drawn from these classifications (please refer to Watt and Richardson (2007) for a fuller discussion). Second, the FIT-Choice framework identified additional important factors that were not previously focused on (e.g. ability beliefs). Third, it covers broader categories, and takes into account the influences of prior teaching and learning experiences and social influences or dissuasion on one's teaching choice.

Despite the strengths of the FIT-Choice framework, it has a few limitations. First, it failed to make a conceptual distinction between socialization factors and other teaching motivations, although socialization factors are categorized as "antecedents" of other factors. Both the dictionary definition1 of antecedent and its use in the psychological literature (e.g. antecedents of career commitment) suggests the need of a conceptual distinction. However, the distinction is not elucidated in the FIT-Choice framework. Second, Watt and Richardson (2007) as well as later publications based on the FIT-Choice framework (see volume 40, issue 3, Asia-Pacific Journal of Teacher Education) did not attempt to explain the inter-relatedness between socialization factors and the other influencing factors. Contrary to what the FIT-Choice framework

suggests, their data analysis regarded socialization factors not as antecedents, but as parallel factors with the other influencing factors. This treatment may overlook important relationships among teaching motivations and teachers' career choice. Third, almost all studies that adopted this framework as the theoretical basis were quantitative.

C. Motivation

The past decade has seen an increased interest in exploring how an individual's motivation influences their decision to choose teaching as a career. Researchers have variously offered different measures of motivations to teach and offered different categories of motivations based on the findings of their research. For example, Thomson et al (2012) identified six categories of motivations in their research with 215 prospective teachers from the United States. These categories included intrinsic value, job benefits, meaningful relationships, altruistic views, ability including personal suitability to teach, and professional opportunities provided through teaching. Research from Slovenia involving 237 student teachers identified five different groups of reasons for choosing teaching as a career (Krečič & Grmek, 2005); self-realisation, altruism, material reasons linked to extrinsic motivation and based on socio-economic consequences of work, aspirations and stereotypes, and alternative extrinsic motivations such as teaching as a fallback career.

Despite the various categorisations of motivations, three key motives are common to most research in the field. Intrinsic, altruistic and to a lesser extent

extrinsic motivations are frequently cited in both Australian and international literature (see for example, De Cooman et al., 2007; Manuel & Hughes, 2006; Struyven et al., 2013; Yüce et al., 2013). Others have suggested that intrinsic and altruistic motivation are often blurred by study participants and argue that despite their conceptual difference that "seeing teaching as a socially worthwhile and important job is often inseparable from the job activity of teaching itself", (Lai et al., 2005, p. 160) and propose a categorisation of motives that includes intrinsic-altruistic motives. For the purposes of this review, motivations for a career in teaching were examined based on the most common framework for motivations – altruistic, intrinsic and extrinsic.

Altruistic motivation

Altruistic motivation is one of the key influences on the choice of teaching as a career (Pop & Turner, 2009). Altruism includes viewing teaching as a job that is socially valuable and important, the desire to help children and adolescents, and to improve society (Struyven et al., 2013).

Studies with various methodological underpinnings and different international contexts point to the role altruism has in the choice of teaching. A quantitative longitudinal study with secondary students in Hong Kong found that students were attracted to teaching by the notion of providing meaning and worthwhile service to others (Lai et al., 2005). This finding is replicated by a mixed method study based in Turkey which suggests that one of the reasons students are attracted to teaching is to be of service to others (Yüce et al., 2013).

Altruism is an important motivational influence on the choice of teaching as a career (De Cooman et al., 2007; Jungert et al., 2014) and while it is argued that its key importance may be related to the moral commitment of teachers to serve both students and society (Osguthorpe & Sanger, 2013), further research could investigate the relationship between the altruistic motivation of teachers and the student-teacher relationship (Jungert et al., 2014). Altruistic motivation rarely exists in isolation and is often tied to intrinsic motives.

Factors influencing the choice of teaching as a career: Altruistic motivation

- Desire to help children/adolescents/others
- Improve/contribute to society
- Meaningful and worthwhile service to others including individuals, community and country
- Desire to teach
- Working with children and young people
- To make a difference

Intrinsic motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Passion or vocation for teaching children or adolescents, interest in the subject matter and other factors inherent to teaching are often cited as intrinsic reasons for choosing teaching as a profession (Struyven et al., 2013). In the same way that altruistic motivations were comparable in different contexts, intrinsic

motivation remains similar among pre-service teachers from different countries. For example, Klassen et al. (2011) reported that intrinsic motivation was a primary influence on the choice of a career in teaching for pre-service teachers from Oman and Canada. Similarly research from Australia, has also pointed to intrinsic motivation as a key motivator in the choice of teaching (Sinclair, 2008).

Intrinsic motivations do however differ between individuals, and education researchers have indicated that intrinsic motivation can take a number of different forms. Variously, empirical research has shown intrinsic motivation to include the development of skills and knowledge that may be useful for a teacher's career (Struyven et al., 2013); participation in something that is interesting (Chong & Low, 2009; Jungert et al., 2014; Struyven et al., 2013); or intellectually stimulating (Sinclair, 2008; Sinclair et al., 2006); personal development (Struyven et al., 2013); and the quest for fulfilment or purpose (Curtis, 2012; Manuel & Hughes, 2006).

Whilst intrinsic and altruistic motivation are seen as key influences, many studies also pointed to the role extrinsic motivation played in influencing the career choice of teachers.

Factors influencing the choice of teaching as a career: Intrinsic motivation

- Self realization
- Aspirations
- Passion for teaching children and adolescents
- Development of skills and knowledge useful to a teaching career
- Participation in something that is interesting or intellectually stimulating
- Personal development
- Quest for fulfillment or purpose
- Enjoying the company of children

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- Enjoyment or interest in teaching
- Desire to work with children
- Love/like children and adolescents
- Suited to career
- Personal satisfaction
- Interest in teaching
- Love of the profession
- Fulfill a dream
- Meaningful engagement with subject
- Sense of Achievement

Extrinsic motivation

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. Extrinsic motivation is most commonly related to characteristics of the job itself such as holidays, salary, status and other beneficial working conditions (Struyven et al., 2013).

The place of extrinsic motivation and its influence on a career in teaching varied between countries. In the west, extrinsic motives including secure job conditions, working hours and reliable incomes were not as important as intrinsic and altruistic motivations for teaching (Jungert et al., 2014; Struyven et al., 2013). Studies from non-western countries indicated that extrinsic motivation provided a greater influence on the choice to teach. In China, for example the majority of teacher candidates enter teaching due to extrinsic reasons including the social

status of teachers, tuition waivers and obligations to serve their country (Gao & Trent, 2009; Liu, 2010; Yüce et al., 2013).

Extrinsic motivation in the form of salary, extra income, working conditions and good prospects for promotion was also an important influence on those entering the teaching profession in South Africa (Mwamwenda, 2010) and Turkey (Yüce et al., 2013). Further, research from Taiwan has indicated that teaching provides a simple but stable living, a decent salary, enhanced job opportunities, lower tuition fees, and good holidays (Chung & Yi-Cheng, 2012), while in Hong Kong, professional stability, long vacations and a relatively high salary are seen as important influences on the decision to choose teaching as a career (Bick Har, 2012; Gu & Lai, 2012).

A number of factors were reported in various studies regarding the influence of extrinsic motivation on teaching. These included good or flexible working hours (Aksu et al., 2010; Jungert et al., 2014), holidays (Aksu et al., 2010; Lai et al., 2005; McKenzie et al., 2014; Struyven et al., 2013), a reliable income (Chong & Low, 2009; Jungert et al., 2014; Low et al., 2011), job security (Aksu et al., 2010; Jungert et al., 2014; Lai et al., 2005), along with perceived life-fit (Sinclair, 2008).

Factors influencing the choice of teaching as a career: Extrinsic motivation.

- Job benefits
- Professional opportunities
- Socio-economic consequences of work
- Tuition waivers/lower fees
- Obligations to serve their country
- Promotion prospects

- Perceived life fit
- Multiple job options
- Balance work and family
- Status
- Job Security
- Working conditions including holidays and work hours

While intrinsic, altruistic and extrinsic motivations have generally been reported as key motivations in the choice of teaching as a career, other research has demonstrated that motivation (intrinsic, altruistic and extrinsic) can be seen as either adaptive or maladaptive.

CHAPTER III

RESEARCH METHODOLOGY

In this research, a deep concern comes to the researcher to analyze factor influencing students' motivation of teaching as a career choice. As teaching plays vital role in preparing future generations of any society, it is essential to employ qualified and dedicated teachers in the profession. Therefore, choosing teaching as a career becomes more crucial. The researcher apply qualitative technique to analyze the data and observe the situation that happens naturally and then describes it in the form of analyzing transcript by record and responses by subject on research to represent the data. This chapter also discussed about the location and time of the research, research design, participants, and technique of data collection.

A. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry which is located at Jl. Ar-Raniry Kopelma Darusalam in Banda Aceh city. This university was established on 5th of October 1963, it is known as UIN Ar-Raniry in 2013 from the previous name as IAIN (The State Institute for Islamic Studies). The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641 who has striven in enhancing Islamic thought in Southeast Asia,

especially in Aceh. The currently rector of UIN Ar-Raniry is headed by Prof. Farid Wajdi Ibrahim, MA.

The research conducted specifically on English students' motivation for choosing teaching as their career at *Tarbiyah dan Keguruan* Faculty so that English students was chosen since it related to a subject in this research. English Department at *Tarbiyah dan Keguruan* faculty is currently headed by Dr. T. Zulfikar, S.Ag. M.Ed, it is familiarly known as *Pendidikan Bahasa Inggris (PBI)* and being one of the reputable departments that many students who comes from every city in Aceh eager to study in.

B. Research Design

This study follows a qualitative methodology within a theory based approach tapping Watt's and Richardson's (2007) conceptualization to interpret career motivations of final-year English students at Tarbiyah Faculty UIN Ar-Raniry in gaining an understanding of the motivation and perception of English students' towards their motivations for choosing teaching as a career. Qualitative research is an approach for investigating and understanding the importance meaning or impute to a social or human issue. The procedure of research includes developing inquiries and methods, data regularly gathered in the participant's setting, data analysis inductively going from particulars to general subjects, and explain clarification of the meaning of the data (Creswell, 2014, p. 32).

C. Participants

Levinson (2008, p. 337) states that subject selection in qualitative research is purposeful; participants are selected who can best inform the research questions and enhance understanding of the phenomenon under study. Hence, one of the most important tasks in the study design phase is to identify appropriate participants. Decisions regarding selection are based on the research questions, theoretical perspectives, and evidence informing the study.

The subject of this research were English students teachers' at English Department at *Tarbiyah dan Keguruan* Faculty, 18 students were invited to join the study all of whom voluntarily agreed to participate and have eagerly motivation to be teacher as their career and final year students will be selected point as a participants since they are more considered in preparing future nearing the end of their schooling.

D. Method of Data Collection

Data collection methods most commonly used in qualitative research are individual or group interviews (including focus groups), observation, and document review. They can be used alone or in combination.

1. Interview

In gaining data needed in the research, the researcher conducted in-depth interview. It is a qualitative research technique that involves conducting "intensive individual interviews with a small number of

respondents to explore their perspectives on a specific idea, program, or situation" (Boyce & Neale, 2006, p. 3). Therefore, face-to- face in depth interview will be the primary sources of data in this research to obtain better understanding of the various participants' perspective. This interview is significant because the researcher want to explore about their motivation and factors influencing for choosing teaching as a career. The interview will take 15-25 minutes for each student.

2. Focus Group; FGD and FGI

The researcher use Focus Group (FG) as a data collection method. Focus Group is based on interviewing the selected subjects or participants within exploration a certain topic related to aims of research (Margret et al, 2014).

Focus group commonly known into 2 style of interview;

1. Focus Group Discussion (FGD), where some people will discuss a number of topics.

2. Focus Group Interview (FGI), where the one who have been selected as a participant of research since they involve or related to some certain circumstances so that they will be asked about their involvement appropriate to aims of the research.

Focus group discussion is one of the most frequently used for strengthening in-depth qualitative data which can provide an opportunity for the participants to talk to one another about a specific area of study (Witkin & Altschuld, 1995).

FGD focus on seeking answer for some issues which is been identified tightly, and the process of interview mainly concerning on the interaction in the group and how to actualize the well organized meaning.

Some concern which is being highly assured for optimizing FGD, such are:

1. Recording and interview transcription

2. Determining a number of participants. Morgan (1998a in Bryman 2004) proposed that FGD members will be better consists of 6-10 people. Consider about the number and the context of the research issues. Choose minimum of participants if we want to gain the data about one topic acutely, but if we want more various answer, we can select a certain number of participants.

3. Moderator involvement; when interpreting the information gathered through FGD, one should remember that the consensus that usually forms in a group does not necessarily represent the opinions of all the members. Frequently, a few individuals tend to dominate the discussion and the less assertive people tend not to contribute. Thus, FGD may not be a representative method of data collection (Margret et al, 2014).

The researcher used Focus group interview to collect data from participants. The researcher conducted FGI for 5 participants and the rest of participants have been interviewed deeply directly and through media. The choice of selection depended on the group's awareness about their motivation

for choosing teaching as a career. There is a researcher for guiding the discussion according to the prepared interview guidelines.

In addition, this research is coached within Watt and Richardson's (2007) Factors Influencing Teaching Choice (FIT-Choice) Framework, underpinned by expectancy-value motivational theory (Eccles et al. 1983; Eccles 2005). This framework sheds light on the motivation for teaching why individuals choose teaching as a career choice, their perceptions about the demand and reward of a teaching profession as well as the level of career satisfaction and commitment (Richardson & Watt, 2006). Although a large array of the studies suggest that motivations or reasons for choosing a teaching career fall into three main categories: intrinsic, extrinsic and altruistic reasons (Bastick, 2000; De Cooman et al., 2007; Kyriacou & Coulthard, 2000; Moran et al., 2001; Sinclair, 2008; Yong, 1995). The design of FIT-Choice framework is in response to the absence of a cohesive and holistic framework in the area of teacher motivation and career choice. Specifically, FIT-Choice model taps various underlying motives identified in the existing literature and has been validated across various contexts including Australia, Ireland, Turkey, Germany, Norway, the USA and China with sound evidence of reliability and construct validity (Eren & Tezel 2010; Watt et al., 2012). Therefore, the FIT-Choice framework might provide a more systematic integrative and reliable way to understand why teaching is chosen as a career choice.

E. Data Analysis

This study is exploratory in nature and thus has adopted a qualitative research methodology. It is mentioned earlier that making use of questionnaires may generate results that otherwise would be less likely. This is because questionnaires may be asking questions about which respondents had not contemplated before (Dörnyei, 2010). Furthermore, some of these reasons may sound socially desirable, and vibrant and patriotic to adhere to, possibly alluring students into expressing agreement with given statements more than they actually do. Therefore, to avoid such a problem, this study simply adopted a qualitative standpoint, with obviously due limitations and criticisms concerning its reliability and generalizable. The purpose of qualitative analysis is to interpret the data and the resulting themes, to facilitate understanding of the phenomenon being studied. It is often confused with content analysis, which is conducted to identify and describe results (Patton, 2002).

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In this research the data will analyze interpretively which is generally seen as being conducted in 3 stages: deconstruction, interpretation, and reconstruction. These stages occur after preparing the data for analysis, ie, after transcription of

the interviews or focus groups and verification of the transcripts with the recording.

1. Deconstruction refers to breaking down data into component parts in order to see what is included. It is similar to content analysis mentioned above. It requires reading and rereading interview or focus group transcripts and then breaking down data into categories or codes that describe the content.

2. Interpretation follows deconstruction and refers to making sense of and understanding the coded data. It involves comparing data codes and categories within and across transcripts and across variables deemed important to the study (eg, year of residency, discipline, engagement of faculty). Techniques for interpreting data and findings include discussion and comparison of codes among research team members while purposefully looking for similarities and differences among themes, comparing findings with those of other studies, exploring theories which might explain relationships among themes, and exploring negative results (those that do not confirm the dominant themes) in more detail.

3. Reconstruction refers to recreating or repackaging the prominent codes and themes in a manner that shows the relationships and insights derived in the interpretation phase and that explains them more broadly in light of existing knowledge and theoretical perspectives. Generally one or two central concepts will emerge as central or overarching, and others will appear as subthemes that

further contribute to the central concepts. Reconstruction requires contextualizing the findings, ie, positioning and framing them within existing theory, evidence, and practice.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Findings

This research was conducted to gain insight into the factors influencing and the motivation of English Students' for choosing careers in teaching. The technique of data collection used in this study was in depth-interview to find out their motivation of teaching career choice. The main purpose of this study was to investigate the reasons why students choose careers in teaching, the data for the current study were extracted from the interviews with the final year degree of student teachers, it was also to determine if there was a relationship between the reasons for career choice and student academic succeed in college. Braxton (2000b) cited that influences on college student persistence and departure decisions were derived from four theoretical frameworks: economic, organizational, psychological, and sociological.

The final sample for data analysis consisted of 13 females and 5 males, whose age ranged from 21 to 23 at the time of interview, none of them have married yet. I selected ten English Students' as participant who voluntarily agreed to participate and have eagerly motivation to be teacher as their career, they with the initial name followed in numerical sequences are PH1, CFY2, NM3, MRA4, DI5, AZ6, MF7, RM8, NF9, UM10, ARA11, IS12, TA13, RN14, MJ15, AA16, MP17, and E18. The interview was analyzed qualitatively to explore these participants' motivation. Based on the data of interview, I found

several findings on my research questions or issues that I have to explore in this study. In this chapter, I will explain the motivation and the factor influencing of the student teachers who pursuing teaching as a career choice.

Regarding to the first research question, I will depict some points about English students' motivation for pursuing teaching as their career choice that are related to the participant's career environment; intrinsic, extrinsic, and altruistic motivation behind the choice of a career including teaching; and social influence related to the likelihood of choosing a teaching career.

The findings are reported in the following manner:

- A general overview of the themes and sub-themes emerged from data analysis, as well as the number and percentage of participants identifying with each sub-theme (Table 1).

- The factors that influenced English student teachers' interest in teaching.

- The motivation of English student teachers' for pursuing teaching as a career

- The relatedness between factor and motivation

Table 1 below presents the numbers and percentages of participants who identified with each sub-theme under the two major themes. Some student teachers only mentioned one sub-theme, while some identified with more than one. For example, some who mentioned prior teaching experiences also referred

to their teachers, families, or friends as one of the social influences, while those who would like to help society improve also have thought teaching was fulfilling.

Themes	Sub-themes	Respondents (N = 18)	
		Number	Percentage
Factors Influenced	Prior teaching experiences (e.g. conducted teaching in a formal or informal)	15	83.33%
	Social influences (e.g. school teachers, advisor)	10	55.55%
	Influence of family	7	38.88%
	Others (e.g. childhood play experience, teaching is one of the leading careers, etc.)	8	44.44%
Motivation	Intrinsic value (e.g. compatibility of personal interests with teaching, excitement)	17	94.44%
	Altruistic value (e.g. social utility; a desire to help society improve)	10	55.55%
	Extrinsic value (e.g. attainment values such as job security, salary and benefits)	6	33.33%

Table 3.1. Numbers and Percentages of Respondents within Each Sub-theme

Next, I will present and discuss the findings according to the two major themes that emerged and their relationships, in answering to the two research questions. For ease of reading, the participants were quoted in an initial named followed in a numerical sequence that already stated in some paragraph above.

Factor Influenced – What factor most influenced my decision to choose a career in teaching?

Prior to Teaching Experiences

As shown in Table 1 above, almost of all interviewees (n=18) reported to have had prior teaching experiences, mostly have conducted teaching in local schools or private courses. They agree acknowledged the influence of these prior teaching experiences on their decision for teaching. For example, student teacher (MRA4) already started private tutoring even he has not graduate yet since he

had experiences and also have a skill to teach, he got the chance to teach students of different levels in his past school of teacher training program experiences. Through this he feels he have the potential to be an effective teacher:

"Sure, I will be an effective teacher one day if I keep practicing and try to always evaluate about my teaching performance. If there is a will, there is a way. I have already taught in the school where I have conducted the teaching training program since last two years ago till now on. So through that I realized that I have passion in teaching and I can see myself as a teacher in the future" (MR).

The aspect of teaching which they have possessed related to particular talent for teaching experiences was also believed by a male student teacher (MF7):

"I know an appropriate approach to teach the subject, I know the method of that approach to apply in teaching, I able to manage the material that I teach to students" (MF7).

Another female (DI5) attributed her interest in teaching to her prior teaching experience as a private teacher, she feels she have the potential to be an effective teacher:

"Yes I believe I will be an effective teacher and good teacher as well since I have experienced in private teacher, I have handled the students and make an enjoyable teaching" (DI5).

Briefly, prior to teaching experiences, either formal or informal, they have exposed the participants to the life of a teacher and help them discover their potential (skill), enjoyment, and passion for teaching. This theme concurs with a number of previous studies such as Chang Kredl and Kingsley (2014), suggesting

prior teaching experience as an important form of socialization factor that contributes to individual's career decisions. As stated by (AA16),

> *"When I experienced in teaching process, I found many things including students' enthusiasm, motivation, and curiousity that shape my commitment to be a teacher. Thus, in every time I teach, it lends me to decide to be a teacher". (AA16)*

In addition, the way that participants' related to prior teaching experiences to their decision to join teaching also makes it evident that these experiences were more probably a facilitating process, rather than a direct causal factor. Just like what *(MRA4)* said,

> *"I have already taught in the school where I have conducted the teaching training program since last two years ago till now on. So through that I realized that I have passion in teaching and I can see myself as a teacher in the future"(MRA4).*

The Influence of Social (School Teachers or Advisor)

Once recurring the theme in the social influences (e.g. significant others) on participants' decision to become a teacher, especially prior school advisor or teacher/lecturer. I specifically have asked them about the influence of school teachers on their teaching choice, only one agreed on the direct inspiration from the teacher. Female student teachers' (CRM10) has an inspiring lecturer since she has been in *Tarbiyah* Faculty who really make her to become an academic person as well as her inspiring person, as shown below:

"Yes I have known my lecturer for one semester in the class that I took lectured by her, her name Mrs. QN handling about English Language Teaching subject materials, I have taken her class estimated 2-3 times for 4 years in college. The way how she delivered the materials so well, she could encourage me for learning more and more, never feeling sufficient for knowledge, we have to learn for everything. I extremely adore her" (CRM10).

Most participants recalled moment about their teachers that they liked or disliked when they think weather this factor influenced them or not. However, the impacts of the inspiring teachers were on their motivations about what makes a good teacher. They have understood of what teaching entails and what it means to be a teacher, as stated by (EA18):

"I wouldn't say my teacher had influenced on my decision to be a teacher but it was definitely on the subject that I was confident since junior high school rather than others subject. I am not good at anything except English (EA18)".

Furthermore, (NI14) female student and (AA16) male student teachers encourage them for being a teacher as stated because:

"Yes I have been involved in teaching since graduated from senior high school, and I have many friends there" (NI14).

"In my home village, there is no one who becomes a teacher in last five years ago. But, I saw that most of those people in my home village really respect to teachers. When I was with them, some of them encourage me to be a teacher and come back to my home village to teach English" (AA16).

Our findings depict a clear temporal sequence of teaching motivations: socialization factors as parts that stimulate students' inner motive to join teaching. Our study differ from many previous studies including Marshall (2009), Mee et al. (2012), and Olsen (2008) about the influence of school teachers or family members who were teachers as a direct influence on students' decision to get into teaching. In other words, their decisions to teach is not directly caused by former school teachers, rather, they are influenced by those teachers in terms of igniting their desire of being a teacher, influencing the subject they have chosen, the way they will teach, and their sense of self as a teacher.

The Influence of Family

Based on my interview strengthen with the group discussion of the participants, seven participants ((MRA4, AZ6, PH1, CFY2, NM3, RM8, NI14) claimed that their family members convinced and greatly influenced them to attend *Tabiyah* Faculty UIN Ar-Raniry as one of well-known reputation in the Banda Aceh city and they choose for being a teacher for their career choice by entering *Tarbiyah* Faculty UIN Ar-Raniry. To make clear this explanation, PH1 and NM3 have clarified similar statement:

> *"Actually, my mother has been a teacher since I was born till now, so that she is the one who inspiring me for being a teacher for the next generation because she is my role in life. I do surely know after graduate from this Tarbiyah Faculty which is being favorite major rather than other facultues, I will be a teacher for future since the goals of the faculty itself to create a new teacher for the next generation" (NM3).*

In addition, (PH1) stated that it will be better for being a teacher who has graduated from *Tarbiyah* Faculty than other faculties since we all do deeply concern for every single detail of aspect of teaching so it will be a good thing for the one who really want to be a teacher.

Refer to (NI14) added that she wants to pursue teaching as effect of her family when discuss many things about teaching:

> *"My family influenced me for making decision being a teacher since they discuss many things about teaching and learning process in the classroom, included how to handle students' attitude, and I think it was so fun" (NI14).*

Based on the explanation, I can sum up that not all students teachers have greatly influenced by their family for choosing teaching as a career. Most of them have other factors instead of family factor.

Other Influences (Childhood Experiences, Teaching is the one of leading careers)

Most of all participants assumed by entering *Tarbiyah* Faculty as their major of college can be part of their choice for being a good teacher which is kind of great profession that will improve their capacity in expanding their self actualization. They can learn a lot of techniques for teaching, new methodologies and new information in language teaching since it is being concerned to the subject field major about teaching performance. (MRA4) clarified:

> *"I took teaching education department, so that I have to prove I can be a teacher to everybody who asks me about my job" (MRA4).*

The guaranteed of *Halal* job according to *Syariah Islam* is also become the value of (EA18)'s thought, she said that:

> *"I suggested myself for choosing teaching as a career since I know how the path of that profession that guaranteed halal" (EA18).*

(MJ15) add some other point that related to the integrity skill that she possessed influenced her for being a teacher.

> *…the integrity skills that elaborate the whole class in one hand, something that's not everyone have…*

Based on the explanation, I can conclude for all the student teachers' who choose their major in teaching education realized that they will be a teacher somehow instead of thinking for another occupation.

Motivation toward for selecting teaching as a career

The findings regard to the English student teachers' motivations for selecting teaching as a career reported that all of them who participated in this research largely due to their desire to become teachers. I emerged the qualitative data by content analyzed for recurring categories of motivation, which were later quantified for descriptive frequency and simple percentage analysis. The qualitative analysis and labeling of the categories were checked for inter-rater reliability.

These motivations were further grouped in intrinsic, extrinsic, and altruistic subgroups. Intrinsic reasons involved a joy and love of doing an activity as well as a personal interest. Extrinsic reasons, on the other hand, involved an external force or reward as well as convenience and ease. Altruistic reasons included helping others and making a difference.

Intrinsic Motivation

These intrinsic motivations cover aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions.

This sense of satisfaction that teaching can promise in developing personality was also shared by a female student teacher (NM3) and (EA18), who had discovered their liking in teaching focused on the action of teaching itself that gave them a sense of satisfaction, which sparked her desire to join teaching.

"I want to be a teacher because I like teaching, especially children and also I want to earn a lot of knowledge in my life and by choosing English Department, knowledge is easily able to get" (NM3).

"I find teaching can help me in developing my personality. I'm an introvert person so that I'm not good at making friends and getting close to strangers. However, a teacher is required to do so. So, I think it's good a choice to be a teacher because I can develop my personality"(EA18).

In addition, (MJ15) declare that:

"The self growth is the only thing that matter for me, in teaching I can see my reflection better that any others course work. So, it's easier to apply what I've got in my field"(MJ15).

From 18 participants selected, 15 of them have added another experiences related to teaching profession, they have taught in school or any other courses since they love to teach. Still, there is a possibility of them for having an alternative career if they unable to pursue teaching, such as freelance writer, translator, or even business stuffs.

When I explored further their underlying motivations for making such a decision, intrinsic value stood out to be the strongest or satisfying motive as mentioned in the paragraph earlier. Those are, the act of teaching, the opportunity self-growth and the interaction with the students have impressed in them a sense of satisfaction and fulfillment. For example, this male student teacher (MF7) shared that he craves for working with young people within teaching, it was similar statement that declared by (NF9) she thinks teaching could satisfying her

motive to the high extend in terms developing her knowledge.

Extrinsic Motivation

Another reason was brought by student teachers for coming into teaching was kind of profession which had a job security, salary, long vacation that was compatible with their personal attributes or interests. Some of participants articulated that:

> *"The most critical motive is job security, because I could work as a teacher at school or private tutor, at some English course with no pressure at all as long as I can keep controlling both of that activity. Besides, I could develop my knowledge since by teaching others, I also must comprehend my material well and become innovative in choosing the material or lesson given" (NF9).*

> *"....the motives about job security, it is related to me. I believe that being a teacher is a very safety jobs, I will not get a big challenging stuffs there" (MF7).*

(RM8) was also share her interest for being a teacher related to get much free time than working as an employee who runs out in a day long;

> *"I think I will have much free time if I'm being a teacher. Then, I have so much fun to teach students. It is an exciting things for me instead"(RM8).*

Furthermore, female students teachers' (PH1) wanted to do counseling since her liking listen other people's matter;

> *"Initially I wanted to do counseling, because I like to listen to people's problems. I also like to explain things to people. And another reason is I like youths. So I feel teaching actually can fulfill these 3 criteria where*

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you can work with youths, you can teach, explain, and you can also be a counselor to them" (PH1).

Actually, these participants explicitly emphasize the match between personal attributes or interests and what the work of teaching can offer. They fall more on the intrinsic side, as they do not weigh teaching against other professions in terms of external factors such as good salary and long holidays. Rather, what they focus on is the inherent nature of teaching such as the opportunities to interact with young people, to help students, and to relay their liking for certain issues to the next generation of students. They join teaching primarily because they perceive that the nature of teaching is compatible with their personal attributes or interests. One may notice the potential overlap between this theme and the earlier themes (e.g. intrinsic value)

It is revealed that few participants indicated tangible financial benefits as a prominent motivator in their career choice or choosing it as a fallback career. This finding is quite different from that reported in other studies in Hong Kong (Gu & Lai, 2012; Lam, 2012), Taiwan (Wang, 2004), and Malaysia (Azman, 2013). Clearly, guaranteed job opportunities, prestige of status, job stability and flexibility, financial security, longer holidays, etc., were not motivate them into teaching, neither do they come into this profession because they have no other options apart from teaching. To put it differently, people who decide to enter this field may have given considerable thought to this decision, and therefore those who join really enjoy teaching and want to be that significant figure in students' lives.

Altruistic Motivation

For some other student teachers, the underlying motive for making such a decision was to make something better for children or the society. As stated by (MJ15):

> *"So many children don't have an ideal learning process in the school. This is what encouraged me more. I want to make my environment better" (MJ15).*

The vision to share knowledge to the students and to make a great prospect in their lives was also evident from the account of another female student teacher (NF9).

> *"I feel interested because teaching career will have a great prospect in the future, not only the knowledge could be shared to the other people, we also could share our knowledge to our family members, our knowledge could be passed on to people and it will not to be forgotten" (NF9).*

(EA18) argued that she had a bigger vision of making good generation which is to contribute to the future of the nation. She realized a great number of populations in the city at the time of research which is supposed to create the great number of teacher as well. As shown as below:

> *"Aceh has great number of population. It means that the number of young generations is also great in number. In consequences, a number of teacher is also needed"(EA18).*

In addition, (IS12) declare his contribution in social by teaching which can enhance his skill and understanding in education, he realized there is a problem in

our education systems, furthermore he wants to fulfill his motives for improving education, hence, he can tackle problem in education by conduct social project.

> *"My primary motives are to enhance my teaching skill and have a better understanding in education. Hence, I can know better the real problem in our education and then I will try to contribute by making social project to tackle these problems. To know how to solve problems in our education is by involving in the systems itself, which one of it is teaching. After I know it well, I can try to fulfill the motive to improving education by certain social project that I will do in the future"* (IS12).

Surely, altruism alone cannot sustain one's passion for teaching and unrealistic expectations of the profession can be detrimental (Alexander, 2008), leading to discouragement, frustration, betrayal, and even leaving the profession. However, our data shows that the participants seemed to have a relatively realistic, rather than a distorted view of the teaching reality, thanks to their prior school working experiences. Through these experiences, they have already witnessed the impact they can make on the students, which they desire to continue.

B. Discussion

Investigating motivational factors that influence the choice of teaching as a career bring into base knowledge for developing teacher education policies, programs and recruitment (Flores & Niklasson, 2014; Lai et al., 2005). The choice to become a teacher and the factors that influence this choice are key

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considerations in designing and implementing strategies that may attract and retain teachers.

The analysis of the emergent qualitative data in this research revealed that student teachers have a multitude of reasons that function as a basis for the choice of teaching as career. This finding also gives support to Topkaya and Uztosun (2012) who also found consistently high mean values for a multitude of reasons of pre-service trainee ELT teachers. Obviously, one can get involved in an activity for the sake of the joy of the activity as well as for some extrinsic rewards such as finding a job easily, earning a living and prestige in society etc. Teaching is no exception to this. Students clearly did not adhere to one single reason but to several of them reflecting a truly multifaceted nature of choosing teaching as a profession (Sinclair, 2008).

Evidence from the research depicts almost of all students teacher as a participants who had expressed an interest in teaching as a career by particular reasons. That is dominantly encountered intrinsic motivation followed with extrinsic expectations, giving support to Boz and Boz (2008) and Ubuz and Sarı (2008) who also reported their participants to have a mixture of intrinsic and extrinsic reasons. These figures are particularly consistent with Boz and Boz who found that their participants had more intrinsic reasons to become teachers of Maths and Chemistry than extrinsic and altruistic.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the writer writes some conclusions and suggestions as follows:

A. Conclusion

The career motivations of student teachers were examined and concluded that extrinsic, altruistic, and intrinsic forms of motivations had a preponderant influence on student teachers when choosing teaching as a career. It is becoming increasingly important to determine what motivates the aspiring youth to become teachers in Indonesia due to create a good development in country.

Understanding why student teachers choose teaching as a career is crucial for teacher training programs within the faculties of education in our country and for identifying the vocational attitudes of them. Moreover, the present results are vital to determine urgent need to address them so as to reposition teaching as a career that would attract the interest of people with the potential to deliver the educational need of the Nation. Focus should be on the identified teacher characteristics that command respect and interest of students in this present age.

A conclusion of this study is that students manifest more intrinsic reasons related to their excitement and compatibility of personal interest with teaching for becoming a teacher of English as a career. This is promising for the field and can be a valuable asset for the education of future generations since intrinsic

motivation is often characterized by higher levels of achievement and enthusiasm for the practice of teaching. This is particularly important as intrinsic reasons can persist longer than extrinsic reasons even without specific external rewards. Measures, however, need to be taken to keep such intrinsic motivation afresh and long-lived for further professional development and maintenance of quality oriented teacher behaviors. Despite the fact that these initial motivations may persist for some time, there are a multitude of conditions related to teacher motivation and satisfaction once they start to work (Richardson & Watt, 2010). It is important to learn what influences teacher motivation negatively or positively at different stages of their professional development.

B. Suggestion

Refer to the conclusions of this study, some suggestions were provided for program coordinator, national education ministry authorities, policy makers, and teacher training institutions. The purpose of this study was to investigate the career motivations of student teachers who have chosen teaching as a career. Accordingly, this study tried to make a useful contribution as well to the teacher education literature.

The results of this study also come at a time when politicians and teacher training institutions around the world are addressing the issues of ameliorating recruitment and retention of teachers, structuring their works, improving teacher training system, and trying to develop effectiveness of teaching. The most significance suggestion of this study is listed below:

- Policy makers should consider the vocational duty of teaching and attempt to increase the social status of teachers.
- Teacher training institutions should concentrate on trying to ameliorate the attitudes of student teachers.
- Teacher training institutions should make an effort to inform student teachers that teaching is about altruism and self-devotion.
- Authorities in underdeveloped and developing countries should investigate teacher training models, and teacher recruiting and retaining strategies of developed countries so as to ameliorate the current case of their countries.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8704/UN.08/FTK/KP.07.6/10/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Safrul Muluk, S.Ag.,MA.,M.Ed.,Ph.D   Sebagai Pembimbing Pertama
2. Dr.phil. Saiful Akmal, S.Pd.I., M.A   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Birrul Aufa Innayatillah**
NIM	:	**231222722**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Teaching as a Career Choice: English Department Students' Motivation (Study at Tarbiyah Faculty UIN Ar-Raniry)**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017
An. Rektor
Dekan,

Mujiburrahman

Nomor : B- 11122 /Un.08/TU-FTK/ TL.00/11/2017   22 November 2017
Lamp : -
Hal   : **Mohon Izin Untuk Mengumpul Data**
         Menyusun Skripsi

Yth,

di-
Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	:	**Birrul Aufa Innayatillah**
N I M	:	231222722
Prodi	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	XI
A l a m a t	:	Jl. Syech Abdurrauf, No.6 Sektor Utara Darussalam

Untuk mengumpulkan data pada:

Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Prodi Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Teaching as A Carier Choice: English Departmen Students' Motivation (Study at Tarbiyah Faculty UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima·kasih

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

<u>**Surat Keterangan**</u>

No: B-055/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11122/Un.08/TU-FTK/TL.00/11/2017 tanggal 22 November 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **Birrul Aufa Innayatillah**
NIM	: **231 222 722**
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Teaching as A Career Choice: English Department Students' Motivation (Study at Tarbiyah Faculty UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

(INTERVIEW GUIDE)

A Study of Teaching Career Choice Motivation and Factors

This questionnaire is designed to determine what are the motivations of student teachers' choose careers in teaching. The decision to pursue teaching – or any other occupation – requires considerable thought and information. This is kind of a Self-Assessment which has been designed to reflect the principal aspects such as the motivation for teaching, perceptions and expectation about the teaching profession, career choice satisfaction related to abilities. By taking time to consider the questions in each parts, it will become more aware of what students teachers' need to know to make a commitment to teaching.

A. INDENTITY OF PARTICIPANTS

Name   :
Gender   :
Age   :
Address   :
Marital Status :

B. QUESTIONS LISTS

1. Please answer the following questions about your desire for being a teacher after graduated at Tarbiyah Faculty UIN Ar-Raniry by circling the correct response.

Did you enter Tarbiyah Faculty for being a teacher for your career choice?	Yes	No
Did you add another experience related to teaching profession?	Yes	No
Did you complete your thesis as the requirements for graduate mainly discusses about teaching?	Yes	No

_____

Did you graduate from Tarbiyah Faculty UIN Ar-Raniry for   Yes   No
bachelor degree?
_____

2. Using the following scale, place a number from 1 to 5 by each items below, thereby indicating the strength of your motives for pursuing teaching.

5 = critically important

4 = very important

3 = important

2 = not very important

1 = not important at all

RATING   **MOTIVE FOR TEACHING**

_____   Opportunity for self-growth

_____   Job security

_____   Value of education to society

_____   Long vacation

_____   Interest in subject matter field

_____   Desire to work with young people

_____   Influence of family

_____   Influence of teacher(s)

_____   Salary and benefits

_____   Stepping-stone to another job

_____   Recognition

_____   Something to do until a career decision can be made

_____   Other motives (please specify)

3. Please place a number of the following question using the scale;

5 = greatly influenced

4 = very influenced

3 = influenced

2 = not very influenced

1 = not influenced at all

Which of the following factors do you believe most influenced your decision to choose a career in teaching?

_____ A career in teaching is exciting

_____ A career in teaching pays well

_____ A friend or family member works as a teacher or lecturer

_____ There is a great demand for workers in the education industry

_____ Teaching is one the leading careers

Who do you believe had the most influence in your decision to choose a career in teaching?

_____ Family member

_____ Friend

_____ Teacher

_____ School Advisor

What was the factor that most influenced your decision to attend Tarbiyah Faculty UIN Ar-Raniry?

_____ Knew someone who had attended Tarbiyah Faculty UIN Ar-Raniry

_____ Tarbiyah Faculty UIN Ar-Raniry's reputation is well-known in the district

_____ Tarbiyah Faculty UIN Ar-Raniry was the only one college I was aware of

_____ School Advisor recommended Tarbiyah Faculty UIN Ar-Raniry

_____ My family member convinced me to attend Tarbiyah Faculty UIN Ar-Raniry

4. Please check the answer that best describes your interest in teaching as a career.

When did you first become interested in a career in teaching?

_____ Before the 9th grade

_____ 9th to 12th grade

_____ After the 12th grade

How did you first learn about teaching careers?

_____ In school

_____ From family or friends

_____ Media (Movies, television, books, etc)

Which of the following items that related to teaching profession in school was most attractive for you?

_____ Students

_____ Teacher

_____ Self enthusiasm for improving the education

_____ Earning salary

What types of teaching activities were you involved in before entering Tarbiyah Faculty UIN Ar-Raniry? Check all that apply.

_____ Volunteer in school

_____ Any English course

_____ Teaching with friends or family

_____ Training at another school or facility

_____ None

Who did you know that worked in school as a teacher before you started your teaching career? Check all that apply.

_____ Family member

_____ Friend

_____ Teacher

_____ Neighbour

_____ No one

5. The following questions are designed to help you reflect on the extent to which you are prepared to become a teacher. Take sufficient time to reflect on each question; the decision is too important to hurry.

In your own words, please state why you made the decision to pursue a career in teaching.

Do you still feel these are your primary motives for wanting to become a teacher? If not, which motives now seem most critical?

Based on your experience in college as well as in other course work, to what extent do you feel that teaching is capable of satisfying these motives?

Why do you think being a teacher could satisfy your motives? Please get list of them which are the motivations.

How do you feel about the prospect of pursuing a teaching career?

If you were unable to pursue teaching for some reason, what would be your choice of a career?

Based on what you have read and considered, do you feel you have the potential to be an effective teacher?

Identify aspects of teaching for which you possess particular talent?

Identify aspects of teaching that may cause you some difficulty?

(INTERVIEW GUIDE)

A Study ofTeaching CareerChoice Motivation andFactors

This questionnaireis designed to determinewhat are the motivations of student teachers'choosecareers inteaching. The decision to pursue teaching – or any other occupation – requires considerable thought and information. This is kind of a Self-Assessment which has been designed to reflect the principal aspects such as the motivation for teaching, perceptions and expectation about the teaching profession, career choice satisfaction related to abilities. By taking time to consider the questions in each parts, it will become more aware of what students teachers' need to know to make a commitment to teaching.

A. INDENTITY OF PARTICIPANTS

Name   : Ilham Syafawi
Gender   : Male
Age   : 21
Address   : Jalan Peudaya, no.9, gamping laksana
Marital Status   : Single

B. QUESTIONS LISTS

1. Pleaseanswer thefollowingquestions aboutyour desire for being a teacher after graduated at Tarbiyah Faculty UIN Ar-Raniryby circling the correct response.

	Yes	No
Didyou enterTarbiyah Faculty for being a teacher for your career choice?		✓
Didyou addanother experience related to teaching profession?	✓	
Didyou completeyour thesis as the requirements for graduate mainly discusses about teaching?		✓

Didyougraduatefrom Tarbiyah Faculty UIN Ar-Raniry for bachelordegree?	Yes	No ✓

2. Using the following scale, place a number from 1 to 5 by each items below, thereby indicating the strength of your motives for pursuing teaching.

5 = critically important

4 = very important

3 = important

2 = not very important

1 = not important at all

RATING   **MOTIVE FOR TEACHING**

<u>5</u>   Opportunity for self-growth

<u>4</u>   Job security

<u>4</u>   Value of education to society

<u>4</u>   Long vacation

<u>4</u>   Interest in subject matter field

<u>5</u>   Desire to work with young people

<u>5</u>   Influence of family

<u>4</u>   Influence of teacher(s)

<u>4</u>   Salary and benefits

<u>4</u>   Stepping-stone to another job

<u>4</u>   Recognition

<u>4</u>   Something to do until a career decision can be made

                          Other motives (please specify)

3.Please place a number ofthefollowing questionusing the scale;

5 = greatly influenced

4 = very influenced

3 = influenced

2 = not very influenced

1 = not influenced at all

Which ofthe followingfactors doyou believemost influencedyourdecision to choosea careerin teaching?

4 A careerin teaching is exciting

3 A careerinteaching pays well

4 A friend orfamilymemberworks as a teacher or lecturer

4 Thereis agreat demandforworkers in the education industry

4 Teaching is onetheleadingcareers

Who doyou believehadthemost influenceinyourdecision to chooseacareerin teaching?

5Familymember

3Friend

3 Teacher

3School Advisor

What was the factorthat most influencedyourdecision to attend Tarbiyah Faculty UIN Ar-Raniry?

2 Knew someonewho had attended Tarbiyah Faculty UIN Ar-Raniry

4Tarbiyah Faculty UIN Ar-Raniry'sreputation is well-known in the district

2Tarbiyah Faculty UIN Ar-Raniry was theonlyone collegeIwas awareof

2School Advisor recommended Tarbiyah Faculty UIN Ar-Raniry

3 My family member convinced meto attend Tarbiyah Faculty UIN Ar-Raniry

4. Please checktheanswer thatbestdescribesyourinterestinteaching as a career.

When didyou first becomeinterested in acareerinteaching?

Beforethe9thgrade

9th to 12th grade

   ✓ Afterthe12thgrade

How didyoufirst learnabout teachingcareers?

In school

From familyorfriends

   ✓ Media (Movies, television, books, etc)

Which ofthe followingitems that related to teaching profession in school was most attractive foryou?

Students

Teacher

   ✓ Self enthusiasm for improving the education

Earning salary

What types of teachingactivities wereyou involved in beforeenteringTarbiyah Faculty UIN Ar-Raniry? Check all that apply.

Volunteer in school

Any English course

Teaching with friends orfamily

Training at anotherschool or facility

   ✓ None

Who didyou know that worked in school as a teacher beforeyou startedyourteaching career?Check all that apply.

   ✓ Familymember

Friend

Teacher

Neighbour

No one

5. The following questions are designed to help you reflect on the extent to which you are prepared to become a teacher. Take sufficient time to reflect on each question; the decision is too important to hurry.

Inyourownwords,pleasestatewhy youmade thedecisionto pursuea careerin teaching.

Do you still feel these are your primary motives for wanting to become a teacher? If not, which motives now seem most critical?

yes, my primary motives are to enhance my teaching skill and have a better understanding in education. Hence, i can know better the real problem in our education and then i will try to contribute by making social project to tackle those problems.

Based on your experience in college as well as in other course work, to what extent do you feel that teaching is capable of satisfying these motives?

as i stated above, to know how to solve the problem in our education is by involving in the systems itself, which one of it is teaching. After i know it well, i can try to fulfill the motive to improving education by certain social project that i will do in the future

Why do you think being a teacher could satisfy your motives?Please get list of them which are the motivations.

better education

equal education quality within district

better education curriculum

suitable teaching method for certain students

quality improvement of teacher

How do you feel about the prospect of pursuing a teaching career?

the prospect always good as long as our goverment took serious concern in education, whether the teacher or the facilities that support education itself.

If you were unable to pursue teaching for some reason, what would be your choice of a career?

sociopreneur and entepreneur

Based on what you have read and considered, do you feel you have the potential to be an effective teacher?

i dont feel so, there aare still a lot of things that i need to do to become an effective teacher. Because teaching is the essential aspect to lead a natiion's future

Identify aspects of teaching for which you possess particular talent?

well-understanding on teaching material

Identify aspects of teaching that may cause you some difficulty?

teaching method delivery

A Study of Teaching Career Choice Motivation and Factors

This questionnaire is designed to determine what are the motivations of student teachers' choose careers in teaching. The decision to pursue teaching – or any other occupation – requires considerable thought and information. This is kind of a Self-Assessment which has been designed to reflect the principal aspects such as the motivation for teaching, perceptions and expectation about the teaching profession, career choice satisfaction related to abilities. By taking time to consider the questions in each parts, it will become more aware of what students teachers' need to know to make a commitment to teaching.

A. INDENTITY OF PARTICIPANTS

Name	: Erita Amilia
Gender	: F
Age	: 21
Address	: Jln. Gabus no. 47 Lampriet
Marital Status	: belum nikah

B. QUESTIONS LISTS

1. Please answer the following questions about your desire for being a teacher after graduated at Tarbiyah Faculty UIN Ar-Raniry by circling the correct response.

Did you enter Tarbiyah Faculty for being a teacher for your career choice?	**Yes**	~~No~~
Did you add another experience related to teaching profession?	**Yes**	~~No~~
Did you complete your thesis as the requirements for graduate mainly discusses about teaching?	~~Yes~~	**No**
Did you graduate from Tarbiyah Faculty UIN Ar-Raniry for bachelor degree?	~~Yes~~	**No**

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2. Using the following scale, place a number from 1 to 5 by each items below, thereby indicating the strength of your motives for pursuing teaching.

5 = critically important

4 = very important

3 = important

2 = not very important

1 = not important at all

RATING	MOTIVE FOR TEACHING
5	Opportunity for self-growth
3	Job security
5	Value of education to society
2	Long vacation
5	Interest in subject matter field
2	Desire to work with young people
4	Influence of family
2	Influence of teacher(s)
2	Salary and benefits
3	Stepping-stone to another job
3	Recognition
2	Something to do until a career decision can be made
	Other motives (please specify)

3. Please place a number of the following question using the scale;

5 = greatly influenced

4 = very influenced

3 = influenced

2 = not very influenced

1 = not influenced at all

Which of the following factors do you believe most influenced your decision to choose a career in teaching?

___3___ A career in teaching is exciting

___2___ A career in teaching pays well

___3___ A friend or family member works as a teacher or lecturer

___3___ There is a great demand for workers in the education industry

___2___ Teaching is one the leading careers

Who do you believe had the most influence in your decision to choose a career in teaching?

___5___ Family member

___1___ Friend

___2___ Teacher

___1___ School Advisor

What was the factor that most influenced your decision to attend Tarbiyah Faculty UIN Ar-Raniry?

___3___ Knew someone who had attended Tarbiyah Faculty UIN Ar-Raniry

___2___ Tarbiyah Faculty UIN Ar-Raniry's reputation is well-known in the district

___2___ Tarbiyah Faculty UIN Ar-Raniry was the only one college I was aware of

___1___ School Advisor recommended Tarbiyah Faculty UIN Ar-Raniry

___1___ My family member convinced me to attend Tarbiyah Faculty UIN Ar-Raniry

4. Please check the answer that best describes your interest in teaching as a career.

When did you first become interested in a career in teaching?

___√___ Before the 9th grade

_____ 9th to 12th grade

_____ After the 12th grade

How did you first learn about teaching careers?

___√___ In school

_____ From family or friends

_____ Media (Movies, television, books, etc)

Which of the following items that related to teaching profession in school was most attractive for you?

_____ Students

___√___ Teacher

_____ Self enthusiasm for improving the education

_____ Earning salary

What types of teaching activities were you involved in before entering Tarbiyah Faculty UIN Ar-Raniry? Check all that apply.

_____ Volunteer in school

_____ Any English course

_____ Teaching with friends or family

_____ Training at another school or facility

___√___ None

Who did you know that worked in school as a teacher before you started your teaching career? Check all that apply.

___√___ Family member

_____ Friend

___√___ Teacher

___√___ Neighbour

5. The following questions are designed to help you reflect on the extent to which you are prepared to become a teacher. Take sufficient time to reflect on each question; the decision is too important to hurry.

In your own words, please state why you made the decision to pursue a career in teaching.

- Because English is the only subject that I was confident with since junior high school, therefore I decided to be a teacher.

Do you still feel these are your primary motives for wanting to become a teacher? If not, which motives now seem most critical?

- Yes. As I stated above, I am not good at anything except English.

Based on your experience in college as well as in other course work, to what extent do you feel that teaching is capable of satisfying these motives?

- If I'm not wrong, in Aceh, the only major that related to English is educationTeaching English. This major is available both in Unsyiah and in UIN Ar-raniry. So, I have no much options of major. In conclusion, I think teaching is only thing that can satisfy my motive.

Why do you think being a teacher could satisfy your motives? Please get list of them which are the motivations.

- The reason is same as stated above.

How do you feel about the prospect of pursuing a teaching career?

- Aceh has great number of population. It means that the number of young generations is also great in number. In consequence, a number of teachers is also needed.

If you were unable to pursue teaching for some reason, what would be your choice of a career?

-   A businesswoman

Based on what you have read and considered, do you feel you have the potential to be an effective teacher?

-   Yes, I do

Identify aspects of teaching for which you possess particular talent?

-   Public speaking
-   Friendly

Identify aspects of teaching that may cause you some difficulty?

-   Dealing with many people

How is the teaching that you've experienced influence your decision for being a teacher as a career?

-   From my teaching experience, I find that teaching can help me in developing my personality. I'm an introvert so that I'm not good at making friends and getting close to strangers. However, a teacher is required to do so. So, I think it's good a choice to be a teacher because I can develop my personality.

How your environment encourge you to be a teacher? (Related to social influence)

-   My family suggests me to select work career that guaranteed halal, and being a teacher/ teaching is career path guaranteed halal .

Why do you think your family member who works as a teacher effect your decision for being a teacher? (if there is your family member as a teacher, if not what do you think about that)

-   By chance, in my big family there are only 3 family members who work as teacher. 1 of them teaches at elementary school 2 of them teach at kindergarten. That's why I think being something different with them is a good idea, namely being an English teacher.

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(INTERVIEW GUIDE)

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A. INDENTITY OF PARTICIPANTS

Name : Affied Alfayed

Gender : Male

Age : 23

Address : Ulee Kareng, Banda Aceh

Marital Status : Unmarried

B. QUESTIONS LISTS

1. Please answer the following questions aboutyour desire for being a teacher after graduated at Tarbiyah Faculty UIN Ar-Raniryby circling the correct response.

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Did you add another experience related to teaching profession?	**YES**	NO
Did you complete your thesis as the requirements for graduate mainly discusses about teaching?	**YES**	NO
Did you graduate from Tarbiyah Faculty UIN Ar-Raniry for bachelor degree?	**YES**	NO

2. Using the following scale, place a number from 1 to 5 by each items below, thereby indicating the strength of your motives for pursuing teaching.

5 = critically important

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2 = not very important

1 = not important at all

RATING	MOTIVE FOR TEACHING
4	Opportunity for self-growth
4	Job security
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4	Interest in subject matter field
4	Desire to work with young people
1	Influence of family
3	Influence of teacher(s)
4	Salary and benefits
2	Stepping-stone to another job
3	Recognition
2	Something to do until a career decision can be made
5	Other motives (Teaching has become my passion since I have incolved in teaching for more than one years)

3. Please place a number of the following question using the scale;

5 = greatly influenced

4 = very influenced

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2 = not very influenced

1 = not influenced at all

Which of the following factors do you believe most influenced your decision to choose a career in teaching?

  5   A career in teaching is exciting

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  1   A friend or family member works as a teacher or lecturer

  2   There is a great demand for workers in the education industry

  3   Teaching is one the leading careers

Who do you believe had the most influence in your decision to choose a career in teaching?

5   Family member

2   Friend

4   Teacher

3   School Advisor

What was the factor that most influenced your decision to attend Tarbiyah Faculty UIN Ar-Raniry?

3   Knew someone who had attended Tarbiyah Faculty UIN Ar-Raniry

5   Tarbiyah Faculty UIN Ar-Raniry's reputation is well-known in the district

4   Tarbiyah Faculty UIN Ar-Raniry was the only one college I was aware of

2   School Advisor recommended Tarbiyah Faculty UIN Ar-Raniry

1   My family member convinced me to attend Tarbiyah Faculty UIN Ar-Raniry

4. Please check the answer that best describes your interest in teaching as a career.

When did you first become interested in a career in teaching?

        Before the 9th grade

        9th to 12th grade

X   **After the 12th grade**

How did you first learn about teaching careers?

X   **In school**

        From family or friends

        Media (Movies, television, books, etc)

Which of the following items that related to teaching profession in school was most attractive for you?

        Students

        Teacher

X   **Self enthusiasm for improving the education**

        Earning salary

What types of teaching activities were you involved in before entering Tarbiyah Faculty UIN Ar-Raniry? Check all that apply.

X   **Volunteer in school**

        Any English course

        Teaching with friends or family

        Training at other schools or facility

        None

Who did you know that worked in school as a teacher before you started your teaching career? Check all that apply.

        Family member

        Friend

X   **Teacher**

        Neighbour

        No one

5. The following questions are designed to help you reflect on the extent to which you are prepared to become a teacher. Take sufficient time to reflect on each question; the decision is too important to hurry.

In your own words, please state why you made the decision to pursue a career in teaching.

When I was 7 years old, I lived in a rural subdistrict in Aceh Utara. It was an isolated area of the conflict between GAM and Indonesian goverment. My school was burnt and I had to move to the capital city of North Aceh. When I went to my new school in the first day, I saw there was a big gap in all aspects between my previous school and the new one. At that time, I had never thought to be a teacher, but later when I was in my senior school I chose to be a teacher in every time I reflected my chilhood memory. I believed that being a teacher is an ideal way for me to fight for what happened during my elementary school memory.

Do you still feel these are your primary motives for wanting to become a teacher? If not, which motives now seem most critical?

Yes, I do. it is still become my main reason to become a teacher as my career.

Based on your experience in college as well as in other course work, to what extent do you feel that teaching is capable of satisfying these motives?

As long as I had studied in college I got a lot of motivation to become a teacher, along with other experience such as voluntary and short course for teacher in 21 century learning model, I feel that teaching can satisfy my motives to be a teacher.

Why do you think being a teacher could satisfy your motives? Please get list of them which are the motivations.

Because in present time I feel that teaching is exciting, I can teach them new things that I had never knonw when I was at the same age of my students.

How do you feel about the prospect of pursuing a teaching career?

I feel that choosing career in teaching has big prospect today. Indonesian and other countries concern on education development as their long-term program. Besides, the salary and benefits of being a teacher is more satisfy than other career in civil servant.

If you were unable to pursue teaching for some reason, what would be your choice of a career?

I think, I would be researcher or a writer.

Based on what you have read and considered, do you feel you have the potential to be an effective teacher?

Yes I do, I feel that I have the potential to be an effective teacher. My interest is in implementing Autonomous teaching model for my students. So that, Technology play an important role in my teaching, and I want my students to possess digital literacy skill in 21 century life. But the problem, not all school can facilitate this teaching and learning process.

Identify aspects of teaching for which you possess particular talent?

Autonomous Learning Model and Digital Literacy Teaching Skill

Identify aspects of teaching that may cause you some difficulty?

The two I mentioned above because of the facility and people's mindset about the use of technology in classroom

How is the teaching that you've experienced influence your decision for being a teacher as a career?

When I experienced in teaching process, I found many things including students' enthusiasm, motivation and couriusity that shape my commitment to be a teachers.Thus, in everytime I teach, it lead me to decide to be a teacher.

How your environments encourage you to be a teacher? (Related to social influence)

In my home village there is no one who become a teacher in last five years ago. But, I saw that most of those people in my home village really respect to teachers. When I was with them, some of them encourage me to be a teacher and come back to my home village to teach English.

Why do you think your family member who works a s a teacher effect your decision for being a teacher? (if there is your family member as a teacher, if not what do you think about that)

No one of my family become teacher, but my father one of those who motivate and suggest me to be a teacher wheb I was in high school.

AUTOBIOGRAPHY

1. Name : Birrul Aufa Inayatillah
2. Place / date of Birth : Banda Aceh/ 3 April1994
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesian/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Syech A. Rauf Darusalam, Banda Aceh
9. E-mail : aufa.naya@gmail.com
10. Parents' Name
    a. Father : Fuad Mardhatillah
    b. Mother : Mursyidah A. Manaf
    c. Father's Occupation : Civil Servant
    d. Mother's Occupation : Business Woman
11. Address : Jl. Syech A. Rauf Darusalam, Banda Aceh
12. Education Background
    a. Elementary School : SDN 69 Banda Aceh (1999-2005)
    b. Junior High School : MTsN 1 Model Banda Aceh (2005-2008)
    c. Senior High School : SMA Labschool Unsyiah Banda Aceh (2008-2011)
    d. University : UIN Ar-Raniry Banda Aceh (2012-2018)

Banda Aceh, January 22th, 2018
The Writer

Birrul Aufa Inayatilah