

MOTIVATIONAL FACTORS INFLUENCING PRE-SERVICE EFL TEACHERS TO CHOOSE TEACHING AS A FUTURE CAREER

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ABSTRACTS

Motivation to choose teaching profession has a significant role in the professionalism and commitment to the teaching profession. This study investigates motivational factors that influence pre-service teachers of English Education Study Program at FKIP Tanjungpura University, Pontianak to choose teaching as a future career. Unlike the previous research in the Indonesian context that mostly used intrinsic, extrinsic, and altruistic motivation frameworks, this study used a motivational framework by Watt & Richardson (2007) named FIT-Choice Scale. This research was conducted using a survey method. The number of participants in this study is 216 pre-service teachers. By using an online questionnaire that contains close-ended questions adapted from FIT-Choice scale and open-ended questions, the findings show that the main motivational factors that influence the pre-service teachers to choose English teaching as a future career are subject interest (M: 6.13), intrinsic career value (M: 5.78), social utility value (M: 5.75), and prior teaching and learning experience (M: 5.79). Moreover, related to the belief about teaching, the pre-service teachers perceive teaching as a profession with high task demand (M: 5.40), but they rated task return lower (M: 4.91). Furthermore, the researchers also identified other motivational factors mentioned by participants in open-ended questions named religious, personal and professional development, and dual benefit of learning to become an English teacher.

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INTRODUCTION

There is no doubt that motivation plays a significant role in individuals' career decision-making. Dörnyei and Ushioda (2011) stated that motivation might influence individuals' desire to exert effort, choose certain choices, and be engaged in a particular activity. In the English teaching context, Prabjandee (2020) claimed that examining the motivation that influences student teachers' decision to choose the teaching profession as a future career has become a pressing issue. It is probably caused by the idea that teaching is well-known as an occupation that needs high motivation and commitment. A number of studies have proven that motivation to choose the teaching profession is closely related to the commitment to the

teaching profession. Hence, in the English education field, student teachers' initial motivational factors in choosing to become future teachers are worth to be investigated.

In Indonesia, motivated and committed English teachers are in high demand. It is because of the unequal teacher distribution that many teachers prefer to teach in urban areas rather than in remote areas. As a result, schools in remote areas are left with old and less competent teachers (Febriana, Nurkamto, Rochsantiningasih & Muhtia., 2018). Moreover, some participants of this study, specifically those who lived in rural areas of Kalimantan Barat, also revealed that the students who lived in their hometowns have a lack of exposure to English subjects due to the English teachers shortage that happens there. Hence, some schools in remote areas hire English teachers who are not qualified enough to fulfill the demand for English teachers. The government should take this seriously because the students in remote areas also have the right to learn English from competent English teachers. Therefore, with the low interest in entering school teachers in rural areas, the government needs to maximize the teachers' recruitment process by not only considering those who are qualified enough but also start considering the initial motivation among the prospective teachers so that the government can hire teachers who would like to committed to the teaching profession even though they will be placed in a rural area.

Regarding the issues mentioned above, it is crucial to explore and understand the motivating factors that underlie student teachers' choice to pursue a career as future English teachers. It can be a key consideration for the education program to design and implement strategies that may attract newcomers or those in the first year of the English education study program to consider a teaching career. Moreover, it can be used as the information to maintain the motivation among the student English teachers to persist in the choice so that they will not decide to drop out after joining the program for a short period of time. Watt and Richardson (2007) claimed pre-service teachers' desire for professional commitment and career path development could be shaped by their personal beliefs, assumption, and motivations for becoming a teacher in the future. Therefore, it is important to investigate and comprehend the motivating factors that underlie student English teachers' decision to become future English teachers. It will give more insight to both government and English education study programs about the initial motivational factors that lead pre-service English teachers to choose the teaching profession. Then the information can be used to improve teachers' recruitment and retention in the future.

In the English educational field, there are a number of studies from different countries which examine the motivational factors that lead student teachers who take English education study programs to pursue an English teaching profession, such as Korea (Jeong, 2016); Turkey (Topkaya & Uztosun, 2012); Arab (Alloush, Chaleila & Watted, 2020); and Thailand (Poomdaeng, Prabjandee & Kewara 2020). In the Indonesian context, most studies tend to focus on exploring intrinsic, extrinsic, and altruistic motivating factors. For instance, the study was conducted in Riau, Indonesia by Afrianto (2014). By conducting one-on-one interviews and focus group discussions, the result shows that altruistic factors influence primarily pre-service English teachers in Riau. Then, the other study was conducted at Jambi, Indonesia by Mukminin, Rohayati, Putra, Habibi and Aina (2017). The researchers used mixed-method within the altruistic, intrinsic, or extrinsic motives framework. The result shows that pre-service English teachers at Jambi are influenced by various factors, mostly by altruistic factors. The later study is conducted in Bali, Indonesia by Tustiawati (2017). By using a questionnaire as the assessment tool, the result shows that intrinsic and altruistic are motivational factors that influenced mostly pre-service English teachers in Bali.

Accordingly, the current study aims to fill in the gap of the previous study. Different from the previous study in the Indonesian context that focused on exploring pre-service English teachers' intrinsic, extrinsic, and altruistic motivational factors, in this research, the

researchers enrich the data from the Indonesian context by applying FIT-Choice scale constructed by Watt and Richardson (2007) as the instrument. According to Torsney, Lombardi and Ponnock (2018) FIT-Choice model is a useful model for assessing the motivation among pre-service teacher to choose teaching profession. FIT-Choice scale allows the researchers to explore fourteen different motivational factors, four factors stands alone as the motivational factors: ability, intrinsic career value, fallback career, and subject interest. The other ten motivational factors are divided into two higher constructs. Personal utility value higher construct includes job security, time for family, job transferability, and bludging. Social utility value includes shape the future of children/adolescents, enhance social equity, make a social contribution, and work with children/adolescents. While the other two motivational factors, social influences and prior teaching and learning experience are included in socialization influences. Not only exploring motivational factor, as part of FIT-Choice model, the participants also will be asked to rate their belief about teaching. There are two higher constructs in the session. Task demand includes expertise and difficult. Task return includes social status and salary. In addition, the researchers applied open-ended questions in the questionnaire that the participant described their motivation in their own words.

Furthermore, this study was taken place in Pontianak, specifically in the English education study program at Tanjungpura University. The reasons are; there is no study in this field has been conducted in Pontianak; Then, based on the data that the researchers had collected from 286 participants, 75% of participants liked to choose the teaching profession. Therefore, the researchers were inspired to investigate the initial motivational factors that underlie the pre-service teachers' decision to choose the teaching profession. Hopefully, the results will be helpful to both government and the English education study program to develop programs that may improve future English teacher motivation, which would affect pre-service teachers' commitment to their job as English teachers specifically in Pontianak or even Kalimantan Barat in the future.

RESEARCH METHOD

Research Design

This research used a survey study as the research design. Survey research is a research procedure in which the researchers conduct a survey of a sample or the whole population with the main purpose is to describing the attitudes, behaviors, characteristics, and opinions (Creswell, 2012). The type of survey research used in this study is cross-sectional survey research. It means that the data was collected once in a time. The researchers asked the participants to show their current motivational factors that underlie their decision to become future English teachers.

Population and Sample

The population of this study is the pre-service teachers of the English education study program at Tanjungpura University batch 2017, 2018, 2019, 2020, and 2021 with 469 pre-service teachers. In order to calculate how many samples will be appropriately taken in this study, the researchers used Yamane formula (Narimawati & Munandar, 2008).

$$n = \frac{n}{1 + N (e)^2}$$

N: Population

e: Margin of error (5%)

n: Sample size

$$n = \frac{469}{1 + 469(0.05)^2}$$

$$n = \frac{469}{1 + 469(0.0025)}$$

$$n = \frac{469}{1 + 1.1725}$$

$$n = \frac{469}{2.1725} = 216$$

From the result, it can be seen that the participants of this study must be at least 216 pre-service teachers. Then, based on the data that the researchers had collected, there were 286 student teachers who were willing to fill in the questionnaire. However, not all of them would like to consider teaching as their future profession. There are 217 student teachers who would like to choose teaching as their future profession. Therefore, the amount of participants in this study is 217 pre-service teachers.

Instruments

The main instrument in this study is a questionnaire that contains close-ended questions and open-ended questions. The researchers used Google form as the media to construct the questionnaire. For close-ended questions, the researchers used and modified the existing questionnaire constructed by Watt and Richardson (2007) named FIT-choice (Factors Influencing Teaching) scale. Watt and Richardson (2007) defined FIT Choice Scale as a scale that can explore the motivational factors of the individual who chooses teaching as a career. Each item of the factors in the FIT-choice scale was rated on a scale of 1 (not at all) to 7 (extremely). In applying FIT Choice scale, the researchers applied two parts of FIT-Choice scale. The first section of the questionnaire is "Motivations to choose English teaching as a future career." The second section is titled "Perception or believe about English teaching occupation." The specification of this questionnaire can be seen in table 1.

Table 1
FIT-Choice Scale Specification

Part I: Motivation for English Teaching			
High order factors	Factors	Item Number	Total item
N/A	Intrinsic career value	1, 7, 12	3
N/A	Ability	5, 18, 34	3
N/A	Fallback Career	11, 28, 36	3
N/A	Subject Interest	10, 38, 41	3
Personal Utility Value	Bludging	4, 17	2
	Job Transferability	8, 20, 35	3
	Time for family	19, 15, 25	3
	Job security	14, 24, 31. 42	4
Social Utility Value	Make a social/ worthwhile contribution	6, 2, 27	3
	Work with children/ adolescents	13, 23, 30, 39	4
	Enhance social equity	29, 37, 40	3
	Shape the future of children/ adolescents'	9, 21	2
Socialization Influences	Prior teaching and learning experiences	16, 26, 32	3
	Social influences	3, 22, 33	3
Total item:			42

Part II Beliefs about teaching			
High order factors	Factors	Item Number	Total
Task Demand	Expertise	9, 3, 14, 15, 16, 17, 18	7
	Difficulty	2, 6, 10	3
Task Return	Social Status	4, 7, 11, 5, 8, 12	6
	Salary	1, 3	2
Total item			18

Note: The factor marked with N/A means stand-alone motivational factor and not included in any higher-order motivational factor

Then, for the open-ended questions, the researchers provided two open-ended questions related to the participants' motivation for choosing teaching as a future career. Through these open-ended questions, the researchers gave a chance to the participants to describe briefly their motivation to become a future teacher and then explain how those influenced them to choose the teaching profession in their own voice. The questions are beneficial to this research as it gave the researchers more insight into how the motivating factor influences participants, and it also can provide new motivating factors that are not available in FIT-Choice motivation.

Data Analysis

For analyzing participant responses in FIT-Choice Scale, the researchers used Microsoft excel 2013 as the tool. The researchers showed the mean score and standard deviation of each motivational factor. Those showed the level of motivation of pre-service teachers based on each motivation factor and factors related to the pre-service teachers' belief about English teaching. By using a descriptive statistic, the researchers described which motivational factors that have the highest scores to the lowest score. The result is shown by using a table.

For analyzing the responses to open-ended questions, the researchers applied the content analysis technique. Each participant's responses were divided into minimum meaning units. Then, the responses were coded based on the factors outlined by Watt and Richardson (2007) theory but also allowing for unexpected and emerging factors. The researchers cross-checked the coding of responses and the categorizations. The data were used to support the finding in FIT-Choice scale. Moreover, the new motivational factors which the researchers have identified also be elaborated on and discussed further in the discussion session

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Table 2
Mean score and standard deviation of each factor

Part I Motivation about English Teaching				
Higher Factor	Factors	Total Mean		Total Sd
	Ability	5.28		1.15
	Intrinsic career value	5.78		1.20
	Fallback career	4.15		1.90
Personal Utility value	Bludging	3.87	4.88	1.57
	Job security	5.21		1.35
	Time for family	5.04		1.41
	Job transferability	5.40		1.32
	Shape future of children/ adolescents	6.04		1.04
	Enhance social equity	5.53		1.34

Social Utility Value	Make a social/ worthwhile contribution	5.80	5.75	1.13	1.26
	Work with children/ adolescents	5.62		1.35	
Socialization Influences	Prior teaching and learning experiences	5.79	5.56	1.42	1.50
	Social influences	5.33		1.54	
	Subject interest	6.13		0.99	

PART II: Beliefs about English Teaching					
Task Demand	Expertise	5.61	5.40	1.29	1.36
	Difficulty	5.19		1.48	
Task Return	Social status	5.20	4.91	1.39	1.42
	Salary	4.62		1.42	

The preliminary data analysis revealed that the motivational factor which has a strong influence on the pre-service English teachers in English Education Study Program at Tanjungpura University to choose teaching as their future career is the subject interest factor. It can be seen from the table that the "Subject Interest" motivating factor got the highest rate among the participants (M: 6.13, SD: 0.99). Most participants agreed that the motivating factor that influenced them to choose English teaching as their future career is the subject itself which is English subject. This shows that most of them are attracted to the teaching profession because of the subject that they are going to teach.

Then, the following two top-rated motivating factors are related to altruism which are all placed under social utility value as a higher-order factor in FIT-Choice scale. These are; "Shape future of children or adolescents" (M: 6.04, SD: 1.04) and "Make a social/ worthwhile contribution (M: 5.8, SD: 1.34)". However, the other two factors under social utility value, which are "Work with children/adolescents (M: 5.62, SD: 1.35)" and "Enhance social equity" (M: 5.53, SD: 1.34), are in the sixth and seventh place. If all the factors under social utility value are counted together, then the total mean score of social utility values higher factor is M: 5.75, SD: 1,26, which is lower than the intrinsic career value motivating factor (M: 5.78, SD: 1,2).

Moreover, even though the total mean score of socialization influences higher-construct motivating factor (M: 5.56, SD: 1.50) is rated lower than intrinsic career value and social utility value but one of the factors in socialization influences which is "prior teaching and learning experiences" get rated higher (M: 5.79, SD: 1.42). The data in the questionnaire show that the participants consider that having inspirational English teachers in the past influences them to choose teaching as a future career.

On the other hand, the least influential motivating factor is bludging (M: 3.87, SD: 1.57). Then, the following factor has the least influence on the participants in choosing teaching as a fallback career (M: 4.15, SD: 1.9). This finding shows that bludging and fallback career is undoubtedly the last preferred motivating factor with the lowest rating.

Furthermore, related to the participants' beliefs about teaching, the result is presented in the table. 3 shows that the participants' perception of "Expertise" is the highest-rated among the other factors (M: 5.61, SD: 1.29). This shows that participants believe that teaching is a job that requires highly specialized and technical knowledge. Then it is followed by social status (M: 5.20, SD: 1.39) and difficulty (M: 5.19, SD: 1.48) with a very slight difference score. The lowest rated factor is salary (M: 4.62, SD: 1.42).

Discussion

This study revealed the motivating factors that have highly influenced pre-service teachers of the English education study program at Tanjungpura University to choose teaching as a future career: subject interest, intrinsic career value, social utility value, and prior teaching and learning experience. The data analysis of FIT-Choice scale showed that most participants are influenced by subject interest factors. This means that they agree the motivating factor that influenced them to choose English teaching as their future career is the subject itself which is English subject. The finding is in line with the finding from the study conducted by Salı (2013). In her study, the motivating factor that is frequently mentioned by the participants is "the loving of the subject." This is also supported by many participants' responses to the open-ended questions. Here are the sample statements:

"English has been my favorite subject since I was in elementary school. Since English is my favorite subject, then I'd probably enjoy teaching this subject throughout my career...." DAP, 39

"I've been loving English since elementary school. I was thinking if I take English education and then end up being a teacher, I would probably love my job as well..." K, 79

The statements show that English subject interest may lead the participants' interest and personal engagement towards English teaching so they decided to become future English teachers. The finding from the study conducted by Glutsch and König (2019) also revealed that subject interest is positively correlated with intrinsic career value. Not only that, some of the participants stated their love for the English subject makes them want to share their English knowledge with others by becoming English teachers.

The following top high rated motivating factor is intrinsic career value. Not only in this study, but this factor also has significant influences on pre-service teachers' decision to choose teaching as a future profession in a number of studies (Jeong, 2016; Topkaya & Uztosun, 2012). This is also supported by the responses to the open-ended questions. The participants explained that having an interest in teaching is important that they can teach with all of their heart and without feeling burdened since they intrinsically like teaching.

"Because teaching makes me happy, being able to give knowledge to students.

Whatever job you choose, if it makes you happy, it can be done well and without feeling burdened." H, 7

"Because I love English teaching. I choose to pursue a field that I love so that I can do it with pleasure and with all my heart." LM, 37

The fact that intrinsic career value plays a significant role in participants' decision to enter the teaching profession in the future is such a promising finding because based on the finding in the study conducted by Fokkens-Bruinsma and Canrinus (2012), intrinsic career value has a positive relation with initial effort, professional commitment, and involvement to the teaching profession. Moreover, McLean, Taylor and Jimenez (2019) found in their study that those who are influenced by intrinsic career value will experience less burnout and have more career optimism.

Besides that, the following top influencing motivating factor is all of the factors under social utility value higher construct: "Shape future of children or adolescents," "Make a social/ worthwhile contribution," "Enhance social equity," and "Work with children and adolescents." According to Celik (2020) social utility value is a higher construct motivating factor that supports social goals rather than individual goals. In this higher construct, the highest-rated motivating factor is "Shape future of children/ adolescents." Not only get rated high, but the participants also mentioned in open-ended questions how "Shape future of children or adolescents" influences them to enter the English teaching profession in the future, the sample of the statements can be seen below:

"The world is growing, and the use of English is increasingly needed in everyday life. I don't want other nations to laugh at the next generation because they can't use the international language. I want the next generation to be able to compete globally in the future, and of course, one of the things that they need to have to compete globally is the ability to use an international language, namely English. I want to prepare their abilities to speak English" MWN, 242

"...I want to be a quality teacher in the future to improve and develop children's future by encouraging and motivating the next generation to reach their goals in the future...." NNSA, 234

Watt and Richardson (2007) define shape future children or adolescents as the motivating factor when the pre-service teachers choose teaching because of the opportunity to take part in shaping the value of the future generations. In this research, it can be seen from the statements above that the participants choose English teaching because they want the future generation know how to speak English so that they can compete globally and influence the next generation to pursue their dreams. The statements definitely show that the pre-service teachers are influenced by "Shape future of children or adolescents" motivating factor. The finding is similar to the study conducted in Korea by Jeong (2016), that most of the participants in the study wanted to become an English teacher because they wanted to participate in shaping their pupils' future.

Then, the other respondents also state why they have "Make a social/ worthwhile contribution" as their motivating factor. They explained that they want to develop the education quality of their hometown and be involved in the country's development by becoming English teachers. The sample of the respondents' statements can be seen below:

"I want to support the advancement of English education in West Kalimantan, especially in Pontianak City, the place where I live now. Because the interest in using English as a second language in Pontianak City is still relatively low, this is very worrying in the era of globalization and an increasingly advanced world. English is very important to use in this era of globalization. That's why by becoming an English teacher, I hope that I can contribute to developing the English Education in Pontianak Kalimantan Barat" AO, 163

"...Since the beginning, I have been thinking about involving myself in the country's development through education by being a teacher. And, of course, all the country needs is potential teachers in their field. That is why I choose English education major, and hopefully, I can become a qualified English teacher that can contribute to the country's development" RSH, 110

The fact that the participants give the high rate to this motivational factor is promising for the English teacher profession. It because, in the study conducted by Fokkens-Bruinsma and Canrinus (2012), making social contribution is positively correlated with effort and commitment as a teacher. It means that the higher rate the participants give to this motivational factor, the more effort they are planning to exert and the more committed they are to the profession.

In Indonesia, Mukminin et al. (2017) claim that the remote areas tend to experience teachers shortages due to unequal teacher distribution that many teachers prefer to teach in an urban area rather than in remote areas. Referring to the problem, many respondents who come from rural areas choose "Enhance social equity" as the motivation to choose English teaching profession. They explained that they want to become teachers in rural areas because the students there get very low exposure to English subjects due to English teachers' shortage. They want the students to have the same opportunity to learn English as the students in a big city. This definitely shows that enhancing social equity is their motivation to choose English teaching as a future career.

"I see that the children from the isolated place like the place where I live (Melawi) have very low access to learn English because of English teachers' shortages in the area. Therefore, I want to become an English teacher because I want to make everyone, especially the students from the isolated villages, have the same opportunity to study and be able to speak English." RMA, 164

"I want to share the knowledge that I get from campus to teach children who cannot afford to go to school and live in the rural area. So that every child in remote areas or underprivileged children can feel the importance of having knowledge like those in the urban area." SI, 218

Similar statements are also found in the previous study conducted by Mukminin et al. (2017) in Jambi, the participants of their study stated that they wanted to become English teachers in the rural area because of the teachers' shortage there. Hence, in the social utility value higher construct, the participants do not only give a high rate on the questionnaire, but also many of them confirmed in open-ended questions how significant these motivational factors on their decision to choose the teaching profession. They explained that they want to help next generation be able to speak in English and compete globally, being part of the people who contribute to education and the country's development, and give the students in the remote areas access to learn English like students in the big city, and the other also stated that they love children and want to share their English ability to them.

Then, the following top high-rated motivating factor is prior teaching and learning experience, which is under the socialization higher construct. Not only get rated high by the participants but this motivating factor is also mentioned by the participants in this study as the significant factor that influenced them to choose to teach. Most of them said that they chose English teaching because they had great English learning experience and were inspired by their English teachers in the past.

"My strongest motivation to get into the teaching field with this English education study program is the English teacher who has given us his knowledge for the past six years. The strongest motivation came from my own English teacher from junior high to high school with the same teacher, cheerful and active classes, teaching methods that were very easy to understand, and his active role in my daily life while I was studying at the Islamic boarding school (2014-2014). 2021). With different teaching techniques and methods, he was able to teach his students in various English-based competitions such as 1st place in speech competitions, debates, etc." SR, 241

The finding is in line with the study conducted by Topkaya and Uztosun (2012), which shows that prior teaching and learning experience has a significant influence on the pre-service teachers' motivation to choose a teaching career along with intrinsic career value and social utility value higher factor. This shows that a well-trained and high qualified teacher who is able to portray images of good teaching practice and demonstrate good professional and personal traits can influence young people's lives (Topkaya & Uztosun, 2012).

The other motivational factor under socialization influences higher construct is "social influences." Some participants explain that they follow their parents' decision to become future English teachers because they think that their parents know what is best for them, they want to be devoted children, and they want to make their parents happy. Not only that, but the other participants also stated that they are motivated to pursue a career in teaching because they are inspired by their family members who are/were teachers.

"My older brother is an English teacher... I chose my brother as one of my two factors in becoming an English teacher as I have witnessed how much he has grown into a better and more mature person after he had become a teacher." SA, 50

"A lot of my extended family is a teacher, and I feel inspired by them to pursue teaching as a career. I lived my life close with them so that I could see how their career affects them and how I would see myself in the future following their footsteps." DKP, 253

The statements above are different from the items in FIT-Choice scale. The items under social influences are: "My family thinks I should be a teacher," "My friends think I should be a teacher," and "People I have worked with think I should be a teacher" (Watt & Richardson, 2007). The three items didn't mention if the fact that family members who are/were a teacher may influence pre-service teachers' decision to choose to teach. A similar finding is also found in the study conducted by Afrianto (2014), some participants in the study stated they are influenced to choose teaching profession because of their family members who are teachers, then he categorized the statements into significant other motivational factors. This motivational factor is also included in the indicator of motivation to choose the teaching profession in the study conducted by Tustiawati (2017).

On the other hand, the least influential motivating factor is all of the motivational factors under the personal utility value and choosing teaching as a fallback career. This finding is in accord with several previous studies (e.g. Alloush et al., 2020; Başöz, 2021; Topkaya & Uztosun, 2012). The results of their study also show that choosing teaching as a fallback career is undoubtedly the last preferred motivating factor with the lowest rating.

Furthermore, while coding participants' responses to the open-ended questions, the researchers found three new motivational factors besides the motivational factor in FIT-Choice scale. The first factor is the religious factor. According to Suryani, Watt, and Richardson (2016), most religions in Indonesia highly respect teaching as a noble profession. Moreover, Indonesia is one of the countries with a huge Muslim population, which means that many social and cultural values in Indonesia are rooted in people's religious beliefs and ideologies (Afrianto, 2014). Hence, pre-service teachers' faith in religion may influence their decision to choose teaching as their career. This can be seen by their responses to the open-ended questions. Some of the participants said that they chose teaching profession because it is a noble profession that is categorized as religion influences motivational factors in several studies (Sali, 2013; Suryani et al., 2016). Then, the other also said that they want to seek reward from God by becoming a teacher as sharing knowledge is one of *amal jariyah* as can be seen below.

"...2. It is a noble profession. As teaching is sharing knowledge, and we will get pahala from it, it strengthens the motivation to be a teacher...." AWB, 34

"I want to help people in learning English, because knowledge is one of the sadaqah jariyah which the reward from god still flows the even though we have died." NF, 227

"...3. Teaching is not an easy thing. However, there is a commensurate reward from God for someone who shares knowledge with others. Therefore, I won't take this job as a burden." UAAM, 23

The religious factor is also found by Afrianto (2014) in his study. One of his participants remarked in the interview that the reason why he/she chose teaching was that a teacher's tasks and obligations are as sacred as the prophets' works. This shows that in Indonesia, pre-service teachers' faith in religions can be a key consideration in their career choice.

Then the other new motivating factor is personal and professional development. Sinclair (2008) explained that when pre-service teachers choose to enter the teaching profession as it will provide the opportunity for their own character and professional development, then it can be said that they are influenced by personal and professional development. In this research, some participants are influenced to become English teachers because they want to improve their level of skill and knowledge. Therefore, the researchers

categorized those as personal and professional development. Here is the sample of the statements:

"...becoming a teacher is the best way to learn more every day, and this will absolutely will help me to grow up my level of knowledge....". RS, 12

"I want to improve my skill, both for teaching and English skill...I have to go into this field which is English teaching, so that I can not only improve my skills but also hone my skills" MD, 13

Then, the last motivating factor identified by the researchers is the dual benefit of learning to become an English teacher. According to Prabjandee (2020), this motivating factor is quite important in EFL contexts since it shows the significance of English as an important language for multiple career opportunities. In this research, some participants stated that they chose English teaching as it can allow them to pursue another career because of their ability to speak English.

"My motivation for choosing to become an English teacher is that the job prospects are quite broad. In addition to being a teacher with English language skills, I can also be a translator, entrepreneur, English content writer, etc." RR, 138

"I chose to become an English teacher because the job opportunities for those who are able to speak English are many. When I choose teaching English as my future career, it can give me a bigger career opportunity. Because I also have a desire to open a business abroad. With good English communication skills, I'm sure it will be easier for me to achieve that" DP, 131

The statements show that pre-service teachers are influenced by the idea that the English competence they gained during their study in English education study program may help them to pursue a career in not only the teaching profession but also other career options. This is also supported by Suryani et al. (2016) statement that English education graduates may have the opportunity to work as an English teacher or as an interpreter in a multinational company.

Accordingly, in terms of motivational factors influencing pre-service teachers to choose teaching as a future profession, the fact that in this research found that the participants choose subject to interest, intrinsic career value, and social utility value as their motivating factors over the personal utility value and fallback career, is such a promising finding. According to the Fokkens-Bruinsma and Jansen (2010) pre-service teachers who are influenced by intrinsic motivation tend to have less burnout and higher career commitment. Moreover, Sinclair (2008) claim that pre-service teachers who choose teaching because of the motivation related to altruism, such as working with children or adolescents, tend to be more committed to teaching than those who choose teaching because of the perceived short work hours. Furthermore, the finding from the study conducted by Torsney et al. (2018) shows that pre-service teachers who are highly influenced by social utility value tend to be more motivated to get involved in the future professional engagement activities than those who are influenced by personal utility value.

Related to the belief in English teaching, Watt and Richardson (2007) claim when individuals feel unmotivated to become a future teacher because of the high perception of teachers' task demand, this can be balanced by the high perception of task return they will get if they choose a teaching career. However, in this research, the researchers found an interesting finding. The task demand factor is rated much higher than the task return. According to Suryani (2021), the mass media often negatively portrayed teaching as a profession with a low salary and a heavy workload. This also can be seen by the participants' perception of teachers' expertise and salary, they rated teachers' expertise highest, but teachers' salary is rated lowest compared to the other factor. This shows that the participants

who choose teaching as their future career are aware of their perception that teaching is a profession that requires a high level of expertise and competence, but the salary will be received does not balance with the workload and expertise they need to have. Nevertheless, the English Education study program and the government should take this seriously because Bergmark, Lundström, Manderstedt and Palo (2018) stated even though pre-service teachers have intrinsic and altruistic motivating factors, there is still a possibility that their motivation decreases and they may leave the occupation at the moment they face a reality that does not match with their perceptions. Moreover, Perryman and Calvert (2020) claim that the commitment of those who are committed to the teaching profession may decrease in a very short period of time, it is not because they were not aware that teaching is a demanding job; but, they feel that the teaching profession's demands are out of their capacity to adapt. Therefore, the English Education Study Program has to maximize the program provided to the pre-service teachers to prepare them more before they face reality as English teachers so the future English teachers will be able to handle the job demand of the teaching profession and not feel burnout of the profession in the future. For the government, since in this research, the researchers found that intrinsic career value and social utility value play a significant role in pre-service teachers' decision to choose teaching as a future career, then it is important to focus on creating a pleasant work environment for teachers in the future and give more facility for them who work as a teacher in a rural area.

CONCLUSION

Based on the finding and the discussion, the most significant motivational factor influencing pre-service teachers to choose English teaching as a future career is the subject interest, intrinsic career value, social utility value higher construct, which contains "make a social/ worthwhile contribution," "shape the future of children or adolescent," and "enhance social equity.", and prior teaching and learning experience. This shows a promising finding because these types of motivational factors are positively correlated with pre-service teachers' commitment to the teaching profession.

Moreover, besides the motivational factor in FIT-choice scale, the researchers also found some new motivational factors that influence pre-service teachers of the English education study program at Tanjungpura University to choose teaching as their future career. The first motivating factor is the religious factor. Some of the participants stated that they are attracted to the English teaching profession because teaching is a noble profession, and sharing knowledge may allow them to have "amal jariyah." This shows that the participants also consider their faith in religion in deciding on their future career. Then, the second motivational factor is personal and professional development. Some participants' responses to the open-ended questions showed that they chose English teaching because it allows them to develop their own English and teaching abilities. The third motivational factor identified by the researchers is related to the dual benefit of learning to become an English teacher. Some of the participants said that their ability to speak English as an English teacher would give them more opportunities to develop their own careers besides teaching.

Furthermore, related to the participants' belief about teaching, those who chose teaching profession in this research perceived teaching as a job that requires a high level of knowledge and competence. Then, they also perceive teaching as a difficult job with a heavy workload and emotionally demanding. Moreover, they also rated teachers' salaries lowest among the other factors. Despite that, they rated teaching with high social status and a well-respected career. Therefore, this should be taken seriously both by the government and the English education study program to design strategies to maintain motivation and commitment to the teaching profession among the pre-service teachers when they face reality as English teachers in the future.

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