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Why Teacher Education? Documenting Undocumented Female Student Teachers' Motives in Indonesia: A Case Study

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Abstract

The purpose of this paper, within the altruistic, intrinsic, or extrinsic motives framework, was to report the qualitative findings on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. The data were collected through demographic profiles and semi-structured in-depth interviews with 21 EFL female student teachers. Whereas personal interests and aptitudes undoubtedly act an important role to embark on a journey to become a teacher, our findings indicated that the female student teachers' desire to enter a teacher education program was driven by a strong mixing of altruistic motives (idealistic and social mission such as helping society become better in future, helping rural and remote areas, shaping future educated generation, and loving to work with young generation), intrinsic motives (intellectual mission, role models' continuation, and personal fulfillment), and extrinsic motives (compatible work schedules and a hero status at school and in society). Implications and suggestions for future research are also discussed.

Keywords

Motives, Indonesian Female Student Teachers, Qualitative Case Study

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Why Teacher Education? Documenting Undocumented Female Student Teachers' Motives in Indonesia: A Case Study

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The purpose of this paper, within the altruistic, intrinsic, or extrinsic motives framework, was to report the qualitative findings on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. The data were collected through demographic profiles and semi-structured in-depth interviews with 21 EFL female student teachers. Whereas personal interests and aptitudes undoubtedly act an important role to embark on a journey to become a teacher, our findings indicated that the female student teachers' desire to enter a teacher education program was driven by a strong mixing of altruistic motives (idealistic and social mission such as helping society become better in future, helping rural and remote areas, shaping future educated generation, and loving to work with young generation), intrinsic motives (intellectual mission, role models' continuation, and personal fulfillment), and extrinsic motives (compatible work schedules and a hero status at school and in society). Implications and suggestions for future research are also discussed. Keywords: Motives, Indonesian Female Student Teachers, Qualitative Case Study

Teachers are vital to school improvement efforts and teachers are responsible for raising the quality of learning for all students as teachers were in day-to-day contacts with the students who potentially develop the succeeding generation of teachers (Organisation for Economic Cooperation and Development [OECD] (2005). Additionally, Lortie (1975) argued that any job or occupation, which failed in recruiting new quality entrants, would fail to remain. Consequently, teacher profession should recruit and be filled in by highly-motivated and competent candidates and understanding candidates' initial motives to pursue teaching credentials in a teacher education program is indispensable as a foundation to develop teacher education policies before, during, and after entering the program.

Teaching profession has become as a career choice among Indonesian young people over the past few years. For example, of 305.956 students studying at Indonesian Open University in the 2015-2016 academic year, 225.716 were student teachers (Indonesian Open University, 2015). The continuous increase in the number of student teachers has indicated that teaching profession has been able to attract young people's interest. However, the increase in the number of student teachers studying at teacher education programs has raised questions: Is the increase driven by the fact that the central and local governments have offered an attractive reward through salary increases for teaching profession? Is the increase pushed by the motives

that Indonesian young people want to improve the quality of schools and students in order to face the economic and social changes in Indonesia and in the world? Is it because Indonesian young people must take a teacher education program in order to begin the process of realizing their intended career path? Or is it for the reason that teacher profession is a woman's job? It is vital to know what motives determine Indonesian student teachers to major in teacher education program as Indonesian student teachers' motives have not been documented in the previous studies. Particularly, through this study, it is important to find out how Indonesian student teachers consider teacher education programs among other program choices. What specific motives have driven them to choose teacher education programs?

A number of previous studies have examined individuals' altruistic, intrinsic, and extrinsic motives to become a teacher through entering teacher education programs. In terms of altruistic motives, there are a variety of motives including "I love to work with children," "I want to shape future of children," "I want to enhance social equity," or "I have a desire to contribute to society." For example, enjoying working with young people or loving working with children was one of the motives for individual's goal to become a teacher (Bruinsma & Canrinus, 2012; Hobson, Tracey, Kerr, Malderez, Pell, Simm, & Johnson, 2004; Johnston, Mckeown, & Mcewen, 1999; Kilinc, Watt, & Richardson, 2012; Kyriacou, Hultgren, & Stephens, 1999; Lai, Chan, Ko, & So, 2005; Manuel & Hughes, 2006; Osborn & Broadfoot, 1993; Schutz, Crowder, & White, 2001; Snyder, Doerr, & Pastor, 1995; Watt & Richardson, 2006; Yong, 1995). Additionally, "shaping the future of children/adolescents" and "making a social contributions" were the most strongly reported motives for choosing teaching as a career (Kilinc, Watt, & Richardson, 2012; Lin, Shi, Wang, Zhang, & Hui, 2012). With regards to the intrinsic motives to become a teacher, several studies (e.g., Lai, Chan, Ko, & So, 2005; Yong, 1995) revealed that, for example, having opportunities for academic development was as one of the determinations for entering teacher education programs or teaching profession while the motive of "I am inspired by good teachers (role models)" had influenced young people's decision to pursue teaching credentials in a teacher education program (Lortie, 1975; Manuel & Hughes, 2006). For the extrinsic motives, several studies (e.g., Kilinc, Watt, & Richardson, 2012; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lin, Shi, Wang, Zhang, & Hui, 2012; Lortie, 1975) indicated that "Being a teacher offers more time for family" was one of the motives for people to have teaching credentials in a teacher education program. Additionally, good salary was also other motive attracting student teachers to be a teacher (King, 1993; Kyriacou, Hultgren, & Stephens, 1999; Lortie, 1975; Low, Lim, Ch'ng, & Goh, 2011).

While a substantial number of previous studies have discussed how student teachers perceive teaching as their future career, not much research has been devoted to document Indonesian student teachers' motive to enter a teacher education program. Consequently, it is not easy to find research papers in the literature nationally or internationally. This paper was part of a larger study and an attempt to fill a gap in the international student teachers' motives literature and to inform the lack of literature and information on Indonesian student teachers' motives to become a teacher. The purpose of this paper was to report the qualitative findings on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. The guiding research question for this study was: What are the altruistic, intrinsic, and extrinsic motives influencing EFL female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia?

The Context of the Study

In Indonesia a 6-3-3-4 school-based education system consisting of 6 years of primary and 3 years of junior secondary, 3 years of senior secondary, and 4 years of tertiary education (undergraduate degree) has been adopted. Since 1994, Indonesian government has declared a system of a nine-year basic education that all kids aged between 7 and 15 years should receive a basic education consisting of primary and junior secondary school education. The Indonesian senior secondary schooling comprises two ways: general and technical/vocational school education (MoNE, 2003) while higher education is an extension of secondary education consisting of academic and professional education. To be a teacher, senior high school students should take a teacher training institution test throughout the country. All selected candidates will be trained for four years for undergraduate programs in the teacher training institutions consisting of faculty of teacher education and educational sciences within a university, school of higher learning of teacher education and educational sciences, and institutes for teacher education and educational sciences (Jalal, Samani, Chang, Stevenson, Ragatz, & Negara, 2009).

The authors' interest in exploring the motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia was driven by the fact that the growing student teachers population and the continuing majority of female student teachers at the research site and in Indonesia while not much research has documented Indonesian female student teachers' motive to enter a teacher education program. We decided to do this study as an attempt to provide information for policy makers at university and faculty level to help student teachers have long-term commitment to teaching through knowing their motives as the program prepares EFL teachers for future primary and secondary schools.

Methodology of Research

As discussed earlier, this paper was part of a larger study which was to document English as a foreign language (EFL) student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. Therefore, the purpose of this paper was to report the qualitative findings on the motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. As this study focused on one teacher education program, a qualitative case study was adopted (Creswell, 2007; Merriam, 1998; Patton, 1990) to document undocumented EFL female student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. According to Marshall and Rossman (1999), historically conducting a qualitative inquiry has been "to explore, explain, or describe the phenomenon of interest" (p. 33) and a case study is one of the five qualitative traditions (Creswell, 2007, 2011). Additionally, Merriam (1998) claimed that a qualitative case study was an intensive and holistic description, explanation, and analysis of "a bounded system" (p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy. She additionally claimed that an exploratory case study was fitting when the topic of the research interest had not been studied exhaustively as is the case with undocumented EFL female student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. Merriam (1998) also suggested that through studying an understudied topic, researchers had opportunities for searching pertinent factors and to provide a descriptive basis for future studies. Therefore, in our study, the case study design was selected as the appropriate research strategy to document undocumented EFL

female student teachers' motives to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia.

The choice of a qualitative case study approach in this study was for the reason that the findings of this study might not be generalized to the other places or participants. While we focused on this study as educational researchers, we were also the lecturers of our participants. We acknowledged that it would not be easy to build genuine research connections with our student teachers. Therefore, we included one lecturer from outside our research site who had not known the student teachers before. Adding one lecturer from outside helped us to get genuine data from our participants. Before the interviews, we introduced our lecturer from outside to our participants as he was involved in the interview process and data analysis. He obtained his PhD in Curriculum and Instruction from Malaysia and M.Ed. in TEFL from Australia. The first author obtained his PhD in Educational Policy from the United States of America in 2012 supported by the Fulbright and MS in education from the Netherlands. He obtained a postdoctoral fund from European Commission in the Netherlands and a 2016 Fulbright advanced research. The third author obtained her PhD in Human Resources Management from Indonesia and the fourth author obtained his PhD in Development Education from the Philippines and a postdoctoral fund from European Commission in the Netherlands.

In our larger study, the sample consisted of 65 (22, 8%) males and 220 (77, 2%) females and the data were collected through a questionnaire and semi-structured interviews. The age of student teachers ranged from 18-22 years old. However, in our qualitative part, the age of participants ranged from 21-22 years old. All of them majored in English education. To identify and recruit the participants, we distributed the questionnaire to all student teachers in one teacher education program at one public university in Jambi, Sumatra, Indonesia after obtaining permission from the dean of the college of education and the department chair. In the questionnaire, we included a statement if the participants were willing to be interviewed or not. It was surprising that only 21 females and one male were willing to be interviewed among 220 female and 65 male student teachers. At the beginning we thought that many participants were willing to be involved in the interviews. The interviews were conducted from June to August 2015. Guided by an interview protocol related to altruistic, intrinsic, and extrinsic motives, we conducted semi-structured interviews with 21 female student teachers. They were Chacha, Inai, Yuli, Titin, Sari, Lupi, Sintiya, Niesa, Lidiya, Ima, Tiara, Suchi, Rita, Putri, Erma, Santi, Geby, Fita, Ira, Lili, & Suci (pseudonyms). Throughout the paper we used these pseudonyms as their identity. The semi-structured interviews lasted between 25 and 30 minutes for each student teacher and the sample were interviewed a total of three times during June to August 2015. Because English is a foreign language for all student teachers, they were given the option to respond to interview questions in either Indonesian or English. All chose to use English. Consequently, any grammatical errors might appear in the interview excerpts provided in the findings section. For the ethical considerations and to protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in our study was entirely voluntary as we provided them with an informed consent form.

During the interview questions, among other things we asked our student teachers to obtain information on their background, parental occupations, their decision to go into teaching, and their feelings as to whether this had been the right decision. We also asked the participants about what motives mostly influenced them to pursue teaching credentials in a teacher education program. Student teachers were also asked to respond to the questions related to their personal abilities as teachers, their conceptions of teaching and learning, and their relationship with young people. We also asked them to comment on the disadvantages and advantages of being a teacher in future.

Marshall and Rossman (1999) stated that qualitative data analysis was “a messy, ambiguous, time-consuming, creative, and fascinating process” (p. 150) and “Undoubtedly, no consensus exists for the analysis of the forms of qualitative data” (Creswell, 1997, p. 140). As is typical in a qualitative study, data collection and data analysis do not happen in a serial manner; rather data collection and data analysis influence each other. The first step that we did was to do what Miles and Huberman (1994) called “within case analysis.” After we interviewed the first participant, we directly audiotaped, transcribed verbatim, and carefully analysed and categorized into altruistic, intrinsic, and extrinsic motives of all of the interview data. This process was continued to be done until the last participant. Second, each of us read each transcript of each participant line-by-line independently, marked relevant chunks of statements, put relevant chunks of statements into the categories (altruistic, intrinsic, and extrinsic motives) that had been created. For example, Inai (pseudonym) was the first participant that we interviewed. After we transcribed her interview data, we analyzed the data, and put her relevant chunks of statements into altruistic, intrinsic, and extrinsic motives that we had created. For example, Inai said, “I believe by becoming a teacher, I will be able to contribute to my society. I would be really happy if it could be the real one.” We put her statements into altruistic motives for the themes of *idealistic and social mission* and within the sub-theme of *helping society become better in future*. This process was carried until the last participant. Third, after each of us analyzed every participant’s transcript and put the data into the themes and sub-themes of each participant, then we did what Miles and Huberman (1994) called “cross-case analysis.” We reanalyzed and compared all transcripts across twenty-one student teachers in order to find the frequency of statements among participants for each general theme (altruistic, intrinsic, and extrinsic motives) and for each specific theme (e.g., *idealistic and social mission*) and sub-theme (e.g., *helping society become better in future*). We also did a “cross-case analysis” in order to (3) to remove repetitive data (e.g., one participant stated the same statement several times).

To ensure the credibility or the trustworthiness (Lincoln & Guba, 1985) of our study and to ensure our interpretations, we included verbatim examples from the transcribed interviews. We also did member checking (Merriam, 1998; Johnson & Christensen, 2008; Creswell, 2011; Mukminin, Ali, & Fadloan, 2015; Mukminin, Masbirorotni, Noprival, Sutarno, Arif, & Maimunah, 2015; Mukminin & McMahan, 2013). We checked not only with twenty-one female student teachers but also with co-researchers that served as member checking. In this step, we returned all of the interview data and our findings to all participants in order to get their feedback and agreement (Mukminin, Masbirorotni et al., 2015). This step was taken for making sure that our data were not bias. Also, we wanted to make sure that our participants agreed with what we found in this study. All female student teachers allowed us to use the data in our research.

Findings

Quality teaching is clearly significant to raising student achievement (Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005). Nevertheless, though we know that quality teaching is significant, it’s far less clear that will be our future teachers and what makes for a good teacher. The purpose of this paper was to report the qualitative findings on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. Our findings indicated that female student teachers’ desire to enter a teacher education program was driven by a strong mixing of the following themes and sub-themes.

Table 1. Themes and sub-themes of undocumented female student teachers' motives

	Themes	Sub-themes
Altruistic motive:	Idealistic and social mission	Helping society become better in future
		Shaping future educated generation
		Helping rural and remote areas
		Loving to work with young generation
Intrinsic motive:	Intellectual mission	
	Role models' continuation	
	Personal fulfillment	
Extrinsic motive:	Compatible work schedules	
	A hero status at school and in society	

Altruistic Motive: Idealistic and Social Mission

Within this theme, four sub-themes of motives consistently emerged among the participants, namely (1) helping society become better in future, (2) helping rural and remote areas, (3) shaping future educated generation, and (4) loving to work with young generation.

Helping society become better in future

For the first sub-theme of (1) *helping society become better in future*, female student teachers who chose the teacher education program reported that the occupation had a social contribution. Our participants wanted to contribute to their society through becoming a teacher to shape the future generation of the country. In general, female student teachers in this study testified that having teaching profession would give them an opportunity for helping their society become better in future. For example,

Inai: I believe by becoming a teacher, I will be able to contribute to my society. I would be really happy if it could be the real one.

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

Yuli: I have huge desire to get involved in contributing to my society through teaching... Contributing to society means that I have to give my time to give something valuable.

Titin: One of my reasons for choosing teaching as a career is because I want to contribute to society. Actually, there are many things that I can do to contribute to society, but to be a teacher is different thing.

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

Lupi: I want to make my society a better place and more developed than before. I will try my best by choosing teaching profession.

Helping rural and remote areas

Other female student teachers' decision-making in choosing a teacher education program was also driven by the fact that Indonesia currently needs more teachers particularly for remote areas. For example,

Sintiya: Indonesia needs more teachers to help the society in education. I see that many schools still lack of teachers and I want to help them by being a teacher.

Niesa: I want to be a teacher because I think now Indonesia lacks of teachers especially in rural areas.

Lidiya: I think now Indonesia has less teachers especially in rural areas. I want to help the society in increasing the education better.

Shaping future educated generation

Additionally, some of our female student teachers were influenced by their social responsibility for shaping future educated generation. For instance,

Ima: I wanted a job that allowed me to make a difference, do good things and have a big impact on the world. I really want to help shape people's lives, to help them discover that they are important as individuals.

Tiara: In becoming a teacher, I have a mission to shape future of children in becoming independent succeed people with good attitude and bright brain....I believe that if we shape future of students better, Indonesia can be a better country.

Suchi: For me as a future teacher, I will try my best on how to shape my students' interest in learning.

It is interesting to note that the interview data above indicated that female student teachers' decision to embark on a journey to become a teacher was much strongly influenced by their social mission to contribute to their society through becoming future teachers as they felt that Indonesia needed more teachers to develop the country.

Loving to work with young generation

Another interesting finding related to idealistic and social mission was the sub-theme of *loving to work with young generation*. There is strong resonance with the responses given by participants to questions during the interviews about motives and factors influencing the decision to go into a teacher education program. More importantly, a closer look at the interview data indicated that participants loved to work with children in order to develop their social, intellectual, and cultural skills as their main motive to go into a teacher education program to be a future teacher. With regard to this issue, participants noted,

Yuli: I chose teacher education program as I love work with children.

Santi: Personally, I like children that is my reason to take my undergraduate in teaching or education.

Lupi: Loving to work with children is my reason to choose my program. I feel comfortable when I can work with children and it makes me happy.

Lidiya: I love to work with children that is one of the motives for me to enter my program.

Suci: I love to work with children.

Erma: I like children and it is my reason to enter my program.

Putri: ...working with children teaches me to be more patient and make my day more colorful I can be their parents, their sister, even their friends.

Suchi: Children usually say unpredictable things...and working with children also teaches me how to be a patient person.

Sintiya: Working with children is very rewarding in many ways, but also very challenging. Children need to be educated by teacher to increase their skill, and change their behaviors better.

Additionally, other participants declared the same feeling on the motive, although they expressed their thoughts in a different way. For example, Rita reported, "I like to teach children because they are more nature than adult." Ira added, "I think children are cute with their innocent faces and acts.... That's why I want to be a teacher to work together with children" while Geby expressed the importance of knowledge transfer to children, she said, "...[like] working with children is [the] reason why I chose teacher education program. We can transfer the knowledge to the children." The four sub-themes above are the four influential motives for female student teachers to go into a teacher education program. Perhaps unsurprising, they believed that working in the field of education through becoming a teacher; they would be able to make a different for their society by helping children to obtain knowledge and skill for their future. More importantly, participants in this study were enthusiastic to become a teacher because they wanted to give something to their society in order to make a better society.

Intrinsic Motive: Intellectual Mission

The data in this study were gathered and linked across participants to identify trends within and across participants. As the data were qualitative, only frequency statements and proportions of participants giving a particular main motive were meaningful. One of the consistent issues that emerged among the female student teachers was related to their intellectual mission. A picture of motive emerged from the sample of the female student teachers suggested that their decision-making in choosing a teacher education program was driven by the belief that teacher education program would assist them to have more academic development opportunities after they graduated from the program such as becoming a teacher, professor or researcher. In this study, intellectual mission was one of the influentially intrinsic

motives for the female student teachers' decision to enter the program. Our participants told us,

Tiara: Choosing teaching as career, it can always improve my own academic development..... We need to update our knowledge to guide our student in learning. Moreover, teachers have to have an intrinsic impetus to make a better progress for themselves in shaping future of children.

Titin: Being a teacher means that I decide to keep learning (lifelong learning), so I have an opportunity to improve my academic development. The other reason why I chose to become a teacher because it can lead on to other jobs. Actually I want to become a lecturer (or education practitioner) , but now the condition doesn't allow me to get it. So I chose to become a teacher and hope sometime I have a chance to continue my study and realize my dream. While trying and waiting the chance, being a teacher I think it's a good choice because it can give me an opportunity to learn more. So I won't forget what I've learned before.

Inai: The advantage of being a teacher is that I always need new knowledge. It is not enough just receiving the old knowledge. I have to enrich my knowledge. Started from my senior high school, I dreamed to be a teacher.... I am interested in teaching activity because it is a great process. I love to share my knowledge to my students and guide them as good as possible.

Fita: Being a teacher lets me to teach every time.... It will develop my academic life because I will get more experience of learning. Teachers work in education sector, and education is the basic tool of the world change. Education is the foundation to other jobs. By getting knowledge from the teachers, we can be whatever we want for jobs.

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

Chacha: Teaching is one of those rare professions that keep my brain young, allowing me to continue my own journey as a student and a lifelong learner. I love read. Being teacher, I think it fits my personality.

Lupi: Since my childhood, I like teaching activity. I like sharing my knowledge to my friends and I feel pleasant when I can give any information for them.

Putri: Teaching doesn't make my knowledge decreasingly; precisely teaching makes my knowledge more and more increasingly.

Santi: I am more interested in teaching because I like to share my ideas with students, convey what I know to them and they can respond to what I ask.

For many of our female student teachers in this study, entering the teacher education program such as English education program became an initial step for their intellectual adventure in education. After graduating from the program, they believed that they would have more opportunities to develop their academic life. Our female participants were confident that becoming a teacher led them to have other opportunities in education because the profession would remain there as long as human beings exist. In other words, we found that the intellectual mission through having opportunities for academic development was another strong motive for female student teachers to enter the program, suggesting that in this era of modernization, Indonesian female student teachers have changed their attitude and roles in education. Our participants wanted to contribute to the development of Indonesian educational world and they considered that becoming a teacher was a stepping stone for having other higher positions in education.

Intrinsic Motive: Role Models' Continuation

Under this theme, our female student teachers were asked to respond to several questions about who influenced their decision-making in choosing a teacher education program. Many of our participants reported that their previous teachers' manners and ways of teaching contributed a lot to embark on a journey to become a teacher. They liked how their school teachers taught and treated them in the classroom. For example, one of our participants, Yuli reported, "When I was in junior high school, I had an English teacher that gave a chance to participate in English contest and started from that moment he became my role model to be a good teacher." Similarly, many other participants reported,

Suchi: Good teachers really inspired me.

Sari: ...my English teacher was my inspiration; I love the way how he taught me in senior high school.

Rita: I was inspired by a good teacher in my junior high school. I saw my teacher teaching us so well.

Putri: ...there were many good and inspired teachers that motivated me to be like them. One of my favorite teachers said that teacher was a bridge.

Lidiya: I want to be a teacher because I was inspired by a good teacher in my school. I wanted to be a good teacher like my teacher in my senior high school.

Ima: I am inspired by good teachers. When I was in junior high school, I met with a good teacher. She taught me in English subject.

Geby: When I was child, I had a kind teacher, her way of teaching and voice, I remember until now. I loved when she taught me in match class.

Ira: I decided to become a teacher.... I had some really great teachers in school who had great impacts on my choice.

Good teachers had inspired our participants to continue their higher education in teacher education program. They had role models for being a teacher; their teachers' ways of teaching, treating students, and handling the classroom had driven them to enter the program in order to

do the same thing, suggesting that teaching profession was deemed by our participants as a place of good people to create good people. Our findings also indicated that teaching profession should be a profession that should be able to socialize the profession to young people through good teaching and behavior in the classroom. Young people will get a good picture of how to be a good teacher through their teacher in classroom as teaching profession always competes with other professions to get good candidates of teachers. If teachers in the classroom cannot be role models, the future of the profession may be in danger. In short, we need to produce more and more teachers who are able to inspire young people to continue the profession as the wanted one.

Intrinsic Motive: Personal Fulfillment

Another interesting motive which attracted our female participants to enter a teacher education program was to be a teacher as a personal fulfillment regardless of low salary, but huge responsibilities. Our participants confidently declared that salary was not the main motive for them to start on a journey to become a teacher although salary was in need. For example,

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

Other female student teachers expressed that in Indonesia teacher salary was not good enough compared to other professions. However, they thought that to be a teacher in Indonesia was more about a moral responsibility for helping young people development.

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

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

Female participants in this study also reported that job security influenced their decision to enter teacher education program.

Chacha: I think job security is one of the main reasons that I am inclined to pursue this profession. Teachers are needed everywhere.

Titin: Of course yes. Being a teacher (civil servant) will provide a job security because we can have many benefits like in terms of salary we can get a stable salary, we will not be affected by dismissal (like in office or others), and we will have the pension rate.

It is noteworthy to note that our female student teachers in this study expressed the importance of salary in teaching; however, it was not their key motive to start their journey to become a teacher. These examples of feelings and thought showed that female student teachers

realized that teaching profession would save their life as long as there is education, teachers are needed and they will be safe from any types of dismissals, particularly in Indonesia. We found that EFL Indonesian female student teachers' decision-making in choosing a teacher education program was likely to involve an interplay between moral and salary factors.

Extrinsic Motive: Compatible Work Schedules

When we interviewed our participants about their motives to start being a teacher through entering teacher education program, many of them reported that they were influenced by the evidence that their future profession would provide them with well-matched schedules for their family and holiday. They believed that becoming a teacher would help them stay close with their family members as they would have more time after school. Particularly, with compatible teaching schedules, the profession would offer more time for family and would give them time to arrange their holiday. For example, Titin expressed, "Being a teacher really fits for women who have family because they can do their job but they still have time to take care of their family." Yuli shared the same feeling, she said, "Teachers will have more time for their family...also it depends on the tasks if they can finish the tasks then they can enjoy their time." Other female participants shared the same thoughts,

Suchi: ...if the students have a free day, so do the teachers. Teachers can spend their time with their family.

Ima: ...one of the great perks of a teacher's schedule is that it matches up with a child's school schedule. While she/he will likely bring some work home with her/him, she/ he will be able to be home with her/ his children in the afternoon.

Niesa: Teaching activity is fun for me. It also doesn't need to spend much time in a day.

However, one female participant warned that although teaching profession provided more time for family, a teacher still had more tasks at home if she or he could not finish the tasks at school. For example, Tiara said,

Becoming a teacher, we have an extra time home to gather with our family.... becoming a teacher is not easy as others people think. After home, teachers still have other assignments, for example, correcting students' work, preparing next day materials for teaching and task for students.

Tiara clearly reported that the profession required a teacher to keep focusing on teaching tasks although she or he was not at school.

For other female participants, our findings indicated that participants were attracted to enter the teacher education program as it offers long holidays. However, in Indonesia within the current system, teachers are required to prepare many things for teaching and learning processes. Therefore, teachers' holidays will depend on students' holiday. The following quotes reflect some of their feelings and thoughts,

Chacha: If the students are getting holidays, teachers will also get holidays.

Inai: ... our job is to educate students as good as we can. But, teachers also get holidays...this is the one I like becoming a teacher.

Titin: Long holidays is one of the special things that the teaching profession offers and it distinguishes the teaching profession from other profession.

It is interesting to note that our interview data indicated that many of the student teachers were attracted to enter teacher education program to become a teacher because they believed that their future profession would help them to do double responsibilities for teaching and taking care of their family.

Extrinsic Motive: A Hero Status at School and in Society

Our participants in this study proudly reported that the status of teaching profession as a hero in education in Indonesia encouraged them to start a journey to be a teacher. Many of our participants reported that teachers were not only needed at school but also in community. For them, teachers were still deemed as the one whom a good ability and personality due to many requirements had required to be a teacher. The following quotes reflect some of their feelings and thoughts,

Lupi: in Indonesia, teacher has known as a hero.

Suci: in remote and rural areas, teacher is still needed as a hero to not only solve school problems, but also social problems.

Titin: Being a teacher is not as easy as people think. In my environment, a teacher is considered as a someone who has a good ability and personality. So the society has positive views toward the teacher or teaching profession.

Fita: Being a teacher provides a very good social status. Teacher has so many experiences of education. There are so many standards that teachers must have. It makes them to be seen much higher of social status.

The good thing from the finding of this study was that all female student teachers seemed to commit to be promising teachers who would be able to make a balanced orientation between teaching commitment and commercial orientation.

Discussion and Implications

While we all realize that good teaching is important, it's far less clear what encourages people to be teacher candidates, what motives attract them to enter teacher education programs in order to be a future teacher, particularly in Indonesia. A study should be done to look at who are the entrants to the teaching profession and what motives drive them to enter teacher education programs. The purpose of our study, within the altruistic, intrinsic, or extrinsic motives framework, was to report the qualitative findings on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia. Our findings indicated that EFL female student teachers' desire to enter a teacher education program was driven by a strong mixing of altruistic motives (idealistic and social mission such as helping society become better in future, helping rural and remote areas, shaping future educated generation, and loving to work with young generation), intrinsic motives (intellectual mission, role models' continuation, and personal fulfillment), and extrinsic motives (compatible work schedules and a hero status at school and in society). With respect to motives

for choosing the EFL teacher education program, our study results indicated that all of the participants who were from lower and middle income families reported that they were mainly influenced by the altruistic motives - the idealistic and social mission. Our female student teachers believed that the occupation had a social contribution. Our results are consistent with those found in other countries (e.g., Bruinsma & Canrinus, 2012; Kilinc, Watt, & Richardson, 2012; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lai, Chan, Ko, & So, 2005; Lortie, 1975; Manuel & Hughes, 2006; Schutz, Crowder, & White, 2001; Shi, Wang, Zhang, & Hui, 2012; Yong, 1995). Our female participants were also attracted to choose the teacher education program because of loving to work with children in order to develop their social, intellectual, and cultural skills if they became a teacher in future. Our finding concurs with what earlier studies (e.g., Bruinsma & Canrinus, 2012; Hobson, Tracey, Kerr, Malderez, Pell, Simm, & Johnson, 2004; Johnston, Mckeown, & Mcewen, 1999; Kilinc, Watt, & Richardson, 2012; King, 1993; Kyriacou, Hultgren, & Stephens, 1999; Lai, Chan, Ko, & So, 2005; Manuel & Hughes, 2006; Osborn & Broadfoot, 1993; Schutz, Crowder, & White, 2001; Snyder, Doerr, & Pastor, 1995; Watt & Richardson, 2006; Yong, 1995) found that one major initial motive for choosing teaching profession was the chance to work with young people.

Moreover, our study results shed important light on what motivates female student teachers to enter the profession through entering teacher education program; our study revealed that one of the consistent topics among the female student teachers was associated with their intellectual mission in order to have academic development opportunities after becoming a teacher. They believe that their academic life would develop in future through becoming a teacher. The need for intellectual mission motivated young people to join the teaching profession. Our results support the findings of earlier studies including Lai, Chan, Ko, and So (2005), Moran, Kilpatrick, Abbot, Dallat, and McClune (2001), Summerhill, Matranga, Peltier, and Hill (1998), Reid and Cauldwell (1997), Yong (1995), Hayes (1990), Robertson, Keith, and Page (1983) who also found that opportunities for academic development as one of the motives for entering teacher education programs or teaching profession.

A number of studies (e.g., Lortie, 1975; Manuel & Hughes, 2006) have examined the contribution of previous role models to people to decide to choose teaching profession. In our study, our participants reported that their teachers' manners and ways of teaching contributed a lot to them to start on a journey to become a teacher. In our study, we found that our participants were strongly inspired by their junior or senior high school teachers to be a future teacher.

This study has provided clear empirical evidence that compatible work schedules: time for family and holiday have attracted young people to enter teaching profession although Bruinsma and Canrinus (2012) found that time for family was not one of the most important factors to be a teacher. Our findings confirm the previous studies (e.g., Kilinc, Watt, & Richardson, 2012; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Lin, Shi, Wang, Zhang, & Hui, 2012) that found time for family encouraged people to enter teaching profession. In terms of holiday, our study result supports the earlier studies from other countries such as King (1993), Kyriacou, Hultgren, and Stephens (1999), Kyriacou, Kunc, Stephens, and Hultgren (2003) who found the same results. Additionally, in our study, we attempted to understand and describe female student teachers' thoughts and feelings related to their motives to enter the teacher education program. The emerging issue among them was that they pursued their undergraduate study in teacher education program because of their personal fulfillment in spite of low salary. They realized that teachers' salary in Indonesia was low, but they felt that they had moral responsibilities for helping their society through education. Although salary was low, it would be stable if they became a government employee. In Indonesia, a teacher who is a civil servant will received a monthly stable salary and retirement pension. Our study result is consistent with what Lin, Shi, Wang, Zhang, and Hui (2012) and Kilinc, Watt, and Richardson

(2012) found that job security was one of the important motives for student teachers to embark on a journey to be a teacher.

One important finding in our study was that teaching profession in Indonesia remained a preferred and well respected career for young people. Our result revealed that our participants were influenced to pursue a teaching credential because they perceived that teacher was still deemed as a hero profession in Indonesia. Society still needs teachers not only to educate students at schools, but also to be moral models for young generation.

Overall, a picture of motives emerged from the 21 EFL female student teachers suggested that the sources of influence for their goal to embark on a journey to become a teacher were a combination of various motives including altruistic motives (idealistic and social mission such as helping society become better in future, helping rural and remote areas, shaping future educated generation, and loving to work with young generation), intrinsic motives (intellectual mission, role models' continuation, and personal fulfillment), and extrinsic motives (compatible work schedules and a hero status at school and in society). What do our study results imply for the future development of teacher education programs? The findings from this study indicated that in our larger study, the sample consisted of 65 (22, 8%) males and 220 (77, 2%) female participants and only 21 female student teachers were willing to be involved in the interviews and most of them were from lower and middle income families. The implication from the above is that female student teachers who were from lower and middle income families still dominated at our research site. This picture is interesting and important for developing teacher programs that accommodate and facilitate such as population. More importantly, teacher education programs should underscore the importance of offering early clinical and practicum experiences throughout the program to guarantee that entrants develop an image of what teaching involves and needs in order to maintain their social, personal, and intellectual missions. Also, teacher education programs should provide student teachers with programs to strengthen their social, intellectual, and personal missions.

However, our findings should be considered in the view of some limitations. While the findings of this study may potentially provide the sort of evidence on the undocumented motives of English as a foreign language (EFL) female student teachers to become a teacher by choosing a teacher education program at one public university in Jambi, Sumatra, Indonesia, our small sample size may not be representative of all Indonesian (EFL) female student teachers across the country. Also, as our small sample size, generalizability of our findings to other Indonesian (EFL) female student teachers should be cautioned. Future quantitative research may include a larger sample of Indonesian female student teachers from different departments or universities.

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