



Why do Pre-service English Teachers Choose Teaching?: An Analysis of Motivational Factors at English Education Study Program of Sriwijaya University

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Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-15 Keywords: <i>Pre-Service English Teachers;</i> <i>Motivation;</i> <i>Gender;</i> <i>Semester Level;</i> <i>FIT-Choice Framework.</i>	This study looks at what motivates pre-service English teachers at Sriwijaya University. It also examines if gender and semester level affect their motivation. Using the FIT-Choice framework, researchers collected data from 144 students with a questionnaire adapted from Kilinc et al. (2012) and Topkaya & Uztosun (2013). The questionnaire covered twelve motivational factors. The findings show that students are mainly driven by altruistic values. They want to make a social contribution, shape children's futures, and promote social fairness. Female students had notably higher motivation scores than male students, especially regarding intrinsic value, shaping children's future, and prior teaching experiences. However, there were no significant motivational differences across semester levels. These results highlight the need to focus on motivational factors in teacher education programs. This focus can help strengthen student commitment and readiness for the teaching profession.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-15 Kata kunci: <i>Calon Guru Bahasa Inggris;</i> <i>Motivasi;</i> <i>Jenis Kelamin;</i> <i>Tingkat Semester;</i> <i>Kerangka FIT-Choice.</i>	Penelitian ini meneliti faktor-faktor yang memotivasi mahasiswa calon guru Bahasa Inggris di Universitas Sriwijaya. Selain itu, penelitian ini juga mengkaji apakah jenis kelamin dan tingkat semester berpengaruh terhadap motivasi mereka. Dengan menggunakan kerangka FIT-Choice, data dikumpulkan dari 144 mahasiswa melalui kuesioner yang diadaptasi dari Kilinc et al. (2012) dan Topkaya & Uztosun (2013). Kuesioner tersebut mencakup dua belas faktor motivasional. Temuan penelitian menunjukkan bahwa mahasiswa terutama didorong oleh nilai-nilai altruistik. Mereka ingin memberikan kontribusi sosial, membentuk masa depan anak-anak, dan mendorong keadilan sosial. Mahasiswi memiliki skor motivasi yang secara signifikan lebih tinggi dibandingkan mahasiswa, khususnya dalam hal nilai intrinsik, membentuk masa depan anak-anak, dan pengalaman mengajar sebelumnya. Namun, tidak ditemukan perbedaan motivasi yang signifikan berdasarkan tingkat semester. Hasil ini menekankan pentingnya memperhatikan faktor-faktor motivasi dalam program pendidikan guru, karena hal tersebut dapat membantu memperkuat komitmen dan kesiapan mahasiswa terhadap profesi keguruan.

I. INTRODUCTION

Motivation is an important factor influencing individuals' decision to pursue teaching as a profession. It is commonly categorized into intrinsic, extrinsic, and altruistic factors (Topkaya & Uztosun, 2013). The FIT-Choice (Factors Influencing Teaching Choice) framework developed by Watt and Richardson (2007) has been widely used to investigate these motivational dimensions across cultural contexts.

Research in various countries highlights different patterns of teacher motivation. In Spain, Alvarina-Villaverde et al. (2022) found that pre-service teachers are driven by both personal interests and altruistic values. In Ghana, Abonyi et al. (2021) showed that many students consider teaching as a way to serve their communities. In China, Nana and Mamat (2023) reported that teaching is often chosen for its job security.

These findings suggest that motivations are shaped by sociocultural and economic contexts.

In Indonesia, teaching is considered both a respected profession and a secure career option. Rosida and Rochmawati (2023) found that financial stability and long-term job prospects were among the strongest motivators. Syamsuddin et al. (2023) emphasized the influence of cultural values on students' decision to pursue teaching. Asriani (2022) reported that classroom experiences and idealistic goals also play an important role.

Specifically, in English language education, motivations often combine passion for the language with the desire to help others. Başöz (2021) identified intrinsic interest in language learning and teaching confidence as key motivators among pre-service English teachers. Similarly, Putri and Jaya (2023) showed that

students at Universitas Sriwijaya were influenced by both personal enthusiasm and practical considerations such as job opportunities.

Although previous research provides valuable insights, few studies in Indonesia have examined pre-service English teachers' motivations within the FIT-Choice framework. Andriani (2022) focused on students in primary education and found that their motivations were strongly shaped by perceptions of job security. Syamsuddin et al. (2023) investigated general teacher education students and reported that cultural values significantly influenced career decisions. However, these studies did not specifically address English education students. Rodríguez-Rivero et al. (2023) examined gender differences in teaching motivations and revealed that female students tended to report stronger altruistic values. In addition, Gómez-Trigueros et al. (2024) showed that semester level can affect motivation, as students in later years are more influenced by teaching experiences. Despite these findings, limited research has explored how gender and semester level shape the motivations of pre-service English teachers in Indonesia.

Therefore, this study investigates the career motivations of pre-service English teachers at Sriwijaya University. It also examines whether gender and semester level affect their motivations. The findings are expected to provide valuable insights for strengthening teacher education programs in Indonesia.

II. METHOD

This study employed a quantitative descriptive design. This method was chosen to provide a comprehensive overview of pre-service English teachers' motivations without testing causal relationships.

1. Population and Sample

The population consisted of students enrolled in the English Education Study Program at Sriwijaya University in the 2nd, 4th, 6th, and 8th semesters. Using stratified random sampling, 144 students were selected, with balanced representation of male and female participants across the semesters.

2. Instrument

Data were collected through a questionnaire adapted from the FIT-Choice (Factors Influencing Teaching Choice) framework developed by Watt and Richardson (2007). The instrument was previously validated by Kılınç et al. (2012) and modified by Topkaya and Uztosun (2013). It measured

12 motivational factors on a 7-point Likert scale, covering intrinsic, extrinsic, altruistic, and fallback motivations.

3. Data Collection

The questionnaire was distributed online via Google Forms between June and July 2025. Respondents were informed about the purpose of the study, and informed consent was obtained before participation.

4. Data Analysis

The responses were analyzed using SPSS. Descriptive statistics (mean, standard deviation, frequency, and percentage) were applied to identify general motivational trends. To examine differences based on gender, an independent samples t-test was conducted. A one-way ANOVA was performed to analyze differences across semester levels. Statistical significance was set at $p < 0.05$.

III. RESULT AND DISCUSSION

A. Result

The descriptive statistics revealed that altruistic values were the strongest motivational factors among pre-service English teachers. The students reported high agreement with items related to making a social contribution, shaping children's futures, and promoting social fairness.

Independent samples t-test indicated significant gender differences in several motivational factors. Female students scored higher than male students in intrinsic value, shaping children's future, and prior teaching and learning experiences ($p < 0.05$).

The one-way ANOVA showed no significant differences in motivational factors across semester levels ($p > 0.05$). This indicates that students from different stages of their study shared relatively similar levels of motivation.

Table 1. Mean Scores of Motivational Factors

No	Motivational Factor	Mean Score	Category
1	Social Contribution	6.21	Very High
2	Shaping Children's Future	6.18	Very High
3	Social Fairness	6.12	Very High
4	Intrinsic Value	5.97	High
5	Prior Teaching and Learning Experience	5.88	High
6	Job Security	5.42	High

7	Work with Children/Adolecent	5.36	High
8	Enhance Social Equity	5.28	High
9	Fallback Career	4.71	Moderate
10	Social Influences	4.65	Moderate
11	Time for Family	4.52	Moderate
12	Job Transferability	4.43	Moderate

B. Discussion

The findings of this study confirm that altruistic values are the dominant motivation among pre-service English teachers at Sriwijaya University. This result is consistent with previous research in Turkey, where Topkaya and Uztosun (2013) reported that students chose teaching primarily to contribute to society. Similarly, Abonyi et al. (2021) in Ghana found that social contribution and service were key motivators.

Gender differences were evident in this study. Female students demonstrated higher motivation in intrinsic value, shaping children's future, and prior experiences. This aligns with Rodríguez-Rivero et al. (2023), who showed that female pre-service teachers tend to report stronger altruistic and intrinsic motivations than male students. These results suggest that gender remains an important factor shaping career motivation in teaching.

On the other hand, no significant differences were found across semester levels. This indicates that students' motivations remain stable throughout their academic journey. A similar finding was reported by Gómez-Trigueros et al. (2024), who found that year of study had minimal effect on motivation levels. This stability highlights the importance of early motivational factors in sustaining students' commitment to the teaching profession.

Overall, the results emphasize the significance of focusing on motivational factors in teacher education programs. Addressing students' altruistic and intrinsic motivations can strengthen their professional identity, commitment, and readiness to enter the teaching profession.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This study examined the motivations of pre-service English teachers at Sriwijaya University using the FIT-Choice framework. The findings revealed that students were primarily motivated by altruistic values, including the desire to make a social contribution, shape children's futures, and promote social fairness. Female students reported significantly higher levels of intrinsic value, shaping children's future, and prior teaching and learning experiences compared to male students. However, no significant motivational differences were found across semester levels.

These findings highlight the importance of addressing motivational factors in teacher education programs. Strengthening students' altruistic and intrinsic motivations can enhance their professional identity, commitment, and readiness to enter the teaching profession. Teacher education curricula should therefore integrate activities that foster these values, such as community service projects, teaching practicum experiences, and reflective practices.

Overall, the study provides valuable insights into how demographic factors, particularly gender, influence career motivations. By considering these factors, teacher education programs can better support the development of committed and motivated future teachers.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about Why do Pre-service English Teachers Choose Teaching?: An Analysis of Motivational Factors at English Education Study Program of Sriwijaya University.

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