



## Descriptive of Pre Service English as a Foreign Language (EFL) Teachers' Motivation to Become Teachers in Turkey

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### Article Info

#### Article history:

Received Mar 6, 2023  
Revised Apr 3, 2023  
Accepted Apr 12, 2023

#### Keywords:

English Language  
Teaching motivation  
Career perspectives  
Pre-service EFL teachers  
Teacher education

### ABSTRACT

**Purpose of the study:** To describe the motivation of Pre Service English as a Foreign Language (EFL) Teachers to Become Teachers in Turkey, to determine the effect of gender on the motivation of pre-service EFL teachers to become teachers and to find out the influence of the community on a pre-service EFL teacher's decision to become a teacher

**Methodology:** This study was conducted according to a mixed research method. The researcher analyzed the Quantitative data with the SPSS program (Statistical Package for the Social Sciences). In the SPSS program, the researcher created three tables, which are the answer to research questions. The researcher analyzed qualitative data by Computer-assisted qualitative data analysis software (CAQDAS) Quirkos

**Main Findings:** Participants were very excited to become English teachers because they were going to become English teachers; furthermore, during the interview, all participants stated that society influenced their choice of profession. In addition, according to the quantitative data, it appears that the participants were motivated by 9 factors to choose teaching English as a career choice.

**Novelty/Originality of this study:** This study was conducted in one of the state universities in Turkey participant number was limited for this study. Also, this study was conducted in a short time. Due to the limitations, this study's findings and conclusions can't be generalized. More detailed and long-lasting studies should be carried out to understand the motivations of pre-service EFL teachers to become teachers.

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## 1. INTRODUCTION

Turkey's location in the world plays a significant role in the world. Turkey is strategically positioned globally, with 97% of its total geographical area of 814.578 km<sup>2</sup> in Asia and 3% in Europe [1]. Turkey is critical to the region's peace and security because of its strategic location at the crossroads of Europe and Asia and its connectivity to the Middle East and Africa. Besides, Turkey's geographical position also increases its political power and dominancy in the region. Turkey's geopolitical location has allowed it to play a potentially more prominent role in world affairs than would otherwise have been feasible [2]. It controls the Turkish Straits and the roadways that connect the Balkans to the Middle East and the Caucasus to the Persian Gulf. It is a member of NATO, the world's largest military alliance, and a European Union (EU) associate member. Its political participation and exposed position give it a prominence that no other middle power can equal. In that case, it can

be said that Turkey's geographical and political place in the world makes English Language learning and teaching for Turkey realize national interests internationally. Turkey has a significant international presence. Because of the country's strategic and geopolitical importance, as well as the world's lingua franca of science, technology, and business, it is significant for Turkish citizens in the country to pursue international communication and keep up with developments in many fields where English is the most widely used language[3].

Though Turkey's vital position in the world geographically and politically is important Turkish people have severe problems with English language proficiency. Although Turkey has the 17th largest economy globally, it constantly scores relatively low on different indicators of English language speaking[4- 5]. For example, Turkey scored 41st out of 60 nations in the 2013 English Proficiency Index (EPI) and 51st out of 72 countries in 2017. The average total Test of English as a Foreign Language (TOEFL) score of both native Turkish speakers and Turkish residents in 2016 was 78 out of 120. One of the significant problems in Turkish people's failure in English language proficiency might stem from the fact that the grammar-translation method has been implemented in Turkey for a long time to teach English. Thus, to make students more proficient in English rather than implementing the grammar-translation method, the communicative teaching method should be utilized appropriately in EFL classes in Turkey. TEFL stands for Teaching English as a Foreign Language. It refers to English instruction in a country where English is not the primary language. Moreover, the grammar-translation approach is dominant and widely used in Turkey[6]. As a result, little progress has been made in English teaching and learning. Besides, exams in Turkey should exclude question types based on receptive skills. Instead, communicative-based questions should be planned and structured to encourage students to utilize English effectively and efficiently. Furthermore, English language education departments should take a more critical stance toward this system. It is doubtful that learners can use English productively unless practical techniques are devised. As a result, productive skills should be adopted and cultivated for learners to communicate effectively.

The failure of Turkish people's language proficiency in the English language might spring from the issues in pre-service EFL teachers' education in Turkey, such as limited hours of observing and teaching English in the actual classroom setting. Moreover, a direct connection between the course topics and practical implementation in real classrooms is somehow missing[7]. He also noted that there is not enough opportunity for micro-teaching and macro-teaching implementations for pre-service EFL teachers in Turkey. The other fundamental issue in the pre-service EFL teacher training in Turkey is that not all of the faculties preparing Pre-Service EFL teachers in Turkey provide a medium of English to their students. English language programs at the university level in Turkey vary greatly depending on whether the university is English-medium or offers courses partially in English. English language programs at the university level in Turkey vary greatly depending on whether the university is English-medium or offers courses partially in English or entirely in Turkish[8]. In this case, it can be said that when pre-service English teachers do not get exposed to English training systematically and heavily, they might have serious language proficiency shortcomings in English, which can directly affect the students' performance and proficiency in English. Because an ineffective language instructor cannot support a student, a teacher's language ability appears more important than students' specialized language education abilities development. In other words, a teacher lacking subject and content understanding feels inflexible in the classroom, impeding pupils' language ability[9].

Motivation is a mechanism inside itself. If it is described as a drive or need, motivation is a state that seeks a change, either within the self or the environment. Also, motivation combines the individual with the desire and determination to take a flexible, open-ended, problem-solving approach to the environment [10]. Moreover, motivation also plays a vital role when selecting a career [11]. For teaching as a career option, many studies were performed to uncover why pre-service and in-service teachers joined teacher education programs. Also, these studies showed that extrinsic, intrinsic, and sociocultural impressions play a role in people becoming teachers [12-13]. Furthermore, [14] conducted a study to investigate the motivations of second-year pre-service EFL Teachers in one of the Turkish state universities. Using 'The Teachers' Ten statement Test [15], she concluded that the most frequent reasons why ELT trainees choose language teaching as a profession were intrinsic professional interest, and loving the subject matter itself. On the other hand, [16] reported that pre-service EFL teachers choose teaching profession mostly with altruistic reasons such as forming the future of the juveniles, increasing the societal equity and making a social improvement. Apart from Turkish context in an Australian Study, Manuel and Hughes (2006) observed that Pre-Service Teachers want to become teachers for three fundamental reasons: the search for personal satisfaction, the ability to work with young and affecting their lives and the chance to pursue a positive relationship with the theme of their choice. Similarly, Pre-Service Canadian Teachers choose the teaching department mostly to be a role model for the students also to inspire students and affect society. To conclude, the explanations of why the pre-service EFL teachers choose teaching as a profession are hard to generalize. The variation in their answers may be due to the cultural, social and economic contexts in which they live [17]. Even though individual motivational beliefs may work in similar

ways across different nations, associations between crucial motivational measures can change based on tradition and tradition norms.

Although there is a tremendous amount of research on teacher motivation in general education, few studies have investigated the motivations of being an English teacher in ELT [18-19]. There are limited studies detecting teachers' motivational reasons for choosing the teaching department. He states that these studies couldn't explain why teacher candidates choose foreign language teaching as a profession. In this sense, this study will investigate motivational reasons for pre-service EFL teachers to become teachers. Also, it will examine pre-service EFL teachers' viewpoints about choosing English language teaching as a profession by implementing Watt and Richardson's. FIT- Choice is an authentic and trustworthy system that is carried out to find an answer to "why people prefer teaching as a carrier option. Besides solely implementing quantitative scope to investigate the reasons for pre-service EFL Teachers to become teachers, a qualitative measure called semi structured-interview will be implemented to deeply understand the motivations of pre-service EFL Teachers to become teachers. By utilizing the motivational reasons for pre-service EFL teachers to become a teacher with FIT-Choice Scale and interview, this study will be able to determine Pre-Service EFL Teachers' intrinsic, extrinsic, and altruistic reasons to be a teacher of English also; this research paper will be beneficial to increase pre-service EFL students' interest and adaptation towards to teaching profession and English language teaching department. Besides, this study will contribute to the literature and it will undercover the intrinsic, extrinsic, motivational reasons of Pre-Service EFL teachers in Turkish setting. Below, the findings are presented in relation to the research questions.

1. What motivates pre-service EFL Teachers to become teachers?
2. Does gender affect pre-service EFL teachers' motivation to become teachers?  
Does society affect pre-service EFL teachers' decision to be a teacher?

## 2. RESEARCH METHOD

This study was conducted according to a mixed research method. There are several reasons why the researcher implemented a combined method for this study. First, a mixed-method research design provides an opportunity that distracts focus from theoretical work that is often limited to particular disciplines. It can thus promote 'outside of the box' thinking[20-21]. Mixed-method research uses all methods, either dynamically or concurrently, to produce a research result that is better than any other method[22]. In general, combined quantitative and qualitative approaches allow the human and social world to explore more complex aspects and interactions. Some of those factors and relationships can be quantitatively qualitatively be evaluated[23].

Second-year Thirty pre-service EFL teachers studying at Sakarya University in the faculty of education ELT department were chosen for this study, whose ages range from 19 to 25. 10 male and 21 female pre-service EFL teachers were included in this study. Department of ELT educates pre-service EFL teachers, and in the first two years of ELT education, students take theoretical education about the teaching profession. In the last two years of training, the ELT department has provided pre-service teachers with practical training about the teaching profession. For the quantitative data collection voluntary response sampling technique was implemented. The researcher visited 5 classess and only 31 Pre-Service EFL Teacher accepted to fill out the survey. Besides, for the qualitative sampling technique the researcher utilized convenience sampling and he asked 8 Pre-Service EFL teacher to take part in the research in person.

The data both came from quantitative and qualitative data. FIT- Choice Scale (see Appendix A) was used by the researcher to analyze second-year pre-service EFL students' motivational levels to become teachers. FIT- Choice Scale is a questionnaire helping researchers to understand deeply the motivational reasons for pre-service EFL Teachers to become teachers. Participants numbered 62 Likert scale items in total, and each item was numbered from 1 to 7. Participants marked how strong each statement below is in their decision about choosing a teaching career by circling one of the options from 1 ( not important at all), 2 ( not important), 3 ( partly important), 4 ( neutral), 5 ( important), 6 ( so important) to 7 ( extremely important). There are three sections in the questionnaire. The first section has specific questions to reveal the effective reasons for Pre-Service EFL Teachers to become teachers. In the second section, the questionnaire unveiled the opinions of Pre-Service EFL teachers about teaching as a profession. The last part of the questionnaire revealed whether there is an impact of society on the pre-service teachers' decisions about being a teacher or not. To understand the motivations of pre-service EFL Teachers to become teachers deeply and to refine the results collected from qualitative data, qualitative data were collected through semi-structured interviews (see Appendix B). The semi-structured interviews contained nine open-ended questions, and the questions were related to investigating society's effect on participants' decision to become teachers and to undercover the primary motivating factor of the participants to choose the teaching profession.

The researcher analyzed the Quantitative data with the SPSS program (Statistical Package for the Social Sciences). In the SPSS program, the researcher created three tables, which are the answer to research questions. The researcher analyzed qualitative data by Computer-assisted qualitative data analysis software (CAQDAS)

Quirkos. The participants' responses were coded via Quirkos software. The researcher created several subthemes and primary themes relating to each code, and the number of coding for each central theme was identified on the table. Moreover, the participants' responses were evaluated using a categorical content approach (content analysis). For the coding process, two researchers coded the transcriptions of the interviewees separately. Then, by detecting the differences and similarities between the codings of the researchers, researchers created a common table together, which shows the motivation factors of the participants.

### 3. RESULTS AND DISCUSSION

#### 3.1. Descriptive statistical test

Table. 1 Factors Affecting Second Year Pre-Service EFL Teachers Decision to Become an English Teacher

	N	Minimum	Maximum	Mean	Std Deviation
Social contribution	31	4.00	7.00	6.07	.823
Social equity	31	3.33	7.00	5.72	.890
Intrinsic value	31	2.25	7.00	5.39	1.322
Job security	31	3.60	6.40	5.27	1.110
Working with children	31	2.00	7.00	5.258	1.596
Social influences	31	1.50	7.00	5.250	1.165
Ability	31	2.50	7.00	5.09	1.128
Job transferability	31	2.67	7.00	5.01	1.149
Time for family	31	3.00	7.00	4.89	.919
Fallback Career	31	1.00	5.66	2.76	1.099
Valid N	31				

Table 1 shows how each factor effectively affects participants' decisions to choose English language teaching as a career option. 1 ( not important at all), 2 ( not important), 3 (partly important), 4 (neutral), 5 ( important), 6 ( so important), to 7(extremely important). According to table 3, it can be seen that primarily nine factors affected participants' motivation to be an English teacher. The most important factor for participants to choose English language teaching as a career option is social contribution (e.g., helping society) (M = 6.07, SD= .823). The second most important factor is social equity (e.g., socially supporting disadvantaged people) ( M= 5.72, SD=.890). Next, the third significant factor is Intrinsic value (e.g., loving teaching), the fourth factor is Job security ( job guarantee, job continuity) (M= 5.27, SD=1.110), the fifth factor is working with children (M=5.258, SD=1.596), the sixth main factor is social influences (e.g., affecting children and people), (M=5.250, SD=1.165), the seventh major factor is an ability (e.g., having qualifications for the teaching profession), (M= 5.09, SD=1.128), the eighth crucial factor is Job transferability (e.g., working in different work branches), (M= 5.01, SD= 1.149) after job transferability, time for family factor comes next, (M=4.89, SD=.919). Finally, the least important factor was choosing English language teaching as a fallback career (M= 2.76, SD=1.099). That means almost all participants never chose English language teaching as a fallback career.

Table 2. How Important Being Interested in Teaching in Participants' Decision to Choose Teaching Profession

Gender	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Female	1	1	4.8	4.8	4.8
	3	1	4.8	4.8	9.5
	5	6	28.6	28.6	38.1
	6	3	14.3	14.3	52.4
	7	10	47.6	47.6	100.0
	Total		21	100.00	100.00
Male	3	1	10.00	10.00	30.00
	4	1	10.00	10.00	30.00
	5	1	10.00	10.00	60.00
	6	3	30.00	30.00	100.00
	7	4	40.00	40.00	100.00
	Total		10	100.00	100.00

In the survey, participants marked how important being interested in their decision to choose a teaching career by circling one of the options from 1 ( not important at all), 2 ( not important), 3 ( partly important), 4 ( neutral), 5 ( important), 6 ( so important) to 7 ( extremely important). According to table two, 70% of the male participants stated that being interested in teaching was important for them to choose English language teaching as a career. Also, 20 % of the male participants said that teaching wasn't important for them to choose teaching as a career. On the other hand, % 61.9 of the female participants stated that being interested in teaching was so important for them to decide to teach as a career, and 28.6 % of the female participants reported that being engaged in teaching was important to choose teaching as a career. However, 9.6% of the females indicated that being involved in teaching wasn't important to choose teaching as a career.

Table 3. Gender Differences in Motivation Factors

Gender		N	Minimum	Maximum	Mean	Std.Deviation
Female	Intrinsic Value	21	2,25	7.00	5.45	1.43
	Ability	21	2.50	7.00	5.26	1.13
	Time for family	21	3.00	7.00	4.84	.956
	Social Contribution	21	4.57	7.00	6.21	.672
	Fallback career	21	1.00	5.66	2.74	1.25
	Working with children	21	2.50	7.00	5.40	1.57
	Job security	21	3.60	6.40	5.28	.833
	Social influences	21	2.75	7.00	5.47	1.03
	Social equity	21	4.33	7.00	5.87	.756
	Valid (N)	21				
Male	Intrinsic Value	10	3.50	7.00	5.27	1.108
	Ability	10	2.50	6.00	4.75	1.086
	Time for family	10	4.00	6.75	5.00	.874
	Social Contribution	10	4.00	7.00	5.77	1.052
	Fallback career	10	1.66	3.33	2.80	.723
	Working with children	10	2.00	7.00	4.95	1.690
	Job security	10	3.80	6.40	5.24	.852
	Social influences	10	1.50	6.25	4.77	1.330
	Social equity	10	3.33	6.66	5.40	1.097
	Valid (N)					

Table 3 shows that making social contributions (M= 6.21, SD=.672) was the most valid reason for female participants to choose English language teaching as a career option. The second factor was making social equity ( M= 5.87, SD=0.756), the third important factor was social influences (to be affected by the society to choosing English language teaching as a career option), the fourth main factor for female participants was intrinsic value (M= 5.45, SD=1.43), the fifth main factor was working with children (M= 5.40, SD= 1.57), the sixth-factor job is job security (M= 5.28, SD= .833); also ability was the seventh factor for females (M= 5.26, SD= 1.13), the eighth factor was time for family (M= 4.84, SD= .956), the least important factor was choosing English language teaching as a fallback career (M=2.74, SD= 1.25). Apart from these in male participants, the most critical factor for choosing English language teaching was making a social contribution (M=5.77, SD= 1.05), social equity came next (M= 5.40, SD= 1.97), the third major factor was Intrinsic value (M= 5.27, 1.108), the fourth primary factor for male participants was job security (M=5.24, SD=.852), the fifth factor was time for family (M= 5.00, SD= .874), the sixth important factor was working with children (M=4.95, SD= 1.69), the seventh factor was social influences (M= 4.77, SD= 1.33), the eighth factor was the ability (M= 4.75, SD= 1.08), and the least important factor for the male participant was choosing the English language teaching as a fallback career option (M= 2.80, SD=.723).

Table 4. How Effective each factor in participants' decision to become an EFL teacher

	N	Minimum	Maximum	Mean	Std.Deviation
Social contribution	31	4.00	7.00	6.07	0.823
Social equity	31	3.33	7.00	5.72	0.890
Intrinsic value	31	2.25	6.40	5.39	1.322
Job security	31	3.60	7.00	5.27	
Working with children	31	2.00	7.00	5.25	1.596
Social influences	31	1.50	7.00	5.25	1.165
Ability	31	2.50	7.00	5.09	1.128
Job transferability	31	2.67	7.00	5.01	1.149
Time for family	31	3.00	7.00	4.89	.919
Fallback career	31	1.00	5.66	2.76	1.099
Valid N (list wise)	31				

Table 4 shows how each factor effectively affects participants' decisions to choose English language teaching as a career option. 1 ( not important at all), 2 ( not important), 3 ( partly important), 4 ( neutral), 5 ( important), 6 ( so important), to 7(extremely important). According to table three, it can be seen that primarily nine factors affected participants' motivation to be an English teacher. It can be understood from the table that social influences (being affected by society to choosing English language teaching as a career option) were the sixth remarkable factor for the participants to choose teaching as a career option (M= 5.25, SD= 1.165).

**3.2. Interview results**

Then proceed with the results of the interview. The interview results obtained as follows.

Table 5. Primary Themes, Subthemes and Total Number of Codes Identifying the Motivations of Second Year Pre- Service EFL Teachers to become teachers from the Interviews

Identified Primary Themes	Correlated Subcategories	Quotes Taken from Interview Transcriptions	f
Desire to be Appointed by The Government as a Teacher	. Working at public schools	Participant A: "Teaching will be a regular job for me and I will have regular working hours and long holidays.	8
	. Working hours	Participant E: " Thanks to the breakthroughs in the teaching of English, a demand for English teachers occurred."	
	. Long holidays		
Job Satisfaction	. High demand for English teacher	Participant A: " As a career choice, I think it's a good job for everyone.	7
	. Nice Job	Participant B: " It's more comfortable job than others."	
	. Comfortable Job	Participant C: " This profession fits with me."	
	. Respectable Job	Participant E: " Another reason is teaching is a respectable profession in the eyes of society.	
	. Popular Job		
Affecting Society	. Suitable Job	Participant B: " I will also give education to the childs in the future."	7
	. Happiness	Participant D: "My first thought is to interact with children as a career choice, it is good to be with them every day."	
	. Teaching to Children		
	. Teaching to people		
Personal Factors	. Educating childs		12
	. Working with children	Participant A: "I think I have a predisposition to english."	
	. Interest	Participant C: "I had a tendency to English already as I was living in tourism area since my childhood also, I fith myself in this job in terms of enterprisingness."	
	. Tendency		
	. Talent		
	. Happiness		

As displayed in Table 5, it is clear that four primary motivation factors and 18 subfactors were efficient for five second-year pre-service EFL Teachers to become teachers. The researcher made content analysis according to the transcriptions of the interviews. Personal factors were the most powerful reasons, such as Interest, tendency, talent, and happiness for the second-year Pre-Service EFL teachers to become English Teachers. Individual factors are the central theme, and this main theme's subcategories form Interest, tendency, talent, and happiness. Some quotations from the participants were extracted, and they were exhibited. Participants A and C remarked that tendency played a role for them in their choosing English language teaching as a career option.

Participant A states that he/she tends to learn English; on the other hand, Participant C states that he/she has lived in a tourism area since her/his childhood moreover, Participant C thinks himself an appropriate candidate for the job. The second most important factor was a desire to be appointed by the government as a teacher. Five participants during the interviews expressed that they want to be appointed by the government as a teacher. Participants stated that they wanted to be appointed because they wanted to work in public schools; also, they said that working hours and long holidays seemed attractive to the participants. The other thing is that the high demand for English teachers was another effect of why participants were eager to work at public schools.

Participant A states: "Teaching will be a regular job for me, and I will have regular working hours and long holidays." Participant E states: "Thanks to the breakthroughs in teaching English, a demand for English teachers occurred."

Also, affecting society and job satisfaction were the two other important factors affecting participants' decision to be English Teachers, as shown in qualitative data analysis. Teaching children, teaching people, educating children, and working with the children form the subthemes of the primary theme of "Affecting Society." Participant D said he/she chose English language teaching to interact daily with children. On the other hand, Participant B remarked, "I will also give education to the children in the future." Apart from these factors, the participants decided to be English teachers for job satisfaction. Participants said teaching is admirable, comfortable, respectable, famous, and suitable. Moreover, they said all the participants were happy with their decision to be an English teacher. Participants stated they have good attitudes toward English language teaching.

Participant A states: As a career choice, I think it's an excellent job for everyone.

Participant B: "It's a more comfortable job than others."

Participant C: "This profession fits with me."

Participant E: "Another reason is teaching is a respectable profession in the eyes of society."

According to the quotes mentioned above related to the job satisfaction theme, it can be concluded that Participant A perceives English language teaching as an excellent profession; also, Participant B perceives English language teaching as an easy job. Moreover, participant C considers the English language teaching profession compatible with himself/herself. Furthermore, Participant E believes the English teaching profession is a respectable job in the eyes of society. All in all, it can be concluded from the qualitative data findings that participants were highly motivated by the teaching profession. Four factors significantly influenced their choice of English language teaching as a career option.

At the end of the research, it was concluded that participants were highly motivated to be English teachers. Moreover, all the participants during the interviews stated that they were happy as they were going to be English teachers; furthermore, during interviews, all the participants expressed that society affected their profession choice. Besides this, according to the quantitative data, it was seen that participants were motivated by 9 factors to choose English language teaching as a career option. The most crucial factor coming from quantitative data was masking social contributions. Furthermore, social equity, intrinsic value, job security, working with children, social influences, ability, job transferability, time for family, and choosing English language teaching as a fallback career came next. According to the interviews, it was seen that primarily 5 motivation factors were significant for participants' choosing English language teaching as a career option. The most vital factor in the qualitative data (interviews) was a desire to be appointed by the government. All participants indicated they wanted to be appointed by the government as a teacher. Job satisfaction, affecting society, and personal reasons such as interest, the tendency to teach, and the English language were the other factors undercovered during the interviews. Furthermore, it was concluded that society affected most participants' decisions to become a teacher. Apart from these, in the interviews, participants remarked that being an English teacher has disadvantages. The most critical disadvantage reason for participants was working in public schools. They stated that teachers work in public schools under challenging conditions, such as long working hours and getting low salaries.

Additionally, low value by society, heavy responsibilities, contextual limitations, and employment injustice were the other disadvantages in participants' eyes. It was not detected in the research that gender affected teacher choice; on the contrary, both male and female participants were highly motivated to be English teachers. Altruistic, intrinsic, and extrinsic reasons were remarkable in the participants' career selection. The research showed that making a social contribution was the most effective reason for both male and female participants to choose English language teaching as a career option. Also, intrinsic reasons, such as loving

teaching, were the second main reason for male and female participants, and external reasons, such as job security, came next. This research paper didn't identify any systematically significant variations between participants' gender and their motivations[24-25]. Also, indicated in their study that teachers of biology students did not state any career motivations based on gender[26-27].

This study was conducted in one of the state universities in Turkey participant number was limited for this study. Also, this study was conducted in a short time. Due to the limitations, this study's findings and conclusions can't be generalized. More detailed and long-lasting studies should be carried out to understand the motivations of pre-service EFL teachers to become teachers[28-29] Furthermore, similar studies should be conducted in private and state universities. Results in private and state universities could differ from each other[30]. Findings can't be valid for the whole country, but the results will serve as a profile of second-year pre-service EFL teachers' motivational tendencies. Different case studies, using observations and journal articles as data collection methods, may be performed for more in-depth teaching perspectives of the language teacher candidates.

In the research, it was shown that altruistic reasons such as making social contribution and social equity were the most effective reasons for both male and female participants to choosing English language teaching, intrinsic reasons such as loving teaching was the second main reason for male and female participants and external reasons such as job security came next. As [17] states this research paper didn't identify any systematically important variations between participants' gender and their motivations. Also, indicated in their study that Pew- Service Teachers didn't state any career motivations based on gender. Also, in that research it was concluded that most of the pre-service teachers decided to be a teacher mostly by altruistic and extrinsic factors also, external factors weren't consider as important as altruistic and intrinsic factors. However, these results that trainees mostly choose teaching profession by extrinsic reasons. Trainees mostly want to be a teacher as a last resort however, in this research paper it was seen that almost all the pre-service teachers didn't want to be a teacher as a fallback career option. This study was conducted in one of the state universities in Turkey participant number was limited for this study. Also, this study was conducted in a short time. Due to the limitations, this study's findings and conclusions can't be generalized. More detailed and long-lasting studies should be conducted to understand the motivations of pre-service EFL teachers to become teachers. Furthermore, similar studies should be carried out in both private and state universities. Results in private and state universities could differ from each other. As [16] states, findings can't be valid for the whole country but the findings will serve as a profile of second-year pre- service EFL Teachers motivational tendencies. Extra case studies, using observations, journal articles as data collection methods may be performed for more in-depth teaching perspectives of the language teachers candidates.

#### 4. CONCLUSION

At the end of the research, it was concluded that participants were highly motivated to be English teachers. Moreover, all the participants during the interviews stated that they were happy as they were going to be English teachers; furthermore, during interviews, all the participants expressed that society affected their profession choice. Besides this, according to the quantitative data, it was seen that participants were motivated by 9 factors to choose English language teaching as a career option. The most crucial factor coming from quantitative data was making social contributions. Furthermore, social equity, intrinsic value, job security, working with children, social influences, ability, job transferability, time for family, and choosing English language teaching as a fallback career came next. According to the interviews, it was seen that primarily 5 motivation factors were significant for participants' choosing English language teaching as a career option. The most vital factor in the qualitative data (interviews) was a desire to be appointed by the government. All participants indicated they wanted to be appointed by the government as a teacher. Job satisfaction, affecting society, and personal reasons such as interest, the tendency to teach, and the English language were the other factors uncovered during the interviews. Furthermore, it was concluded that society affected most participants' decisions to become a teacher. Apart from these, in the interviews, participants remarked that being an English teacher has disadvantages. The most critical disadvantage reason for participants was working in public schools. They stated that teachers work in public schools under challenging conditions, such as long working hours and getting low salaries.

#### ACKNOWLEDGEMENTS

The researcher would like to thank all stakeholders who have given permission to the researcher to do service and those who helped with this research.



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