

Exploring Motivational Orientations of Prospective Language Teachers

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Abstract—Pre-service teacher program has been a big issue in educational development and research worldwide. A dichotomy of their motivation under intrinsic motivation and extrinsic motivation is widely accepted but the motivational orientations under altruistic, intrinsic and extrinsic motivation are also identified. This study was meant to identify what motivational orientations the Indonesian preservice language teachers had and whether their motivations changed while taking the training program. The criteria on reliability of internal consistency of the items were relatively high with their Cronbach's Alpha .85. The results show that the participants had the three classifications of motivation of pre-service teachers and the results also revealed that the three sub-scales were significantly correlated. The empirical data in this study supported that the category of motivation of pre-service students under altruistic, intrinsic and extrinsic motivation and the data also revealed that the participants became more motivated to be teachers after entering to the teacher training program. The data also suggests that the three types of motivation (altruistic, extrinsic and intrinsic orientation) are not antagonistic. The data also implies that motivational orientations in general are identified under the continuum of the extrinsic- intrinsic motivation and other categories, if any, may be grouped under the continuum.

Index Terms—pre-service teacher program, motivation change, altruistic motivation, motivation

I. INTRODUCTION

Professional development of school teachers has been a big issue in educational development and research worldwide and studies on the professional development of teachers have been available to inform policy and practice in developing teacher profession. To prepare professional teachers, studies on professional development have been conducted before prospective teachers leave their universities. Their reasons of choosing a career as teachers have been conducted in different countries with different results. Watt and Richardson (2008) conducted a study to identify teacher candidates' motivations for choosing teaching with participants of pre service teacher education candidates of university in Australia. They suggest that a deeper understanding of their motivations is important to shape their future professional engagement and the path of their career development. A similar study exploring decisions about whether or not to take a teaching position was also conducted by Rot et al. (2010). Their study, which involved student teachers of teacher training for lower secondary education in Flanders, Belgium, revealed that some factors affect students' motivation to enter the teaching profession. As suggested by Thomson and McIntyre (2013), teachers' initial motivations and views about teaching proved to play an important role in shaping their future attitudes to teaching, their classroom practices and professional development engagement. The studies on the prospective teachers' motivations of choosing a career to be teachers could help educators and policy makers improve teacher recruitment and career development.

A dichotomy of motivation in general education under two categories, namely intrinsic motivation and extrinsic motivation is more widely accepted (Hidi, 2000; Lepper et al., 1996). Dodeen et al. (2014) also use this category to measure motivation in mathematics class. Dornyei (1994) also makes the category in language learning. He states that extrinsic motivation is the one that is oriented to some extrinsic reward, e.g., good scores while intrinsic orientations are behaviours whose rewards are internal. In the context of education motivation has been classified under intrinsic and extrinsic orientations but most studies have been inspired with Self-Determination Theory or SDT (Noels et al., 2003, Vallerand et al., 2008). Even though most studies on motivation have been developed based on the SDT, through exploratory analyses the results of different studies have resulted in different classification. Sweet et al. (2012) classified students' motivation in studying psychology under two orientations: one for self-determined motivation and

the other for non-self-determined motivation. Under the SDT, motivational orientations are commonly grouped under extrinsic and intrinsic motivation but studies conducted in different contexts often resulted in different classifications. In learning language, the reasons of learning language have been identified under three classifications, namely: intrinsic, extrinsic and international orientations (Setiyadi et al., 2019). Another study which involved students from Asian and Western countries who were studying mathematics was conducted by Zhu and Leung (2011) and the findings of the study provided evidence that there were two types of motivation in learning mathematics, namely pleasure-oriented motivation, which is related to intrinsic motivation, and productivity-oriented motivation, which refers to extrinsic motivation. The SDT has allowed researchers to better understand human processes in a number of areas and to guide interventions to the human processes (Gillet et al., 2012).

The SDT is also considered to identify the students' motivation of the pre service teacher program. To identify the reasons to enter the teaching profession the motivation of the prospective teachers has been classified under altruistic, intrinsic and extrinsic motivation (Yuan & Zhang, 2017; Fokkens-Bruinsma & Canrinus, 2014). Altruistic motivation covers a desire to teach students and prepare the students to have better future lives, intrinsic motivation relates to an interest in a subject or in teaching the subject, and extrinsic motivation is concerned with salary and job security. In a study by Thomson et al. (2012), enthusiastic, which is closely related to intrinsic, is often overlapped with conventional motivation, and extrinsic reasons is related to pragmatic reasons. In general, classifying prospective teachers based on their reasons under the three groups is common even though there are some studies which also classify the students' motivation in different classifications (Watt & Richardson, 2007; Rot et al., 2010; Holme et al., 2016). The reasons among prospective teachers are often influenced by social welfare which certain subjects promise in the future. Some subjects are locally taught, some are nationally taught in certain countries and some others are internationally taught. In the present study the reasons to enter teaching profession are limited to prospective teachers of language. Since language is not only needed by local communities, language has also been used by broader community (Lacey, 2013; Meierkord, 2013).

Initial students' motivation has been proved to affect other variables. A study exploring pre service students' decisions about whether or not to take a teaching position upon graduation was conducted by Rots et al. (2010). Their study correlated pre service students' motivations with some of their individual variables; one of the individual variables which were explored in their study was self-efficacy of capabilities to bring about desired outcomes of student engagement and learning. Self-efficacy in their study proved to be significantly correlated with higher teaching commitment and subsequently a stronger intention to enter teaching as their career. Rot et al. (2010, p. 1620) also identified that initial motivation of pre service teacher students to study at teacher training faculty is related to their entrance into the teaching profession after graduation and most students start their teacher education with a more or less explicit motivation to become teachers.

Initial motivation of the participants of pre service teacher program not only serves as the cause of other factors but it also serves as the effect of other factors. A study by Holme et al. (2016) provided evidence that the decision to enter teaching profession has been influenced by more extrinsic factors such as better life. Another study exploring the motives of preservice school teachers was conducted by Fokkens-Bruinsma and Canrinus (2014). This study revealed that the motives were categorized under altruistic, intrinsic and extrinsic motivation.

Much research on how pre service teacher students' motivation affect other individual differences or their motivation is affected by other factors has been well explored but what motivation of pre service teacher students enter the faculty of teaching training is rarely explored. During the training program the motivation of the students may also change due to the process of the training since motivation is not stable (Busse & Walter, 2013, p. 439). The motivation of pre service teacher students to enter teaching career has been identified as a dominant factor in professional development of school teachers but no research has provided evidence on how motivation may change: whether their motivation changes positively or negatively. This needs identifying how the motivation to become teachers may change during the training program. Such research is needed to provide the faculty of education with a better picture of how the program of the faculty has selected and prepared the teacher candidates to be committed with their future career of being teachers. The results of such research are expected to evaluate how the faculty of education has to recruit the students and how to provide its students with appropriate curriculum, professional tutors and learning processes in preparing future teachers in order for the prospective teachers to become committed teachers. The results may also provide a feedback to the training program whether the Department has prepared the students to be more or less motivated to become teachers. Therefore, to gain more insight in the motivation of preservice teachers and the change of the motivation, we specified the following research questions:

1. What are the main motivational orientations of preservice language teachers to enter teaching profession?
2. Whether the students' motivations can change while taking the training program?

II. METHODOLOGY

A. Sample

A non-probability sampling was used for data collection. The target population of the current study was the students of the program of pre service language teachers, who were studying at the Language Department of a faculty of education. To compare the motivation of the students in the pre service program of teacher training, the students were

randomly selected from each level. The participants were either the second, or the third or the fourth grade level of the faculty. The age of the students ranged from 20 to 23. At the faculty the students receive relatively similar credits of class instruction to study content and pedagogical subjects.

B. Instrument

The current study used a quantitative design. The research instrument for motivation to enter the Language Department was a self-report questionnaire. The questionnaire was adapted from Kyriacou et al. (1999) and Kyriacou and Coulthard (2000). The items which have been developed in this study were based on the idea that motivation to enter the teacher career is context-dependent under altruistic category (6 items), intrinsic category (6 items) and extrinsic category (8 items). Initially, the questionnaire consists of 20 items took the forms of multiple choices and from *always true of me*, *true of me*, *not true of me* and *always true of me*. Some items were positive wording while some others were negative wording. This collecting technique was meant to collect quantitative data while the qualitative was collected through interview to support the selected quantitative data, in particular their reasons of choosing a career as teachers.

C. Data Analysis

The data were recorded and analyzed by using PSWS (SPSS) 18.0. This was meant to obtain the scales' unidimensionality by determining whether the responses to a particular item were related to the other items (de Vaus, 1985). Since a similar research on language motivational orientations in Indonesia has not been done, Cronbach's alpha of the items under the motivational questionnaire was measured. The differences of mean scores were analyzed to portray the types of motivational orientations. For the purpose of comparison, the mean scores of the motivation of the groups, which ranged from 1 to 5, were compared.

III. RESULTS

TABLE 1
QUESTIONNAIRE SCALES AND INTERNAL CONSISTENCY COEFFICIENTS

Scales	Number of items	Cronbach's alpha
Extrinsic orientation	5 items	.62
Intrinsic orientation	4 items	.73
Altruistic orientation	2 items	.74
Motivational orientation	11 items	.85

To measure the internal consistency of the hypothesized scales of motivation, the Cronbach Alpha coefficients of the types of motivation were computed to identify the internal consistency of the scales. As shown on Table 1 the motivation scales, the three subscales of motivational orientations have acceptable alpha values. A relatively lower alpha value was found for extrinsic motivation. The items developed in the present study had high correlation with their constructs so that the items were considered valid (see Table 2). All the scales of motivation were internally consistent; therefore, the criteria on internal consistency of the constructs were met in this analysis.

TABLE 2

Orientation	Item Nos
Extrinsic orientation	1) .796 ^{**} , 2) .621 ^{**} , 3) .771 ^{**} , 4) .713 ^{**}
Intrinsic orientation	1) .564 ^{**} , 2) .702 ^{**} , 3) .741 ^{**} , 4) .601 ^{**} , 5) .752 ^{**}
Altruistic orientation	1) .681 ^{**} , 2) .701 ^{**}

** = $p < 0.01$

The mean values and standard deviations of the three subscales are also presented in Table 3. The scores ranged from 1 to 4. Table 2 shows that the mean values of extrinsic, intrinsic and altruistic motivation were 3.02, 3.23 and 3.40 respectively. The empirical data shows that altruistic orientation had the highest mean value ($M = 3.40$) followed by the mean value of intrinsic orientation ($M = 3.23$) and the mean value of the extrinsic orientation ($M = 2.02$) was the lowest among the three of motivational orientations of the prospective teachers. The empirical evidence of the motivational orientations suggests that the prospective teachers in this study were more interested in learning language because of desire to teach pupils and prepare them to have better future lives.

TABLE 3
MEANS AND STANDARD DEVIATIONS OF DIFFERENT ORIENTATIONS

Orientation	Mean	SD
Extrinsic orientation	3.02	.43
Intrinsic orientation	3.23	.50
Altruistic orientation	3.40	.43

As shown on Table 4, their altruistic orientation is closer to their intrinsic orientation ($r = .773$) than their extrinsic one ($r = .446$). It may be concluded that their altruistic orientation is more closely related to intrinsic than those among

the other types of motivation while altruistic motivation and extrinsic motivation have the least correlations among the three types of orientations. The inter-correlation among the types of motivation may be concluded that the prospective teachers had a combination of the three types of motivation in choosing their career. It implies that altruistic orientation, extrinsic orientation and intrinsic orientation are not antagonistic.

TABLE 4
INTER-CORRELATIONS AMONG MOTIVATIONAL ORIENTATIONS

n = 121	Extrinsic Orientation		Intrinsic Orientation		Altruistic Orientation	
	R	Sig	R	Sig	R	Sig
Extrinsic Orientation			.628**	.000	.446**	.000
Intrinsic Orientation	.628**	.000			.773**	.000
Altruistic Orientation	.446**	.000	.773**	.000		

Table 6 provides evidence that the perception of getting their motivation increased proved to be higher than the perception of getting their motivation decreased ($m = 3.01$ and $m = 2.05$). The two motivational items measuring the increase of motivation and the decrease of motivation also proved to have significantly negative correlation ($r = -.729$; $p < 0.01$). It provides evidence that the items to measure the increase or the decrease of motivation is reliable since the two variables measuring the opposite orientations proved to be negative correlated (see Table 5).

TABLE 5
CORRELATION BETWEEN THE INCREASE AND DECREASE OF MOTIVATION

n = 121	I think my motivation is getting higher		I think my motivation is getting lower	
	R	Sig	R	Sig
I think my motivation is getting higher			-.729**	.000
I think my motivation is getting lower	-.729**	.000		

** $p < .01$

TABLE 6
COMPARISONS OF MEANS AND STANDARD DEVIATIONS OF THE CHANGE OF MOTIVATION

Items	Mean	SD
I think my motivation to become teachers is getting lower	2.05	.729
I think my motivation to become teachers is getting higher	3.01	.801

IV. DISCUSSION AND RECOMMENDATION

A. Three Motivational Orientations of Being Language Teachers

The results support that the three classifications of motivation of pre-service teachers: the altruistic, intrinsic and extrinsic motivation suggested in the previous studies by Yuan and Zhang (2017) and Fokkens-Bruinsma & Carrinus (2014). This evidence also implies that the SDT may produce different categories of motivation. A study by Setiyadi (2018) provides evidence that the students who learned English as a foreign language had three categories, namely extrinsic, intrinsic and international orientation. Even though motivational orientations may be grouped under different categories in different studies of different fields, extrinsic and intrinsic motivations always exist. The SDT seems to one of the common theories in identifying motivation as a continuum between controlled and self-determined types of human behaviours as suggested a study by Noels et al. (2003) and a study by Vallerand et al. (2008) and based on the concept different reasons or goals that give rise to an action are grouped under extrinsic and intrinsic motivation. Other categories in addition to extrinsic and intrinsic motivation vary from one field to another field. The following data provides the three types of motivation of pre-service teachers.

Altruistic reasons: feeling that teacher is a career as a socially worthwhile and important job, a desire to help children succeed, and a desire to help society improve.

Student A mentioned that she got more motivated to be a teacher after she took subjects related to teaching methods. From the methods she learned that to be a teacher is not only making money but also being creative when working with individual people.

The most challenging subject is teaching method because I learn how to work with learners at their own speed. Different learners will learn language in different ways and I cannot judge their abilities because they are still learning.
(Translation)

Intrinsic reasons: feeling that teacher is a career as the activity of teaching children, and an interest in using their subject matter knowledge and expertise.

Student B admitted that she had dreamed about becoming since she was at Elementary School.

I want to be a teacher since I was sitting at Elementary School. I like this profession very much and I do not why I like the job. Fortunately, my score of the language subject was always good.

(Translation)

Extrinsic reasons: feeling that teacher is a career related to long holidays, level of pay, and status.

Student C mentioned that he wanted to be a teacher because a possibility to get a job in the future.

Since language teachers are needed at all level of schools from Elementary School to Senior High Schools, this profession is still open for my career. By entering the Language Department, I will not be so worried with my future life.(Translation)

B. The Continuum of Motivational Orientations

It is interesting to note that the participants in this study have altruistic orientations more than the other two orientations, as shown on Table 3 and Table 7 that the altruistic orientation has the highest mean (3.40). It may imply that in the Indonesian context the prospective language teachers have more responsibility of caring others' lives and desires to help society improve. This may suggest that the participants are not influenced with the life style of modern area, which is growing to be more materialistic orientation. The result of this study is not in line with a study by Holme et al. (2016), which provided evidence that the decision to enter teaching profession has been influenced by more extrinsic factors such as better life, which is classified under extrinsic motivation.

The result also suggests that the participants become more motivated to become teachers after studying at the teacher training as shown on Table 6. This may also imply that the process of training in their department is effective to prepare the prospective teachers. This empirical evidence supports the assumption that motivation of pre service teacher students can change during the training period. It seems that the training has played an important role in increasing the students' motivation to become language teachers. It may imply that the training model implemented in the Department is one factor that influence the pre service teacher education as suggested in a study by Busse and Walter (2013) and motivation may change by the time (Yuan & Zhang, 2017).

The empirical data also shows that the participants have the three types of motivation at the same time. The three motivational orientations cannot be separated from one another even though one orientation may be more dominant than the others. As shown on Table 4 the three motivational orientations are significantly inter-correlated and the altruistic orientation is closer to the intrinsic motivation. It may imply that the grouping of motivation under intrinsic and extrinsic motivation is generally accepted and there may be variations coming from the two categories. The altruistic orientation in this study may be grouped under the continuum of the extrinsic- intrinsic motivation and it is closer to the intrinsic orientation. As suggested by Woolfolk (2004) that the sources of motivational orientations are commonly grouped under extrinsic and intrinsic orientations. The extrinsic and intrinsic motivation lie in a continuum and they may not be antagonistic role as the findings of this study revealed.

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