

TEACHING AS A CAREER: PERSPECTIVES OF INDONESIAN FUTURE TEACHERS

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Abstract

The paper examines future teachers' motivations for choosing a teaching career and their perceptions about the profession in the Indonesian context. Data were obtained from 802 fourth-year undergraduate teacher education students at two public and two private universities in Jakarta and Yogyakarta, Indonesia. The mean age of participants was 21.61 years ($SD=2.31$), consisting of mainly women (83.16 %). Following translations and piloting, participants completed a paper-based questionnaire adapted from the Factor Influencing Teaching Choice (FIT-Choice; Watt & Richardson, 2007) with factors added to adjust to the Indonesian setting: *religion influences*, *second job (time for casual work)*, *tuition fee for teacher education (cheaper)*, *admission into teacher education (less competitive)*, *time for teacher education studies (shorter)* and *media dissuasion*, and Professional Engagement and Career Development Aspiration scales (PECDA; Watt & Richardson, 2008); and the Religious Commitment Inventory-10 (RCI-10; Worthington Jr., et. al., 2003). The translated Indonesian adaptation of the instruments was valid and reliable. *Social utility value* was rated high; *make social contribution*, *prior teaching and learning experiences*, *work with children/adolescents*, *intrinsic career value* and *religion influences* were the main reasons for choosing a teaching career, followed by *job security* and *"second job"*. Teaching was perceived as a highly expert career, with high social status, and *salary* was rated above the midpoint. The findings significantly contribute to the international literature on choosing a teaching career, adding to the comparisons of previous FIT-Choice studies in Australia, the United States, the Netherlands, Germany, Norway, Croatia, Switzerland, Turkey, and China.

Introduction

The quality of teachers significantly influences students' learning outcomes. Many countries have focused on recruiting, training, and retaining sufficient numbers of qualified teachers to improve educational outcomes (UNESCO, 2010). The Organisation for Economic Co-operation and Development (OECD) countries have been working together to improve teacher recruitment and preparation, to make teaching an attractive career choice and to provide high-quality initial teacher education (OECD, 2011). Investigating teacher education students' motivations for choosing a teaching career, which is the main objective of the study, is important as they have a substantial impact on education in the future.

In 2009 there are approximately 237 million people living in Indonesia with 28.2% of them aged 0-14 years (Indonesian Statistic Bureau, 2010). The Indonesian government emphasises education as a priority and has started to improve the quality of education by allocating 20% of the annual national funds to educational sector development, considering that a country with a high percentage of young population needs to invest more in schools.

According to the Education Law of 1989, Indonesian citizens must undertake a minimum of nine years of compulsory basic education, spending six years at elementary level and a further three years at junior secondary school. After undertaking another three years at senior secondary school, the graduates may continue to college (also known as academy or polytechnic) for one-two-or three-year diploma, or to undertake a bachelor degree at a university or institute.

Since the implementation of the Teacher Law in 2005, teachers are required to complete a minimum academic qualification of four-year post-secondary education or a bachelor degree, followed by one or two semesters of postgraduate professional training in teaching, and to pass a certification test. With teaching certification, graduates are eligible to apply a civil servant position to secure a permanent teaching at school and to receive double basic salary, health benefits and pension.

The context of teacher education in Indonesia is quite different from similar programs in other countries, in terms of programs and tuition fees. Not every university offers teacher training and education programs, but the government organises at least one public teacher education in each province. Most Indonesian teacher education programs, particularly in public universities, charge relatively lower tuition fees compared to other programs of studies. For example, in 2010 a student teacher at the State University of Jakarta paid tuition fees of approximately AUD 600-1,000 per year while a student at the University of Indonesia, which offers only non-teacher education programs, required to pay of approximately AUD 850-2,800 per year. Consequently, often secondary graduates place teacher education as a second option on their university applications.

In the country, it is acknowledged that teacher training graduates have opportunities in both teaching and non-teaching occupations. For instance, English education graduates may choose to work as an English teacher or as an interpreter in a multinational company. It is widely known that a number of teacher education graduates chose non-teaching occupations¹.

Another contextual difference is that cultural particularities, especially religious beliefs, may affect students' decision to enter teacher education. The Republic of Indonesia is a secular state, however, religious education is essential and religion is a compulsory subject from primary until tertiary study. People are required to choose one religion and it is shown on the national identity card and birth certificate. There are six religions acknowledged by the state: Islam, Catholicism, Protestantism, Hinduism, Buddhism, and Confucianism. The majority are Muslims (88.5%), followed by Protestants (5.7%), Roman Catholics (3.0%), Hindus (1.7%) and around 1.1% are unspecified (BPS Statistics Indonesia, 2005). Most religions in Indonesia highly respect teachers as a noble profession; therefore *teacher* is translated in Bahasa as *guru*, a person with knowledge or expertise.

Student teachers' motivations have been extensively investigated. Many researchers applied qualitative methods (e.g., Gao & Trent, 2009; Malderez, Hobson, Tracey, & Kerr, 2007; Stuart, 2000), some others developed surveys but rarely reported the reliability and validity of their measures (e.g., Jarvis & Woodrow, 2005; Kyriacou & Kunc, 2007; Kyriacou, Kunc, Stephens, & Hultgren, 2003; Wang, 2004).

It is challenging to generalise people's motivations to become a teacher because each country has unique cultural, social and economic settings. However, by employing the same set of measures it is possible to compare and contrast findings across countries. This is the main reason to use an established theoretical framework, the FIT-Choice which was initially developed in Australia (Richardson & Watt, 2006; Watt & Richardson, 2007, 2008), then widely applied in the United States (Lawver & Torres, 2011; Lin, Shi, Wang, Zhang, & Hui, 2012; Smith & Pantana, 2010), Canada and Oman (Klassen, Al-Dhafri, Hannok, & Betts, 2011), Turkey (Eren & Tezel, 2010; Kılınç, Watt, & Richardson, 2012; Subasi, 2009; Topkaya & Uztosun, 2012), the Netherlands (Fokkens-Bruinsma & Canrinus, 2012a, 2012b), Germany (König & Rothland, 2012; Watt et al., 2012), Norway (Watt et al., 2012), Croatia (Jugović, Marušić, Ivanec, & Vidović, 2012), Switzerland (Berger & D'Ascoli, 2012) and China (Lin et al., 2012).

¹ Although very few alumni records are available, this issue is often advertised. For instance, a university website promotes career options for Indonesian language education graduates as teachers, researchers, writers, newspaper journalists and editors, also radio announcers (<http://pmb.ums.ac.id/2011/alumni> retrieved 1 April 2013).

Theoretical Background

The FIT-Choice framework adapted for this study is based on the expectancy-value theory of achievement motivation (Eccles [Parsons] et al., 1983; Wigfield & Eccles, 2000) which proposes that people's choices, persistence and performance can be explained by their beliefs about how well they will perform an activity and the extent to which they value the activity. *Expectancy* is defined as people's beliefs and judgements about their capabilities to perform a task successfully. The theory suggests that higher expectancies for success are positively connected to a range of achievement behaviours including achievement, choice and persistence (Eccles [Parsons] et al., 1983). *Value* means people's beliefs about the reasons they might engage in certain task. Eccles et al. (1983) identified four motivational components of achievement task values: attainment value, intrinsic value, utility value and cost. *Attainment value* is the personal importance of performing well on certain tasks, and resembles *identified* and *integrated regulation* concepts in the Self-Determination Theory (SDT; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000), that people engage in certain activities which are important for them, with intention to accomplish their goals, which are consistent with their identities (Wigfield & Cambria, 2010). *Intrinsic* or *interest value* is the pleasure that people gain from doing the activity, and parallels *intrinsic motivation* and *interest* in the SDT (Ryan & Deci, 2000); when people intrinsically value an activity they engage fully with it and persist in it. Wigfield and Cambria (2010) emphasise that it is the activity involvement that produces enjoyment. *Utility value* refers to the usefulness of the task for individuals in relation to their current and future goals, including career goals. To some extent, *utility value* is similar to *extrinsic motivation*, and also *identified regulation* in the SDT (Ryan & Deci, 2000).

Cost is the negative aspect of doing certain tasks, for instance, performance anxiety, fear of failure, effort needed to achieve a goal, or losing options because of making one choice rather than another (Wigfield & Eccles, 1992). Eccles [Parsons] et al. (1983) emphasise that cost is an important component for choices although there has been little work on this value component. Both positive and negative task characteristics influence choices and all choices are believed to have cost linked to them because one choice may eliminate other alternatives (Wigfield & Cambria, 2010). Although cost is essential, this concept is the least studied of the various components of subjective values.

In Wigfield and Eccles' framework (1992, 2000), expectancies and values directly affect achievement choices, performance, persistence, and task choice. They are influenced by task-specific beliefs such as perception of competence, perception of the difficulty of different tasks, and an individual's goal and self-schema. The task specific beliefs are influenced by both an individual's perception of others' attitudes and expectation for them; and her/his interpretation of previous achievement outcomes.

Eccles [Parsons] et al. (1983; Eccles, 2009) note that cultural norms, social roles, and social experiences; personal experience; individuals' abilities, talents, personalities, and temperamental characteristics are associated with achievement-related activities. Further, they explain that "individuals develop a set of beliefs about who they are and who they would like to become" (Eccles, 2009, p. 81). The ability self-concepts and perceptions about task difficulty are the main psychological predictors of expectations for success. Individuals compare their own skills with others and across domains, and are influenced by socialisers such as parents, teachers and peers. Wigfield, Tonks and Eccles (2004) explain the cultural influences on achievement-related behavioural choices. They highlight the importance of sociocultural forces that underlie individual differences in expectancies, ability self-concepts, and subjective task value. Moreover, "cultures will differ in the range of options provided and the freedom of choice allowed" (p. 173). Cultural differences can influence the socialisation of motivated behaviours through differences in valued activities, valued goals and the extent to which family obligations influence children's motivation and achievement (Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean, 2007). Culture may influence individuals' choices in relation to achievement-related behaviours, such as educational focus, careers, and leisure activities (Wigfield et al., 2004).

The FIT-Choice model

The FIT-Choice framework (Figure 1) consists of antecedent socialisation influences: *prior teaching and learning experiences*, *social influences* and *social dissuasion*. *Social influences* are defined as influences from family and friends in relation to the choice of a teaching career. In contrast, *social dissuasion* are influences from others to not choose a teaching career.

These antecedent variables influence *task perceptions*, *self-perceptions*, *perception of task values* and *fallback career*. *Self-perceptions* are about perceived teaching abilities, while the concept of *task perceptions* includes both *task demand* and *task return*. *Task demand* is participants' perceptions regarding teachers' required level of expertise and heavy workload. The concept of *task return* is defined as the extent to which teaching is regarded as a well-respected profession, earning a good salary, and respected by society. With respect to expectancy-value theory, the difference between task demand and task return is considered as a cost (Watt & Richardson, 2007).

The next part is *perception of task values*, comprising *intrinsic career value*, *social utility value* and *personal utility value*. *Intrinsic value* is to measure participants' personal interests and enjoyment to work as a teacher. *Social utility value* is to assess future teachers' desire to positively contribute to the society by working as a teacher. There are four factors in this higher order construct: *shape the future of children/adolescents*, *enhance social equity*, *make a social contribution*, and *work with children/adolescents*.

The third set of factors, *personal utility value*, is based on the expectancy-value concept of *subjective attainment value* to determine students' personal goals, or aspects they considered important in their lives. In the framework, this construct consists of *job security*, *time for family*, and *job transferability*. Items under *job security* assessed whether students choose a teaching job in search for a reliable income and a steady career path. Items under *time for family* measured the extent to which students chose a teaching job to allow time for family, particularly after-school hours and during school holidays. In the original study *bludging* was inseparable from *time for family* (Watt & Richardson, 2007), the current study intended to check if *bludging* emerge as a distinct factor. *Job transferability* measures whether students chose teaching with the possibilities to work overseas, to travel and be able to choose where to live.

In total, there are 12 motivational factors and six factors for perceptions about the teaching profession. The scale was initially developed and validated in the Australian context by Watt and Richardson (2007) to two large cohorts of teacher education students in Sydney ($N = 488; 652$). Using exploratory factor analyses, confirmatory factor analyses and reliability analyses, the study provided evidence that the scale was psychometrically valid and reliable. Since then, it has been further validated among different samples from varying cultural settings².

The adapted FIT-Choice model

In the current study two motivation constructs were added: *teacher education* and *religious influences* along with one perception factor: *media dissuasion*. Similar to the concept of social dissuasion, media dissuasion was defined as influences from the mass media to not choose a teaching career. The teacher education construct included components of *tuition fee*, *admission* and *time spent* for teacher education studies. In Indonesia, tuition fee for teacher education is relatively less expensive and the entrance to teacher education is less competitive than other programs such as engineering, economics, medicine and law. In addition, many student teachers have informal teaching jobs during their study, such as work as private tutors, which affect their time of study completion.

The current study also added *religion*, *career progression prospects* and *second job*. Although Indonesia is officially secular, it is the biggest Muslim country in the world and having one religion stated in the citizenship card is mandatory, people are expected to practise according to their religious

² See *Asia-Pacific Journal of Teacher Education*, Special Issue, Vol. 40, No.3, August 2012, for comparison of FIT-Choice studies in seven countries.

beliefs. Further, religion is a compulsory subject for all students, from primary until tertiary education. This was the main reason to take account of the factor *religion* in the measurement, considering that most religions view teaching as a noble profession. The concept of *career progression prospects* was adopted from Motivations for Career Choice scale (MCC; Watt & Richardson, 2006) to assess whether students' chose teaching because it offers a clear career pathway and good promotion prospects. In 2005 the Ministry of National Education of the Indonesian government improved teachers' remuneration and career status. Passing a teaching certification test is an essential step to gain better salaries and to promote career levels. Another concept added was *second job*. Indonesia has different educational contexts compared to previous FIT-Choice study settings. First, most schools start at 7 am and dismiss around 1 pm, and there is a one-month school holiday from the middle of June until the middle of July every year. Teachers are able to do other jobs after school hours and they have longer holidays than other full-time professions.

The previous FIT-Choice study in China, often categorised as a collectivist country like Indonesia, indicated that *social utility value* was the main motivation. In the collectivist culture, people tend to fulfil goals and expectations of significant others (Markus & Kitayama, 1991), therefore it is predicted that participants will rate high on the *social utility value* factors. They may also score high on *job security* due to the opportunities to become civil servants in the Indonesian context.

Research questions

1. What is the validity and reliability of the adapted FIT-Choice scale in the Indonesian teacher education context?
2. What are students' motivations for entering into teacher education?

Methodology

Participants

Explanatory letters were distributed along with paper-based questionnaires to final-year undergraduate teacher education students during October - November 2011. Two public and two private universities were selected because they have had reputable teacher education programs for around 50 years. Response rates varied due to different classroom locations and times of data collection, but all response rates were above 95%. In total, 854 final-year teacher education students from four universities participated. Because of high missing data, 52 questionnaires were excluded, resulting in 802 questionnaires used for final analyses.

Participants were studying at the State University of Jakarta ($n=328$, 40.89%), the State University of Yogyakarta ($n=223$, 27.80%), Atmajaya University ($n=184$, 22.94%), and Sanata Dharma University ($n=67$, 8.35%). The mean age of participants was 21.61 years ($SD=2.31$), consisted of mainly women ($n=667$, 83.16 %). Referring to their religious background, 543 (67.70%) were Muslim, 192 (23.94%) Catholic, 56 (6.98%) Christian and the remainder ($n=11$, 1.37%) either Buddhist or Hindu. Over one-third ($n=307$, 38.28%) were undertaking paid work during their study, another one-third ($n=269$, 33.54%) had work experience in the past, the remainder ($n=224$, 27.93%) had not worked at all. Among those who were either currently or previously employed, 530 (92.01%) had teaching experience and only 45 (7.81%) had non-teaching experience. Most student participants in English and Mathematics education had worked as a private tutor or a casual teacher.

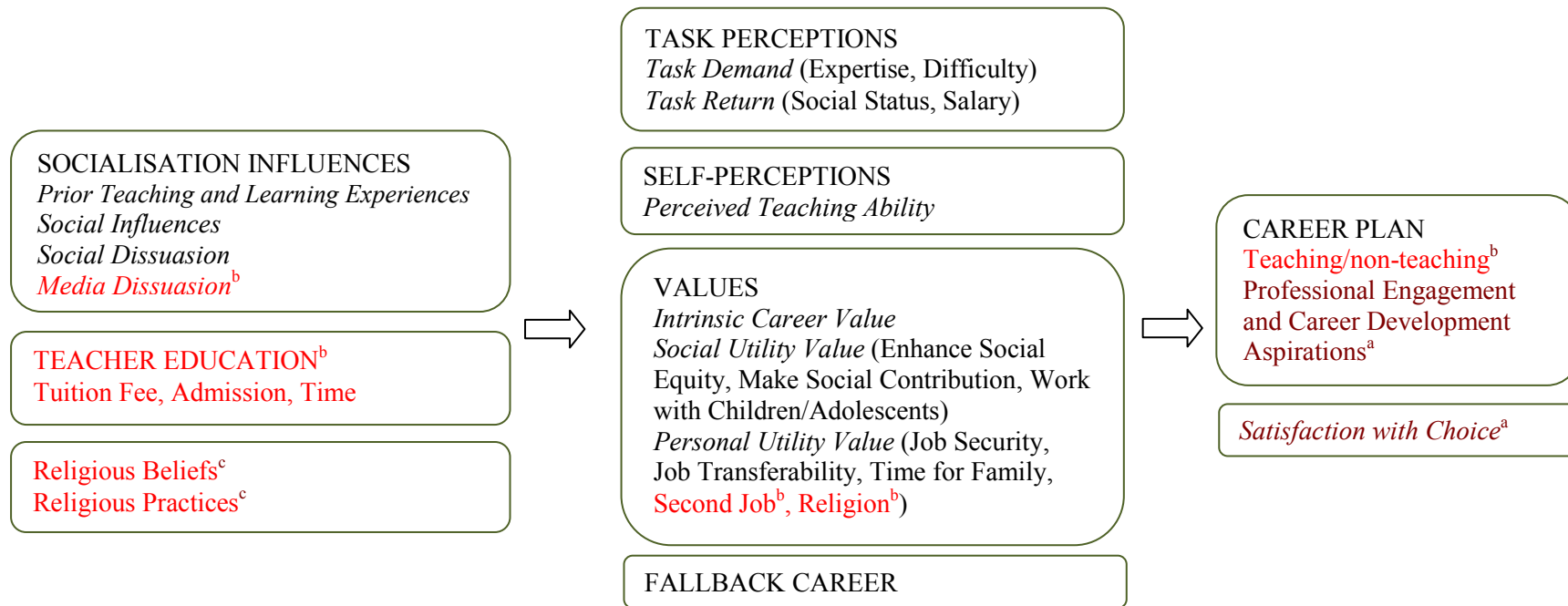


Figure 1. Theoretical framework: Indonesian teacher education students' motivation to choose a teaching career and a career plan.

Adapted from "Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice Scale," by Watt and Richardson, 2007, *Journal of Experimental Education*, 75, p. 176.

Factor *shape future of children/adolescents* was omitted based on the CFA result.

^aProfessional Engagement and Career Development Aspiration (PECDA) Scale, by Watt and Richardson, 2008, *Learning and Instruction*, 18(5), p. 415. Not discussed in this paper.

^bFactors developed in the current study to include relevant cultural dimension in the Indonesian context.

^cFactors adapted from The Religious Commitment Inventory-10 by Worthington Jr., et.al., 2003, *Journal of Counseling Psychology*, 50(1), 84-96. Not discussed in this paper.

Table 1
Distribution of Participants Across Teaching Programs and School Levels (N=802)

Teaching programs	School levels	<i>n</i>	%
Mathematics	S	197	24.56
Chemistry	S	12	1.49
Physics	S	27	3.36
Biology	S	25	3.11
Early childhood	EC	65	8.10
Special	SE	30	3.74
Guidance and counselling	S	20	2.49
Primary school teacher	P	293	36.53
English language	S	128	15.96
Missing information		5	0.62

Note: S: Secondary school, P: Primary school, EC: Early childhood, SE: Special education

Procedure

All scales were initially developed in English. As most participants were non-native English speakers, the questionnaire was translated from English to Bahasa Indonesia by two bilinguals (including student researcher), then translated back into English by a third bilingual person. The original and back-translated versions were discussed by the translators to verify accuracy and resolve equivalence. In the translation process, there were words modified to suit the Indonesian teacher education system. For instance, an item under *job transferability* “I chose teacher education because a teaching qualification is recognised everywhere”, the word ‘qualification’ was translated into ‘certification’ because in the Indonesian context ‘qualification’ could mean only a bachelor degree. All teachers are required to complete a bachelor study followed by a teaching certification, so the term ‘certification’ suited the context instead.

A pilot study to 40 final-year student teachers from the Mathematics Education Program at the State University of Jakarta was conducted during July to August 2011. The pilot study aimed to make an initial check of the reliability of the translated questionnaire (see Table 2) and to determine whether the students understood the meaning of each item. Students who participated in the pilot study were excluded from the main study.

Instruments

The Indonesian translation of the FIT-Choice scale (Watt & Richardson, 2007) consisted of the 12 motivational factors (*ability, intrinsic career value, fallback career, job security, time for family, job transferability, shape future of children/adolescents*³, *enhance social equity, make social contribution, work with children/adolescents, prior teaching and learning experiences, social influences*), 5 factors for perceptions about the teaching profession (*expertise, difficulty, social status, salary, and social dissuasion*) and 1 factor for *career choice satisfaction*. Adaptations to add factors from the Indonesian cultural setting were 7 motivations: *bludging*⁴, *career progression prospects*⁵, *second job, religion, teacher education tuition fees, teacher education admission, and teacher education time of study*. One factor, *media dissuasion*, was added to the perceptions about teaching. Items for all factors are rated on a scale of 1 (*not at all*) to 7 (*extremely*).

Additional items were also included under the original motivational factors. For instance, “teachers can become a civil servant” under *job security*, because Indonesian teachers with civil servant status have a stable salary, health benefits, and receive pensions after retire. Other additional items were “I will have more time to do home duties” under *time for family*; and “my parents are teachers” under

³ Omitted based on CFA due to multicollinearity with 3 other factors.

⁴ Combined with *time for family* based on CFA (as in original FIT-Choice validation, Watt & Richardson, 2007).

⁵ Combined with *job security* based on high correlation in CFA.

social influences. In the original study, items in motivational factors began with *I chose to become a teacher because...* but the current study used *I chose to enter teacher education because...* considering that Indonesian teacher education students may choose a non-teaching career after completing study.

Analyses

Two Confirmatory Factor Analyses (CFAs) and model fits were conducted using Amos 20, one for motivations and one for perceptions, using listwise deletion for missing data during the validation analyses. Cronbach's alpha values were calculated for all factors. The proposed theorised model was tested using Maximum Likelihood (ML) estimation (see Harrington, 2009, p. 28). ML estimates in large samples are asymptotically unbiased, efficient and consistent (Kline, 2011, p. 155). Fit indices for the models were examined, then modification indices (MIs) were observed. The fit indices reported are the Goodness-of-Fit-Index (GFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), Root Mean-Square Error of Approximation (RMSEA) and Standardised Root Mean-square Residual (SRMR). The cutoff criteria were $GFI, TLI, \text{ and } CFI \geq .95$, $RMSEA \leq .06$, and $SRMR \leq .08$ (Hu & Bentler, 1999).

Results

Pilot study: Scale reliability

In the pilot study of 40 final-year undergraduate students at mathematics education, six constructs had Cronbach's alpha values below .70: 4 motivational factors and 2 perceptions. *Fallback career* $\alpha = .62$; *bludging*⁶ $\alpha = .60$; *admission into teacher education*⁷ $\alpha = .52$; and *time for teacher education studies*⁸ $\alpha = .58$. All item translations were further checked and items were added with the aim to improve reliabilities. As a result, reliability coefficients were improved in the main study: *fallback career* $\alpha = .73$; *admission into teacher education* $\alpha = .86$; *time for teacher education studies* $\alpha = .74$ and 1 factor had alpha slightly below .70 (job transferability: .69). Two perceptions factors had low Cronbach's alphas in the pilot study: *expertise* $\alpha = .67$ and *difficulty* $\alpha = .37$. Item translations were revised and three items added for *difficulty*. The reliability coefficients were increased in the main study: *expertise* $\alpha = .87$ and *difficulty* $\alpha = .78$.

Main study: Motivations scale validity

In the main study, the proposed 19-factor *motivations for teaching* CFA model consisted of 69 items, and produced an inadmissible solution, likely due to high latent correlations between factors *time for family* and *bludging* (.952); *shape future of children/adolescents* and *work with children/adolescents* (.982); *shape future of children/adolescents* and *enhance social equity* (.926); *shape future of children/adolescents* and *make social contribution* (.912); and *job security* and *career progression prospects* (.936). The model was revised by combining factors *time for family* and *bludging*⁹; *job security* and *career progression prospects*; and omitting *shape future of children/adolescents* (as also in Watt et al., 2012). The respecified model showed marginal fit, $\chi^2 (1941, N=540) = 5432.228$, $p < .001$, $GFI = .763$, $TLI = .846$, $CFI = .861$, $RMSEA = .058$, and $SRMR = .060$. There were high modification indices between items B52 and B7 (152.650); B52 and B1 (104.155); B52 and B12 (95.034); B52 and B43 (57.616); B52 and B37 (37.679). Item B52 under factor *job security* was therefore omitted; this improved Cronbach's alpha for *job security* from .908 to .914.

⁶ In the main study, *bludging* combined with *time for family*.

⁷ New factor.

⁸ New factor.

⁹ As per original validation in Watt & Richardson, 2007.

Table 2
Cronbach's α Reliability Coefficients for Motivational Factors

Motivations	Factors	n items	Sample Item (Original English + new items)	Cronbach's α			
				Watt & Richardson, 2007	Pilot study	Main study	
"I chose teacher education because..."	Ability	3	...teaching is a career suited to my abilities	.82	.89	.83	
	Intrinsic career value	3	...I am interested in teaching	.59	.89	.88	
	Fallback career	4	...I was unsure of what career I wanted ...I was not accepted into my first enrolment choice to another program ^a	.65	.62	.73	
	Job security/ Career progression prospects ^c	9	...teaching will be a secure job ...teachers can become a civil servant ^a ...teaching offers good promotion prospects	n/a ^e	n/a ^e	.91	
	Time for family/ Bludging ^f	8	...teaching hours will fit the responsibilities for having a family ...I will have more time to do home duties ^a ...as a teacher I will have lengthy holidays	n/a ^f	n/a ^f	.89	
	Job transferability	3	...a teaching job will allow me to choose where I wish to live ...a teaching certification is recognised everywhere ^b	.69	.72	.69	
	Shape future of children/ adolescents ^d	3	...teaching will allow me to have an impact on children/adolescents	.79	.84	.82	
	Enhance social equity	3	...teaching will allow me to work against social disadvantage	.83	.93	.83	
	Make social contribution	3	...teachers make a worthwhile social contribution	.82	.81	.83	
	Work with children/ adolescents	4	...I want a job that involves working with children/adolescents	.88	.84	.86	
	Prior teaching and learning experiences	4	...I have had inspirational teachers	.87	.83	.82	
	Social influences	7	...my family think I should become a teacher ...my parents are teachers ^a	.82	.79	.82	
	Additional factors	Second job	3	...as a teacher I can do casual work after school hours	n/a	.86	.86
		Religion influences	3	...my religion suggests that being a teacher is a noble profession	n/a	.70	.82
		Tuition fee for teacher education	2	...tuition fee for teacher education is affordable compared to other programs	n/a	.88	.87
Admission into teacher education		4	...entry into teacher education was less competitive than other programs	n/a	.52 ^c	.86	
Time for teacher education studies		3	...waiting period to get a teaching job is shorter compared to other professions	n/a	.58 ^c	.74	

Note. Items for all factors were rated on a scale of 1 (*not at all important*) to 7 (*extremely important*). Total items for analyses: 65.

^a Additional items added to original factors.

^b Modified item of the existing measures. The original scale used *teaching qualification*, in the Indonesian context, the term *teaching certification* is commonly used.

^c Cronbach's α values were inadequate, these factors were improved in the main study by revising the item wordings.

^d Deleted factor based on CFA result.

^e In pilot study *job security* $\alpha=.78$ and *career progression prospects* $\alpha=.92$

^f In pilot study *time for family* $\alpha=.83$ and *bludging* $\alpha=.60$

Table 3
Cronbach's α Reliability Coefficients for Perceptions Factors

Perceptions	Factors	n items	Sample Item (Original English + new items)	Cronbach's α		
				Watt & Richardson, 2007	Pilot study	Main study
Beliefs about teaching	Expertise	4	Do you think teaching requires high levels of expert knowledge?	.73	.67	.87
	Difficulty	3	Do you think teaching is a stressful job? ^a	.73	.37 ^b	.78
			Do you think teaching is exhausting work? ^a			
			Do you think teaching is a tough job? ^a			
	Social Status	6	Do you believe teaching is a well-respected career?	.90	.84	.87
	Salary	3	Do you think teachers earn a good salary?	.94	.86	.76
			Do you think teachers get more incentives (e.g. health insurance, family allowance, pensions)? ^a			
	Social Dissuasion	3	Did others influence you to consider careers other than teaching?	.60	.73	.72
	Satisfaction with choice	2	How satisfied are you with the choice of teaching as a career? ^c	.92	.83	.84
Additional factor	Media Dissuasion	2	Have you been affected by media reporting about teachers' living conditions?	n/a	.91	.87

Note. Items for all factors were rated on a scale of 1 (*not at all*) to 7 (*extremely*). Total items for analyses: 23.

^a Additional items added to original factors.

^b Cronbach's α value from the pilot study was unacceptable, the factor was improved in the main study by revising the translation and adding more items.

^c The original statement is *how satisfied are you with your choice of becoming a teacher?*

High modification indices between eB5 and eB19 (63.786) and eB50 and eB56 (58.852) led to freeing path eB5-eB19 due to similarity between item statements: B5 “I have the qualities of a good teacher” and B19 “I have good teaching skills”. The model fit improved, χ^2 (1892, $N=540$) =4986.284, $p<.001$, GFI=.772, TLI=.861, CFI=.874, RMSEA=.055, and SRMR=.055. Next, the path eB50-eB56 was freed because item B50 “teaching offers good promotion prospects” had similar meaning to B56 “teaching provides a clear pathway for career development”. The fit was better, χ^2 (1891, $N=540$) =4918.286, $p<.001$, GFI=.775, TLI=.864, CFI=.876, RMSEA=.054, and SRMR=.055.

Another high modification index was between eB3 and eB40 (49.020); both under factor *social influences* with B3 “my friends think I should become a teacher” and B40 “people I’ve worked with think I should become a teacher”. The path eB3-eB40 was freed and the fit improved, χ^2 (1890, $N=540$) =4855.446, $p<.001$, GFI=.778, TLI=.867, CFI=.879, RMSEA=.054, and SRMR=.055. The next high modification index was between eB4 and eB18 (37.913), and eB58 and eB57 (31.256). Item B4 was “as a teacher I will have a lengthy holidays” and B18 “as a teacher I will have a short working day”, both referred to teachers’ less working hours, thus the path eB4-eB18 was freed. The fit indicated χ^2 (1889, $N=540$) =4815.917, $p<.001$, GFI=.780, TLI=.868, CFI=.880, RMSEA=.054, and SRMR=.055. In contrast, item B58 “my religion suggests that I can serve others through teaching” and B57 “I have friends who are teachers” had different meanings and that path was not freed.

Another high modification index was between eB24 and eB40 (67.615), also under factor *social influences* with B24 “my family think I should become a teacher” and B40 “people I’ve worked with think I should become a teacher”, thus eB24-eB40 was freed. The results showed χ^2 (1888, $N=540$) =4739.351, $p<.001$, GFI=.783, TLI=.872, CFI=.883, RMSEA=.053, and SRMR=.055. The last enacted high modification index was between eB2 and eB16 (30.839), both under factor *time for family* having similar meaning, with B2 “part-time teaching could allow more family time” and B16 “teaching hours will fit with the responsibility of having a family”, therefore freed for estimation. The final motivations model fit indicated χ^2 (1887, $N=540$) =4706.702, $p<.001$, GFI=.785, TLI=.873, CFI=.885, RMSEA=.053, and SRMR=.055 consisted of 16 factors and 65 items. Remaining modification indices for measurement errors could not be freed for estimation, as the item pairs measured very different items which could not be defended on substantive grounds.

Table 4
Item Wordings and High Modification Indices between Paired Item Measurement Errors not Freed for Estimation

	Item 1	Item 2	MI
B5	I have the qualities of a good teacher	B6 teaching allows me to provide a service to society	29.985
B11	I was unsure what career I wanted	B15 entry into teacher education was less competitive than other programs	29.585
B58	my religion suggests that I can serve others through teaching	B57 I have friends who are teachers	28.353
B6	teaching allows me to provide a service to society	B10 I want to help children/adolescents learn	28.198
B45	a teaching job will allow me to choose where I wish to live	B46 teaching has a career ‘ladder’ I can climb	27.451
B22	a teaching certification is recognised everywhere	B21 I know people who are teachers	27.336
B25	teaching can provide a life-long career	B24 my family think I should become a teacher	27.329
B29	school holidays will fit in with family commitments	B28 I can spread religious messages in my teaching	25.567
B19	I have good teaching skills	B20 teachers make a worthwhile social contribution	22.440

Main study: Perceptions scale validity

The proposed seven-factor *perceptions about teaching* model consisted of 24 items and did not fit the data well, χ^2 (233, $N=728$) =1232.838, $p<.001$, GFI=.874, TLI=.863, CFI=.884, RMSEA=.077, and SRMR=.085. The modification index for C7 item loading in the *difficulty* factor indicated problematic cross-loading items with other factors of *satisfaction* (99.331), *social status* (110.242) and *expertise* (219.370); therefore C7 was omitted and the model reanalysed. The fit improved, χ^2 (211, $N=728$) =893.949, $p<.001$, GFI=.898, TLI=.901, CFI=.917, RMSEA=.067, and SRMR=.048.

Although the modification index for the covariance between measurement errors eC4 and eC5 was high in the respecified model (165.722), the path eC4-eC5 was not freed for estimation because insufficient similarity was found between item statements: C4 “Do you believe teachers are perceived as professionals?” and C5 “Do you think teachers have high morale?”. Other relatively high modification indices were between measurement errors eC6-eC5 (50.052) and eC12-eC13 (33.687). Items C6 “Do you think teaching is a highly skilled motivation?” and C5 “Do you think teachers have high morale?” had different meanings so that path could not be freed. Both items C12 “Do you believe teaching is a well-respected career?” and C13 “Do you think teachers feel their occupation has high social status?” were under *social status* and had similarities, so eC12-eC13 was freed. The final fit for 7 factors and 23 items showed χ^2 (210, $N=728$) =847.735, $p<.001$, GFI=.906, TLI=.907, CFI=.923, RMSEA=.065, and SRMR=.045.

Students’ motivations for entering teacher education

Most motivations for teaching factors were significantly intercorrelated (Table 5) especially between social utility values, *make social contribution* and *work with children/adolescents*, also between *ability* and *intrinsic career value*, *admission into TE* and *time for TE*, and *second job* and *time for family*. *Religious influences* had significant positive correlations with all social utility values; *fallback career* was negatively but weakly correlated with *intrinsic career value*, *make social contribution*, and *work with children/adolescents*, but, positively correlated with the three teacher education factors: *admission into TE*, *time for TE* and *tuition fee for TE*. The highest correlations among perceptions about teaching factors were between *expertise* and *social status*, *social status* and *satisfaction with choice*, and *social status* and *salary* (Table 6).

Three social utility values were rated high (*make social contribution*, *work with children/adolescents*, *enhance social equity*). Next were *prior teaching and learning experiences* and *intrinsic career value*. Five factors under personal utility value were rated relatively high (*religion influences*, *job security/career progression prospects*, *second job*, *time for family/bludging*, *job transferability*). *Tuition fee* and *time for teacher education* were rated above the midpoint, while *admission into teacher education* was slightly below it. *Fallback career* was rated the lowest (see Figure 2).

Most participants perceived teaching as a highly skilled and knowledgeable occupation with high social, slightly above average earnings and to some extent a tough and stressful job (see Figure 3).

Students’ career plan

Regarding teaching career choice, the majority (81.92%) chose to become a teacher following graduation, another 11.72% planned to teach temporarily then switch to another career, 4.86% planned to pursue a non-teaching job and 1.50% did not respond.

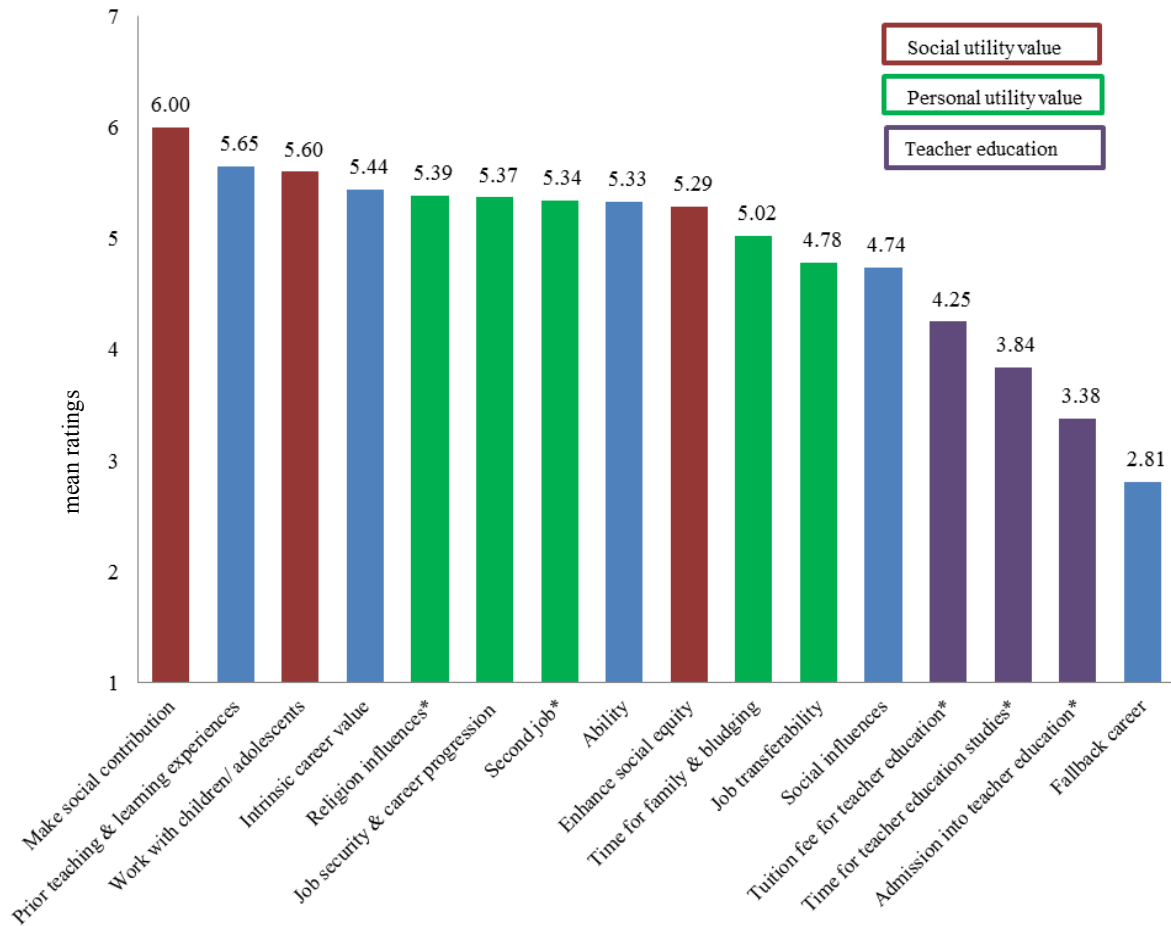


Figure 2. Mean ratings for motivational factors.

*new factors.

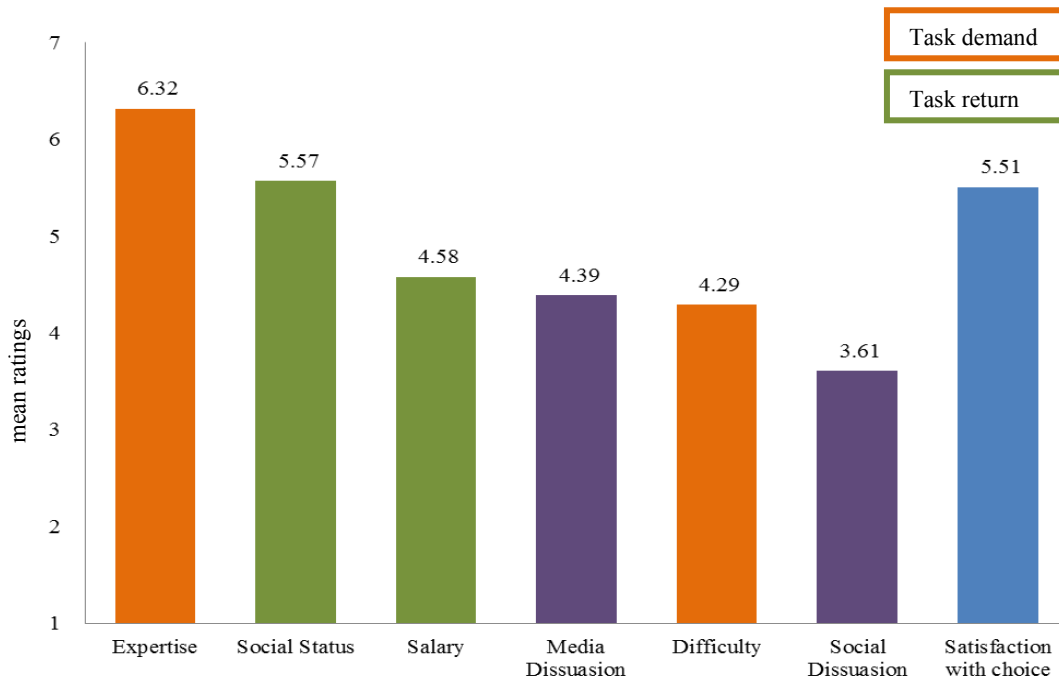


Figure 3. Mean ratings for perceptions of teaching and career satisfaction factors.

Table 5
Latent Correlations among Motivational Factors

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Ability	-	.892	-.141	.797	.635	.578	.700	.649	.766	.797	.835	.718	.612	.274	.226	.336
2 Intrinsic career Value		-	-.236	.603	.427	.380	.464	.542	.731	.761	.709	.543	.576	.199	.093	.184
3 Fallback career			-	.026	.161	.078	.242	-.038	-.191	-.199	-.122	.206	-.007	.270	.474	.397
4 Job security				-	.750	.695	.866	.501	.630	.612	.711	.823	.622	.390	.278	.498
5 Time for family					-	.794	.823	.416	.430	.464	.504	.703	.550	.424	.366	.580
6 Second Job						-	.707	.441	.429	.433	.523	.638	.468	.355	.297	.457
7 Job transferability							-	.422	.475	.471	.614	.892	.584	.480	.445	.705
8 Enhance social equity								-	.801	.820	.727	.488	.769	.306	.137	.251
9 Make social contribution									-	.876	.826	.601	.796	.199	.070	.208
10 Work with children/adolescents										-	.779	.561	.663	.225	.068	.202
11 Prior teaching and learning experiences											-	.725	.715	.263	.162	.272
12 Social influences												-	.661	.369	.325	.542
13 Religion influences													-	.339	.215	.382
14 Tuition fee for TE														-	.588	.759
15 Admission into TE															-	.850
16 Time for TE																-

Note. Based on CFA.

Table 6
Latent Correlations among Perceptions about Teaching Factors

	1	2	3	4	5	6	7
1 Expertise	-	.108	.620	.191	-.160	.076	.547
2 Difficulty		-	.045	.054	.392	.210	-.154
3 Social Status			-	.624	-.093	.229	.684
4 Salary				-	.046	.190	.399
5 Social Dissuasion					-	.468	-.136
6 Media Dissuasion						-	.205
7 Satisfaction with Choice							-

Note. Based on CFA.

Discussion

The first objective of this paper was to test the validity and reliability of the translated Indonesian adaptation of the FIT-Choice scale with a large sample of Indonesian teacher education students. Results supported the construct validity of the scale, by deleting item B52 and factor *shape future of children/adolescents*, and merging factors *time for family/bludging* (consistent with the original study) and *job security/career progression prospects* due to extremely high latent correlations to enhance CFA fit indices. Cronbach's alpha reliability coefficients indicated good to acceptable internal consistencies.

Make social contribution, prior teaching and learning experiences, work with children/adolescents, intrinsic career value and religion influences were the main reasons for choosing a teaching career, followed by job security and second job. This was different from the Australian context where ability and intrinsic career value came first (Watt & Richardson, 2007), but similar to the US and China (Lin et al., 2012), and Turkey (Kılınç et al., 2012). In a collectivist country like Indonesia, China and Turkey, people tend to consider and influenced by others, therefore, social utility values were rated high. As most religions respect teaching as a noble profession, it was not surprising that religion influences were rated high and had positive correlations with all factors except fallback career. In this study, teaching profession was dominated by women, similar to the previous study in Australia.

Furthermore, *fallback career* was positively correlated with *teacher education* factors, meaning that participants were not accepted into first enrolment choice of studies, unsure about future career, and chose teaching because they did not have other options. Although the majority planned to teach after study completion and had high satisfaction with their choice, there is a need to investigate the quality of future teachers.

Another interesting finding is that dissuasion from mass media was rated higher than social dissuasion, in line with mass media reports on teachers' current living and working conditions: financially low with heavy workload. However, most participants perceived teaching as a highly expert career with high social status, they rated salary as above the midpoint, possibly due to the new Teacher Law announced by the government in 2005, allowing teachers with four-year university degree and teaching certification to receive double basic salary and be eligible to apply a civil servant position.

Significance

As the research applied an existing measure of teaching motivation (FIT-Choice) scale, the findings contribute to the international comparisons of motivation for choosing a teaching career, particularly by adding culturally specific factors: religion influences, teacher education, and intention to have second job. This study involved student teachers from different religions and sociocultural backgrounds studying at public and private universities in Indonesia. It is anticipated that the research findings contribute significantly to the knowledge of future teachers to the Indonesian government, teacher educators and employment authorities. It is expected that teaching will be perceived as a position with high socioeconomic status, attracting graduates with high academic achievement to enter teacher education and work as qualified teachers upon completion of their studies.

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