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Exploring Pre-Service Teachers' Perceptions of Preparedness for Teaching in Indonesia

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Abstract

The current study aims to explore pre-service teachers' perceptions of preparedness for teaching in Indonesian contexts through the lens of English language student teachers. Accordingly, two questions were addressed to elaborate the focus of this study: (1) What factors impact on pre-service teachers' sense of preparedness for teaching in Indonesia?; and (2) How do these factors influence pre-service teachers' perceived preparedness for teaching in Indonesia?

A convergent mixed-methods approach was employed to accomplish the purpose of this investigation: two sets of data, quantitative and qualitative, were considered equally important. The quantitative data were collected through a Likert-scale survey, while the qualitative data were collected with an open-ended survey, interviews and pre-service teachers' personal written reflections about their experiences in the teacher education program. A cohort of final-year students who were enrolled in a four-year undergraduate English language teacher education program in Yogyakarta, Indonesia participated in this project.

The two sets of data were examined separately and then triangulated. The statistical analyses suggested factors that potentially influence pre-service teachers' perceived preparedness for teaching, namely motivation towards the teaching profession, professional self-efficacy, personal beliefs about the teaching profession, and perceptions about the contribution of the teacher education program. Much of the findings from the statistical analyses were convergent with those of the thematic analysis of the interviews and open-ended survey questions. Additionally, the thematic analysis revealed the participants' perseverance, resilience and commitment to teaching, particularly from the interviews. Those personal aspects unveil the importance of personal dispositions in pre-service teachers' professional development.

In conclusion, it is suggested that pre-service teachers' sense of preparedness for teaching is shaped through the connectedness between personal, social, and academic dimensions. Each pre-service teacher brings their personal foundations, which include motivation, beliefs, and attitudes, into the teacher education program. Their interactions with diverse experiences during their coursework and teaching practicum have shaped their professionalism, including their self-efficacy in teaching, commitment for teaching, as well as their perseverance and resilience.

Declaration

I declare that all materials contained in this thesis are my own work towards a Doctor of Philosophy degree. This thesis contains no material that has been submitted for any other degree in any university. To the best of my knowledge and belief, this thesis contains no materials previously published or written by any other person. The length of this thesis is within the acceptable word limit stated by the Melbourne Graduate School of Education guidelines, exclusive of tables, maps, bibliographies, and appendices.

Signature

Caecilia Tutyandari

Preface

My PhD journey would not have been completed without others' contribution. I would like to address my deepest gratitude to

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- my home institution in Indonesia, ***Sanata Dharma University***, for giving me the approval to pursue further study at the University of Melbourne.

I would also acknowledge that

- no component of this work has been submitted for other qualifications, nor has any component been carried out prior to enrolment in this degree.

- no chapters have been submitted for publication at the time of submission of this thesis.

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"When God pushes you to the edge, trust Him fully, because only two things can happen; either He will catch you when you fall, or He will teach you how to fly" (anonymous)

First, I would like to express my gratefulness to the Almighty God for granting me good health and wellbeing to complete my Ph.D. journey. I truly feel blessed.

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Finally, I would like to dedicate this dissertation to my late *Bapak* and *Mama*, who taught me to have confidence and faith in myself and always reminded me to believe in and surrender to God. Even though they are not in this world anymore, they are always in my heart and I will always miss them. My special gratitude also goes to my mother-in-law, my brothers, sisters-in-law, nephews, and nieces for their never-ending support and prayers. Every time I was ready to quit, they did not let me, and I am forever grateful. Living apart from my family was my biggest motivation to complete my study. This dissertation stands as a testament to their unconditional love and encouragement.

Caecilia Tutyandari

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Chapter 1 **Introduction**

1.1. Overview

This chapter introduces the rationale for conducting a study that explores the phenomena of pre-service teachers' professional preparation in Indonesia. It lays the foundation for the focus of the study, which relates to pre-service teachers' professional journey, and briefly describes the context of Indonesia, where this investigation was undertaken. The educational system, teachers' status, and teacher education in Indonesia are considered important topics to give a succinct illustration of the research site. The ensuing section also provides the researcher's personal story which contains her motivation to investigate this field of study, and the research aims and questions of this thesis. Finally, this chapter ends with the presentation of the thesis organisation.

1.2. Background

Education is the basic need of all nations to advance life choices for the people. In 1990, the United Nations countries committed to improving the quality of education globally with *The World Declaration on Education for All.* The world declaration emphasises that education quality is a key success measure of the attainment of the ultimate targets of educational equity and national sustainable development. This position was reaffirmed in 2015 with the Education for All Global Monitoring Report that included achievements and challenges faced by a number of countries in 2000-2015. This declaration indicates that it is essential for a nation to establish an educational system that can support the attainment of the goal to accomplish quality education.

Policy-makers and experts in education all over the world have made efforts to address this concern that is at the heart of these declarations. Quality education is closely associated with the quality of the teaching and learning practices in schools or other educational institutions, which involve a number of supporting elements. Teachers are one of the key factors that enable the actualisation of quality education. Darling-Hammond (2006b) and Hattie (2012) confirm that teachers' competency contributes significantly to the learning/academic success of individuals and nations. Indeed, teachers have the primary role in influencing the success of learning in the school context (Hattie, 2012; Rauduvaitė, Lasauskienė, & Barkauskaitė, 2015). Furthermore, they

influence their students' academic achievement as well as social and emotional growth (Hattie, 2003). Due to the urgency of improving educational outcomes for all students, the quality of teachers has become an enduring concern amongst experts in education.

Setting standards for teachers is considered crucial to assure the attainment of quality education. It is also important for teacher candidates as these standards indicate the factors pre-service teachers need to attain in order to be competent and well prepared. Internationally, there has been a debate about factors that contribute to the formation of quality teachers and teaching, which include academic and non-academic factors. An articulation of standards for teachers in different national contexts is considered a key aspect contributing to the global movement towards quality teaching. Defining and using standards for teachers as a way to measure and affirm quality teaching has been established in countries such as England (UK Department of Education, 2011), the United States (Chung & Kim, 2010), Australia (AITSL, 2011), and countries in Southeast Asia (SEAMEO INNOTECH, 2010). Darling-Hammond and Lieberman (2013) claim that the views of how teacher quality is defined, and the emphasis on policies and practices are context-related. This discussion leads to questions, such as what is required to be an effective teacher and how to be an effective teacher as exemplified in the succeeding paragraphs.

Teachers' standards in England issued by the Department of Education of UK (2011) consist of two parts: (1) the standards for teaching including setting high expectations and promoting students' progress; and, (2) the standards for personal and professional conduct, such as upholding public trust and high standards of ethics. The National Academy of Education Committee on Teacher Education of America proposed standards for teaching that comprise three aspects: knowledge of learners and their development in social contexts; knowledge of subject matter and curriculum goals; and knowledge of teaching (Darling-Hammond, 2006b). In Australia, professional standards for teachers are classified into three interrelated domains of teaching (professional knowledge, professional practice, and professional engagement) which are subsequently divided into seven standards. The standards are then separated into descriptors at four career stages: Graduate Proficient, Highly Accomplished and Lead (AITSL, 2011).

Similarly, teachers' standards are considered significant in Southeast countries. SEAMEO INNOTECH (Southeast Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology) conducted a study that aimed to explore the teaching competency standards in 11 countries in Southeast Asia in 2010. There were 11 countries included in this study, namely Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, and Vietnam. In their study, the teacher education experts and researchers from Southeast Asia identified the major strands or domains of teaching competency standards in those countries.

This study in Southeast Asia, which included 11 countries in Southeast Asia, notes that there are five common teaching domains that align with the standards in the US and UK above. They are professional knowledge referring to content mastery and teaching methodology; professional skills which refer to pedagogical knowledge; professional characteristics which include being responsible, punctual and disciplined; professional/personal ethical standards and values referring to good role models; as well as professional development and lifelong learning which refer to professional development (SEAMEO INNOTECH, 2010).

Figure 1-1 Major strands of teaching competency standards in Southeast Asia (SEAMEO INNOTECH, 2010; p.76)

Reviewing and synthesising teacher standards from different countries affirms that teaching is a profession that requires specialised knowledge and skills. However, these standards are dynamic and informed by local or national contexts and concerns. For example, in 21st-century education, teachers are expected to enhance their collaboration with learners and parents to attain successful education as well as to improve their abilities to integrate technology in learning in order to create a more engaging atmosphere with students (Kaufman, 2013). The teaching standards confirm that teaching competencies, including theories and practices, are important (Darling-Hammond, 2006c; Darling-Hammond & Bransford, 2012; Shulman, 1987). Therefore, teacher preparation is extremely crucial to equip prospective teachers with learning opportunities, which include theoretical and practical experiences.

Considering the intricacy of becoming a good teacher, a teacher education program plays an important part in preparing prospective teachers. Teacher education is a place where pre-service teachers are initially introduced to teaching competencies and trained to become a teacher as well as inducted into the teaching profession (Churchill, 2016). A series of substantial systematic reviews on teacher preparation research (Cochran-Smith & Villegas, 2015; Cochran-Smith, Villegas, Abrams, Chavez-Moreno, Nills, & Stern, 2015) have investigated teacher preparation from a variety of perspectives, including policies, learning processes, and teacher education effectiveness. Yost, Sentner, and Bailey (2000) suggest that providing pre-service teachers with a strong foundation, as well as opportunities to connect basic knowledge and professional experiences, is necessary because pre-service teachers will be able to draw their meaningful experiences into critical reflections.

However, learning and teaching practices in the teacher education program are not the only crucial aspects to consider. Becoming a teacher is complex, as Groundwater-Smith, Ewing, and Le Cornu (2015) suggest, because every individual experiences different ways of learning, including when dealing with challenges in teaching practicum. Prior research strongly stresses that there are academic and non-academic factors that are interconnected and have abilities to influence teachers' quality. Further, prior research notes that the involvement of other important factors influences pre-service teachers' journey to becoming a teacher, including beliefs, self-efficacy and a sense of preparedness for the teaching profession. For example, Devine, Fahie, and McGillicuddy (2013) argue that personal beliefs, such as beliefs about class practices, beliefs about themselves and others, are indicated to be an essential factor that possibly affects pre-service teachers' development to become a qualified teacher.

One construct to be seriously considered is pre-service teachers' feeling of preparedness to teach or how ready pre-service teachers are to cope with challenges in the teaching profession. Within the teacher education context, a sense of preparedness is a crucial factor to reveal the process of teacher preparation. Downing and Dyment (2013) suggest that a sense of preparedness to teach influences self-efficacy in teaching, particularly in teaching competencies.

Considering the importance of understanding pre-service teachers' feeling of preparedness to teach, this study intends to investigate this further among pre-service teachers in the context of Indonesia. To date, there has not been substantive research investigating factors that influence the

feeling of preparedness for teaching among future teachers. More importantly, this field of study has not been examined in depth within the contexts of Indonesia.

1.3. Research aims and significance

Pre-service teachers' preparedness to teach is deemed as an essential goal for teacher education internationally (see O'Neill & Stephenson, 2012a; Brown, Lee, & Collins, 2015). This research focus is very relevant for Indonesia, as a sense of preparedness is linked to improving teacher quality, and therefore, the quality of education for students (see Rowan & Townend, 2016). This aims to add to the current knowledge base within the preparation of prospective teachers, particularly the English as a foreign language (EFL) pre-service teachers, highly demanded in Indonesia. Specifically, this study intends to explore the factors influencing pre-service English language teachers' perceived preparedness to become English language teachers in one Initial Teacher Education in Indonesia. Subsequently, the results of this research will yield contributions in three areas.

First, the research findings will add more understandings about the factors that interplay in shaping pre-service teachers' feelings of preparedness to teach. As preparedness has been linked with teacher efficacy and impact on student learning (see Giallo & Little, 2003), this research will provide valuable insights that will inform the teacher educators about the formation of teacher candidates within the Indonesian contexts.

Second, the results will also provide key insights into the design and delivery of initial teacher education programs in Indonesia. Understanding the complex interplay of the factors that impact on pre-service teachers' perceived preparedness for teaching will meaningfully inform the evaluation and improvement of the existing curricular as well as the non-curricular programs. Furthermore, it may shed some light on how teacher education programs can be more effective in supporting and producing quality teachers. Additionally, this study may broaden teacher educators' insights about pre-service teachers' professional journey.

Finally, this research will also assist pre-service teachers participating in this study as well as future student teachers to actively engage in evaluating their current situation and preparing for their future. By reinventing themselves through returning to experiences or understandings, pre-service teachers, in fact, engage in the community of scholars (Danielewicz, 2001; Gardner &

Williamson, 2007). Moreover, understanding personal knowledge of self is important in the process of becoming an effective teacher (Zehm, 1999). This study will provide a more contextual and meaningful picture of the process of becoming a teacher for Indonesian pre-service teachers to understand.

1.4. Research questions and methods

In regard to the research aims, multiple factors are thought to potentially impact on the pre-service teachers' perceived preparedness to become teachers. Therefore, this study raises two main research questions:

1. What factors impact on pre-service teachers' perceptions of preparedness to become teachers in Indonesia?
    a. What personal factors are potentially involved?
    b. What other factors are potentially involved?
2. How do those factors impact on pre-service teachers' perceptions of preparedness for the teaching profession in Indonesia?

Due to the complexities of the focus of this study, a mixed-methods approach with a survey, interviews and written reflections as the data collection instruments is employed to address the research questions. This study included a cohort of the final-year students of the English language teacher education program in Indonesia as the participants. Further, the research method will be discussed in detail in Chapter 3 of this thesis.

To provide a brief picture of the research site, it is considered essential to describe the context of this study. The ensuing sections briefly present the Indonesian education system, the status of teachers in Indonesia, and English language teaching in Indonesia.

1.5. Context of the study

As this thesis deals with teacher preparation in Indonesia, an overview of the education system of the country, the teaching profession as well as teacher education, is briefly elaborated below.

1.5.1. A brief overview of education system in Indonesia

Indonesia is one of the most culturally diverse and populous countries in the world. It is an enormous archipelagic country with more than 13,000 islands, inhabited by over 250 million people. This massive population, as well as the geography, creates some challenges to improve education quality and equality: Indonesia has over 54.8 million students (the third largest in Asia and fourth in the world) and over three million teachers distributed in 33 provinces (MOEC, 2013).

The education system in Indonesia is managed by two ministries: the Ministry of Education and Culture and the Ministry of Religious Affairs (Kurniawati, Suryadarma, Bima, & Yusrina, 2018). There are two categories of schools under the Ministry of Education and Culture, namely public and private schools. Public schools are administered by the government, while private schools by private educational institutions, which can be religion-based or non-religion-based. Both public and private schools under the MOEC follow the national curriculum, while the schools under the Ministry of Religious Affairs focus on Islamic education.

Formal education in Indonesia is divided into four phases:

six-years of primary school	: grade 1 – 6 (aged 7 – 12 years old))
three- years of junior high school	: grade 7 – 9 (aged 13-15 years old)
three-years of senior high school	: grade 10 – 12 (aged 16-18)
tertiary education	: aged ≥ 18 years old

The first nine years of formal education (primary and junior high school) are compulsory for school-age citizens as mandated by the Law no 20/2003. After completing the nine years of schooling, students who intend to pursue further education can select a general senior high school or vocational senior high school. The general secondary schools aim to prepare students to go into higher education, while vocational education aims to prepare students to enter workplaces. However, in recent times, there is an increasing tendency of graduates from vocational education to continue their study at the tertiary level, which is fully open to them. There are some options of higher education in Indonesia: academies (1-3-year diplomas), polytechnics (diploma in sciences), universities (4-year bachelor degree and graduate programs), and subject-specific institutes.

1.5.2. The status of teachers in Indonesia

Historically, after the independence of Indonesia in 1945 and until the 1970s, teaching was considered to be a prestigious profession (Rahman, 2016). The students who could pursue teaching were only those with high performance and high social-economic status. However, the status of the profession declined after that period due to the very urgent need for teachers in Indonesia. The government attempted to bring the Indonesian citizens to a higher level of literacy in the Indonesian language, and many new teacher training programs were created to fulfil this need and produced a vast number of teachers. However, the quality was not given adequate attention at that time as the number of teachers was prioritised. As a result of the urgency to recruit a great number of teachers in a relatively short time, it became difficult to monitor the quality of teachers entering the profession.

In fact, because of this initiative, teacher supply became bigger than the demand and this affected the teaching profession economically. Due to the over-supply of teachers, the 2007 World Education Indicators reported that teachers in Indonesia were underpaid compared to those in other countries (Jalal, Samani, Chang, Stevenson, Ragata, & Negara, 2009). This has become another serious issue for the Indonesian government.

The over-supply and distribution of teachers have become a crucial concern in Indonesia as this greatly influences the quality of education nationally. Every year, there are thousands of graduates from teacher education institutes all over Indonesia. However, a study by Chang et al (2014), reported that only 53 % of teacher training graduates could be employed as teachers in Indonesian schools. The situation may be due to the uneven distribution of newly graduated teachers. This unequal distribution is a problem that is largely caused by the geographically disparate areas of the country; some schools are in remote areas where means of transportation and communication are still very limited. Few teacher candidates are willing to go to those areas.

The unequal distribution of teachers also affects teachers' workload and may eventually affect teachers' quality. Concerning teachers' workload, the number of teaching hours varies according to school levels and regions. For example, a study completed by the World Bank in 2005 in Indonesia reported that the average workloads of primary school teachers were higher than the workloads of junior high school teachers with 24.7 hours compared to 17.3 hours. Geographically, according to Jalal et al (2009), the workloads of teachers in remote areas were the highest, which

indicated the under-supply of teachers in these areas and the unequal distribution of teachers across the archipelago.

Chang, Chu-Chang, Ragatz, De Ree, Shaeffer, & Stevenson (2014) reported that teaching in Indonesia was considered a low-status profession, in terms of educational qualifications, competence in subject matter and pedagogy and motivation to teach, compared with other occupations and teachers in the neighbouring countries, such as Singapore and Malaysia. However, since the Teacher Law was issued, which requires a teacher to hold a four-year bachelor or diploma degree, there has been great progress towards the number of teachers holding academic qualifications. According to the Statistics Bureau of the MOEC (2016), the number of teachers (in primary schools, junior high schools, general and vocational senior high schools) in Indonesia who meet the minimum academic standard has reached over 85%. In terms of salary, Arze del Granado, Fengler, Ragatz, and Yavuz (2007) suggested that teachers were considered underpaid when compared to other professions with similar academic qualifications. Despite these challenges, the Indonesian government has increasingly given attention and been committed to investing in the advancement of education quality for students. The present regulation on National Education and the Constitution Amendment III (Law no 3/2003) emphasises three aspects. First, all school-aged Indonesian citizens have the right to education. Second, the government is responsible for financing a nine-year basic education program without charging fees (applicable to all primary and secondary public schools), and third, the government is mandated to allocate 20% of its total expenditure on education to improve the quality of teachers and learners.

Due to the national education policy and an effort to actualise quality education, the Indonesian government issued Law no. 14/2005 on teachers and lecturers (henceforth called Teacher Law). This law introduces important changes to the employment conditions for teachers as well as university lecturers, including the requirements for the academic qualification as well as the profession certification. The law also sets professional standards for teachers, which consist of pedagogical competence, personal competence, social competence, and professional competence. These teacher standards emphasise that the teaching profession comprises and integrates multiple dimensions to accomplish the expected quality.

In the development of all the laws in education since 2009, the government has allocated 20% of the total national expenditure to support the education sector. One of the aims of this

investment is targeted at increasing teacher quality as well as improving teachers' health and wellbeing. This era of policy development marked the start of education reforms in Indonesia. It highlights the national commitment to preparing prospective teachers to improve education quality in Indonesia. Accordingly, to provide a more comprehensive context, the next section presents an overview of teacher education in Indonesia to understand the process of formal teacher preparation.

1.5.3. Teacher education in Indonesia

This section presents the development of teacher education in Indonesia from around its independence up to the present time. It aims to provide a comprehensive understanding of the efforts to enhance teacher quality in Indonesia.

1.5.3.1. The history of teacher education

Indonesia was initially introduced to the stratified school education system in the mid-20th century, particularly around 1942. At that time, during Dutch colonisation, schools were categorised according to socio-economic status, for example, schools for the Dutch, Indonesian aristocrats and schools for villagers. This kind of school stratification affected the system of teacher education in Indonesia, which was also stratified (Fahriany, 2016).

During Dutch colonialisation, there were two kinds of teacher education (Fahriany, 2016). The first teacher education program produced primary school teachers. This was a two-year program after completing a two-year secondary school course. The second teacher training was a four-year teacher education program that trained prospective secondary school teachers, which was called Normal School.

After Indonesia achieved its independence in 1945, education became democratic - for all citizens. Teacher education also went through some phases of development. In 1945 – 1954, teacher education in Indonesia continued following the Dutch system, in which teacher education programs were divided into two categories. The *Sekolah Guru Bawah/SGB* (Lower Teacher Training School, equivalent to the Dutch Normal School) was a four-year education after six-year primary school, which was aimed to produce teachers for primary schools. The other program

offered aimed to produce Junior High School teachers with a three-year education after Junior High School and recognised as *Sekolah Guru Atas/SGA* (Upper Teacher Training School).

A short course in teacher education was initiated by the Ministry of Education and Culture in response to accelerating and upgrading education quality in Indonesia after 1950. It was an emergency teacher-training program after six-year elementary education was proclaimed compulsory. However, this short program, as well as the SGB, was phased out in 1957 as the government considered the necessity to improve teachers' education qualification. Then, formal teacher education that aimed to produce secondary school teachers was offered to high school graduates until 1954. This program allowed specialisation in subject courses. Teacher candidates who wanted to be Junior High School teachers were required to take *Pendidikan Guru Sekolah Lanjutan Pertama* /*PGSLP* (Junior High School Teacher Education). *PGLSP* was a one-year teacher-training program for Junior High School teachers, while those who intended to become Senior High School teachers must take B1, which was a two-year program on specified subjects, and another two years of B2.

The development of teacher education shows that the Indonesian government set increasingly higher academic qualifications for teachers. The initial higher education for teacher education, which was named *Perguruan Tinggi Pendidikan Guru/ PTPG* (Teacher Education College) started in 1954 and offered two programs: a three-year Bachelor degree and a five-year *Doctorandus* degree. In 1957, this teacher college was assimilated into a university and became the Faculty of Teacher Education. With the presidential decree of January 3, 1963, the Teacher Education Faculty became an independent institute and was named *Institut Keguruan dan Ilmu Pendidikan/*IKIP (Teacher Education Institute).

Currently, all IKIPs in Indonesia have expanded and become universities that can accommodate more various disciplines and teacher education is one of the disciplines. The Jesuit Teacher Education Institute in Yogyakarta initiated the transformation of IKIP into a University. The former teacher education institute has become one of the faculties in the university. This major change of this institute was then adopted and followed by other teacher education institutes, both public and private institutes.

1.5.3.2. Teacher education at present

Teachers' academic qualification has increasingly been given more attention in Indonesia. As a way of ensuring a quality education system, the Indonesian government has focused on increasing the professionalism of teachers. According to Law no 16/2005, all teachers are required to obtain a tertiary degree in education.

Teacher education programs in Indonesia are at present categorised as *Lembaga Pendidikan Tenaga Keguruan*/LPTK (Teacher Training Institutes). They essentially aim to produce professional school teachers. There are several teacher education programs offered in Indonesia, namely early childhood education (*Pendidikan Anak Usia Dini*/PAUD), primary school teacher education (*Pendidikan Guru Sekolah Dasar*/PGSD), subject-specific teacher education which primarily produces secondary school teachers, and vocational school teacher education (such as special education and physical education). At the time of this thesis writing, according to the Director of Learning, Ministry of Research, Technology and Higher Education Directorate General of Resources for Science, Technology and Higher Education (2015), the number of LPTKs all over Indonesia has reached 421, consisting of 41 government LPTKs and 380 non-government LPTKs.

A four-year Bachelor degree program is the minimum academic qualification school teachers should obtain according to the Indonesian Minister of Education and Culture (MOEC) Law Number 14, 2005. This program can be undertaken by those who have completed their secondary school education. To obtain the certificates of completion for the degree, according to the National Standard of Higher Education (Higher Education Ministerial Regulation number 44/2015), LPTK students are required to pass at least 144 credits (and maximum 160 credits) consisting of coursework and teaching practicum within four years.

Another component within the MOEC Law Number 14, 2005 is teacher certification. In accordance with the act, qualified in-service teachers at both public and private schools are required to obtain their teacher certification. Once obtained, teachers are entitled to receive a doubled income and are required to fulfil 24 teaching hours per week and some other administrative responsibilities. Soon after the act was issued, the Ministry of Education assigned some LPTKs to run the teacher certification program. Initially, there were two ways of gaining teacher certification. Those who met the standard requirements submitted portfolios of relevant

academic documents, while the rest should join a 90-hour training program held by appointed LPTKs. However, the portfolios were recently discontinued. In addition to the 90-hour upgrading training programs, a one-year teacher professional program, which is called *Program Profesi Guru* (PPG), was introduced. There are two kinds of PPG organised by appointed LPTKs. First, it is intended for in-service teachers who are not certified yet and, second, it is intended for pre-service teachers (those who have just completed the Bachelor degree). After completing PPG, they will be considered as competent teachers and accordingly, they need to fulfil the required responsibilities of teachers in schools and have the right to the monthly teacher certification incentive.

The certification aims to establish a teacher quality benchmark in Indonesia (Jalal et al., 2009). The Teacher Law regulates that the minimum required qualification for pre-school teachers is a four-year diploma or Bachelor majoring in early childhood education or psychology. For the primary school level, teachers are required to obtain a four-year diploma or a four-year Bachelor degree in primary school education or psychology. For secondary school teachers, they should complete a four-year accredited diploma or Bachelor degree, specialising in a disciplinary subject relevant to high school courses. In Indonesia, secondary schools refer to junior, general and vocational senior high school. The third program is intended to prepare teachers for working with children with special needs. They are required to earn a four-year diploma or four-year Bachelor degree in special education from an accredited institution.

The teacher certification system, which carries a significant financial incentive for teachers, has increased the number of high school graduates who want to become future teachers, as well as the number of teacher education programs throughout Indonesia. Such phenomena can be viewed as a positive development as the teaching profession is attracting the younger generation. However, there is also a consequence of the phenomena. The competition among teacher education graduates will be tighter as the number of teacher graduates exceeds the demand. This situation is caused by the fact that currently, each teacher education institute has the autonomy to determine the number of enrolled students (OECD & ADB, 2015). To address this situation, the effectiveness of the teacher educations program is crucial to produce quality future teachers.

Standards for teaching are evidently important for teacher candidates to understand, as these standards designate essential elements to obtain the expected quality of teachers. In

Indonesia, the standards are formulated into four main strands, which comprise competencies in pedagogy, personality, social and professional skills as elaborated in Law Number 16, 2007. These four strands are elaborated into core competencies and teachers' competencies at every level of education (pre-school, primary school, and secondary school), and eventually special competencies according to the disciplines of study will be produced.

In addition to providing guidelines for future teachers, the standards show that the teaching profession involves a number of interrelated factors that teacher candidates should be aware of. This implies that teacher education plays an important role to prepare student teachers to be competent and ready to enter the teaching profession. Therefore, understanding pre-service teachers' formation is crucial to ensure a sense of preparedness for the profession. Addressing the need to prepare future teachers well, this study is concerned with unravelling the factors that impact on pre-service teachers' sense of preparedness for the profession.

The English language is one of the compulsory subjects in secondary schools and some primary schools in Indonesia, so English language teachers are in high demand nationally. By focusing on English language teachers, this study will, therefore, offer insights into the experiences of a group of pre-service teachers who are considered fundamental to the future of Indonesia's education system. The following section will describe the current condition of English language teaching to offer a more complete understanding of the context and focus of this study.

1.5.4. English language teaching (ELT) in Indonesia

English is one of the dominant foreign languages learned and used in Indonesia. This language is considered to be important in Indonesia as it enables the country to access worldwide information in various areas, including education. Lauder (2008) has noted that the use of English in Indonesia has vastly developed and assisted to build the educational competency of the nation, which eventually requires quality English language teachers to fulfil the demand. Interestingly, research has shown that students enrolled in the English language teacher education program had diverse reasons when entering into the teacher education program (see Kuswandono, 2014; Suryani, 2017). Therefore, English language teaching in Indonesia is a crucial lens through which to explore the improvement of the quality teachers in Indonesia.

English language teaching in Indonesia can be divided into three periods, pre-independence, early independence, and later independence. The first period was during the Japanese colonial era. In early 1942 (pre-independence), Dutch (as the language of the former colonist) and English were forbidden all over Indonesia. Only the Malay language, which was then called *Bahasa Indonesia*, was taught extensively, accompanying Japanese.

English teaching in Indonesia started around the early 1900s to replace French. English was a compulsory subject for junior secondary school students at that time. The teaching of English was considered successful at the time in the sense that the secondary school graduates could read, speak, and write well in English; however, during that time in Indonesia, only children with middle- and upper-class social status were allowed to go to school (Mistar, 2011).

The second period of English teaching in Indonesia began right after the Independence Day of Indonesia on 17 August 1945. Instead of Dutch, which belonged to the country that had colonialised Indonesia for more than 300 years, English was adopted to be a foreign language to assist Indonesian people to communicate internationally. Since then, the English language has been a compulsory subject in secondary schools and nationally examined in grades 9 and 12.

In the early 1950s, the third phase of the teaching of the English language in Indonesia, the number of children enrolling in schools increased drastically. This brought two major problems: the first problem was the introduction of the lack of qualified English teachers into the system and the other, related problem was caused by the fact that the English teachers did not use the English language as the main medium of instruction in class (Marcellino, 2008). In order to solve the first problem, several forms of teacher education were established. Initially, teachers in secondary schools were recruited from second-year university students of any major study.

The effort to improve English teacher quality did not stop in the formal educational sector. Some Indonesian academics who were concerned with English teaching launched a national forum for English teaching, TEFLIN (Teaching English as a Foreign Language in Indonesia) in 1973. Since then, this association has assisted to form language policies and practices (Lie, 2007), as well as initiated annual conferences that have been attended by national and international participants and have also published an accredited journal.

As the first foreign language in Indonesia, English officially became a compulsory subject in all secondary schools in the 1970s. The curriculum of English for secondary schools was first

standardised in 1975 and has been updated several times up to the present time: 1984, 1994, 2004, 2006 and most recently in 2013. Some changes have been made in terms of objectives and teaching approaches to adapt to changing needs. One example of the changes in the curriculum policy was that the 1994 curriculum allowed English to be taught to primary school students starting from year 4. However, this policy has generated some debates in terms of the significance of teaching a foreign language to primary school students, when these students are considered to be in the process of developing their local and national languages.

In the 21st century, the use of the English language is becoming popular among the younger generation in Indonesia. Some primary schools have included English as a compulsory subject in the curriculum (see Zein, 2016, 2017). Besides, in the technology-rich era, exposure to the English language, through movies, advertisements, TV programs, and newspapers, can be found extensively outside classrooms every day. The increasing growth of English use presents a challenge for teachers of English in schools. They are expected to be prepared with broader knowledge of the language as well as to be ready for engaging teaching strategies. Therefore, there is an urgent need to provide a sufficient number of teachers who are competent in this field and ready to adjust to the dynamic needs, for English is a mandatory subject in high schools. Well-prepared English teachers are in high demand to serve society's needs. This implies that a sense of preparedness for teaching is an essential factor for future English language teachers to support the accomplishment of quality teaching. Research has suggested that pre-service teachers' sense of preparedness is likely to influence their teaching performance (Housego, 1990).

The factors outlined above concerning education, teachers, and teacher education in Indonesia form the contexts within which this study is situated. There have been numerous investigations on teacher education regarding the preparation of teachers around the world (see Brown, Lee, & Collins, 2015; O'Neill & Stephenson, 2012a). However, very limited research in this area has been completed and published in Indonesia, or specifically concerned with English Language teachers and teaching.

The present study is also driven by the researcher's personal interest in pre-service teachers' professional development. It is closely related to her background as a teacher educator. Therefore, in the following section, a story about the author is presented to explain the researcher's background.

1.6. A personal view

In 1991, as a very young girl graduating from senior high school in Yogyakarta, a small city in Java, Indonesia, I had no clear destination regarding where to continue my study. I took entrance tests to three universities in Yogyakarta. At that time, my dream was to be accepted by a well-known public university in my hometown: however, I failed the test. I was accepted into two other private universities, one was for English language education. Following the suggestion of my parents, I decided to enter the English Language Education Department of the Teacher Training Faculty. My mother advised me that, for a woman, it was easier to get a job as a teacher. Besides, English language teachers were needed everywhere. No doubt, their view had been shaped by their own experiences. My late father was a maths lecturer in a non-government university, my late mother was a math teacher in a government senior secondary school, and my eldest brother is an English teacher in a vocational secondary school.

Despite this family history, I was not too enthusiastic about becoming a student of the Teacher Training Faculty because I never planned to be a teacher and English was not my favourite subject when I was in senior high school. My dream had been to work in a bank, sitting behind a desk: I thought that was a more prestigious profession.

My journey in completing my teaching degree was challenging, as I was required to undertake courses that did not interest me very much. Pursuing an unclear and unwanted path required a great deal of perseverance. A sense of inferiority and a lack of confidence when speaking English in front of my classmates and lecturers dominated my first year. Although I had started the degree, becoming a teacher was not my intention; I considered it a last resort. Regarding the course itself, completing all the subjects related to the English language seemed much easier than understanding those associated with pedagogy. It was extremely hard for me to comprehend subjects that were beyond my knowledge and experience. They were subjects that were completely abstract, and which I thought were not practical, such as Philosophy of Education, Psychology of Teaching and Learning, Teaching Approaches, and Instructional Design. I failed to understand the significance of studying these areas until I did my teaching practicum in a secondary school.

However, in spite of the challenges, I did not give up my study. I persevered and completed all the assignments in a timely fashion, trying to do my best. During my five-year journey, I joined various programs, both academic and non-academic. Obtaining good academic results throughout

all semesters improved my confidence, but I felt it was not the only factor influencing my decision to become an English teacher. In fact, the in-school teaching practicum and experiences as a tutor in some English language courses for children also contributed to my developing passion for teaching and I began to enjoy working more with younger people. I felt happy and gained a sense of achievement every time my students could understand and enjoy the lesson. Additionally, interactions with peers outside the classroom, such as participating in students' organisations, musical dramas, and retreats, also shaped who I am now. I believe my persistence as a student, my parents' encouragement, the knowledge I was developing and my experiences as a student contributed to what I now identify as a passion.

In 1996, I joined a teacher education program as an academic, and since then I have spent my time working as a teacher educator at the English language education department in a student-populated city of Indonesia. My profession as a teacher educator for over 15 years has given me opportunities to encounter different characteristics of student teachers. Interestingly, I have met students who share similar experiences to mine. They have entered the program without realising what they were being prepared for. Occasionally, I have encountered students who really struggled in undertaking their academic journey, and as head of the program, I have met those who decided to withdraw from their studies. I am always eager to see the extent of changes in my students, particularly in those who had not really shown any interest in becoming teachers at the beginning of their program, and who passionately decide to become teachers or instructors after they graduate. For me, this is a notably interesting phenomenon. It raises the issues of what had made teacher education graduates feel ready and enthusiastic to become teachers, and what role the initial teacher education plays in supporting graduating teachers to feel prepared for the profession.

This story is my own reflection, which raised my awareness of the need to investigate further pre-service teachers' feelings of preparedness to teach, particularly in the context of Indonesia.

1.7. The organisation of the thesis

This thesis consists of eight chapters, as follows: **Chapter 1** introduces the rationale for this study from diverse perspectives, which include personal and global views, to provide an understanding of the need to investigate pre-service teachers' feelings of preparedness to teach in the context of

global drives to produce quality teachers. Then, a brief overview of the context of the study, namely Indonesia, particularly related to teacher education, is described. The remaining sections focus on the aims, the research questions, and the significance of the study.

Chapter 2 presents a review of the literature. In this chapter, prior research and discussion are described to provide empirical contexts around the field of the project. The literature synthesises the sense of preparedness for teaching, the factors that relate to the sense of preparedness for teaching including the teacher education program dimension and personal dimension.

Chapter 3 elaborates the research methodology of the study. This chapter includes the rationale for using the mixed-methods design, the setting of the study, participants, data collection, triangulation of data, and data analysis approaches.

Chapter 4 and **Chapter 5** focus on the results of the mixed-methods study. The results of the statistical analysis of the survey will be described in Chapter 4, while the results of the thematic analysis will be presented in Chapter 5.

Chapter 6 consists of two major sections, namely a model of pre-service teachers' preparedness for teaching and discussion of the model. The model is the result of integrating the quantitative and qualitative data. A discussion on this integrated model will be elaborated in detail after that.

Chapter 7 is the final chapter of this thesis, which consists of conclusions and recommendations. Recommendations are proposed with regard to four key stakeholders/areas: teacher education programs, teacher educators, students of teacher education, and future researchers.

Chapter 2 **Literature Review**

2.1. Overview

This chapter presents a review of relevant literature to provide a research base for this thesis. The current research aims to explore factors which have an impact on pre-service teachers' preparedness for the teaching profession in the Indonesian context, and how the factors interplay to contribute to the professional formation of a teacher. This literature review includes theoretical, practice-based, and individual dispositional aspects that are associated with pre-service teachers' professional development.

This literature review is elaborated in three main sections. The first section is concerned with pre-service teachers' sense of preparedness for teaching in the context of research about teacher quality. Second, the discussion will be focused on teacher education programs and personal dimensions that research has shown to influence pre-service teachers' feelings of preparedness for teaching. Finally, as the pre-service teachers recruited to take part in this study were English language teachers, the review will turn to studies in the area of English as a Second/Foreign Language teaching, and research that intersects with the focus of this study.

2.2. A sense of preparedness for teaching

Pre-service teachers' sense of preparedness or readiness for teaching is a key factor in a journey of becoming a successful teacher. It is a condition where pre-service teachers feel ready to execute their teaching competencies, including cognitive and affective aspects that they have learned and practised in the teacher education program. This section will consider research that has emphasised the importance of understanding pre-service teachers' sense of readiness.

Research on pre-service teachers' feeling of preparedness to teach has been conducted internationally across a range of disciplines, such as EFL/ESL (Faez & Valeo, 2012), teaching art (Hudson & Hudson, 2007), ICT (Chigona & Chigona, 2013); stages of schooling, including early childhood education (Onchwari, 2010), primary education (Mutisya, 2015; Turner, Jones, Davies, & Ramsay, 2004), and national contexts, which include Indonesia (Abdullah, 2017; Aditya & Muhammad, 2016), Australia (O'Neill & Stephenson, 2012a; Turner et al., 2004;), Turkey

(Akdemir, 2019), Canada (Farahnaz & Antonella, 2012), and the US (Brown, Lee, & Collins, 2015; Kim, An, Bell, Jean Sigur, & Basch, 2018). This indicates that a sense of readiness for teaching is considered an essential component in pre-service teachers' professional growth.

Pre-service teachers' sense of readiness for teaching appears to significantly influence their self-efficacy in teaching. Housego (1990) has argued that it is essential to explore pre-service teachers' preparedness for teaching as this element potentially affects their professional capabilities to teach in the classroom. Giallo and Little (2003) added to the body of literature on preparedness for teaching with their study conducted in Melbourne, Australia. The results of their study, which involved graduate and student teachers, suggested that there was a positive correlation between self-efficacy, particularly in behavioural management, and the feeling of preparedness. Consistent with Giallo and Little (2003), in the field of early childhood education in the US, Kim et al (2018) also found the significant relationships of teacher candidates' sense of self-efficacy in teaching and preparedness for teaching.

Research has underlined that a sense of preparedness for teaching is uniquely related to a specific task or is competency-based (see Rowan & Townend, 2016; Siwatu, 2011; Turner et al., 2004). Turner et al (2004) suggested that student teachers' feeling of preparedness appeared to be specific to certain teaching competencies. In their investigation, the participants felt more prepared in handling class practices rather than more general teaching tasks, such as communicating with other school community members. Further, based on a mixed-methods study that included newly graduated teachers, Rowan and Townend (2016) identified three specific aspects of teaching where the participants felt less prepared, namely teaching students with diverse abilities, supporting students with a disability, and communicating with parents. Similarly, Abdullah (2017) conducted a mixed-methods study in a teacher education institution in Indonesia. The study aimed to examine pre-service math teachers' level of readiness to teach by assessing their professional knowledge, professional practices, and professional attitudes. The results indicated that the participants felt more prepared in the two aspects of preparedness, namely professional practices and attitudes, while less prepared in professional knowledge. Overall, the study demonstrated that the participants' sense of preparedness for teaching was at a moderate level.

In addition to teaching competencies, Siwatu (2011) claims that school sites can also influence teacher candidates' feeling of preparedness to teach. An investigation conducted in the

US, with prospective elementary, middle, and high school teachers as participants, demonstrated that the level of perceived readiness for teaching and confidence of pre-service teachers who were teaching in suburban schools was higher than those who were teaching in urban schools.

More investigations have suggested the relationships between the feeling of preparedness to teach and other constructs to support pre-service teachers' professional growth. Research has strongly demonstrated the contribution of elements of teacher education, in terms of knowledge and field practices, to pre-service teachers' preparedness to teach in various disciplines, such as arts (Hudson & Hudson, 2007), health and physical education (Swabey, Castleton, & Penney, 2010), mathematics (Casey & Childs, 2011), and primary education (Brown et al, 2015). Lee et al (2012) conducted a pre-experimental study with a one-group pretest-post test design that aimed to explore the effectiveness of teaching experiences regarding teacher candidates' perceptions of their preparedness to teach. A survey was used to measure preparedness on pedagogical content knowledge, planning, and preparation for instruction, classroom management, family involvement, and professionalism. The results support the significant contribution of teaching practicum to pre-service teachers' perceived preparedness and self-efficacy in teaching, particularly in regard to teaching knowledge and skills. With the same purpose, Brown et al (2015) conducted action research with mixed-methods design and reported the results that support Lee et al (2012). More specifically, Brown et al (2015) identified three aspects of teaching practicum that contributed most, namely practical teaching experiences, observations of experienced teachers teaching in class, and relationships with cooperating teachers. These two studies exemplify the significant role of teaching practicum in pre-service teachers' feeling of preparedness to teach.

A strong sense of preparedness has been shown also when coursework and practicum experiences in pre-service teacher education programs align. Onchwari (2010) suggests that it is important to include theories on how to handle students' stress in the teacher education program. She also highlighted the important role of teaching practicum supervisors to assist pre-service teachers to cope with students' stress. Further, O'Neill and Stephenson (2012a) revealed the contribution of theories, particularly related to classroom management, in shaping pre-service teachers' professional competencies. Their study demonstrated that the completion of a classroom management course significantly increased the participants' feeling of readiness for teaching and other teaching competencies.

In addition to the influences of theories and practices, previous studies have revealed that pre-service teachers' perceived readiness for teaching can also be an indicator of teacher education effectiveness (see Ingvarson, Adrian, & Kleinhenz, 2007; Stites & Rakes, 2019; Turner et al., 2004). Based on a survey study that included registered teachers in the state of Victoria, Australia, Ingvarson et al (2007) suggested that teachers who feel well-prepared are those who have completed pre-service courses focusing on content knowledge and students' learning, as well as having the abilities to diagnose students' competencies and to plan class programs.

To this point, the review of the literature has demonstrated that a sense of preparedness is a crucial construct in pre-service teachers' professional growth towards becoming accomplished teachers. Understanding this complex construct is essential for teacher educators around the world in guiding future teachers in their professional journey. However, in the context of Indonesia, very few published studies explore pre-service teachers' feeling of preparedness for teaching and the factors that influence their preparedness for teaching, particularly in the area of English language education. Considering the urgency to investigate this construct among prospective teachers in Indonesia, the current study is needed. The succeeding sections describe in more detail the factors that have the potential to affect pre-service teachers' sense of preparedness to gain a better and broader understanding of the study.

2.3. Potential factors relating to perceived perceptions of preparedness for teaching

The previous section synthesises the existing research directly addressing pre-service teachers' feelings of preparedness for teaching. This section considers research into the factors that have been identified as important to a teacher's journey towards practice and may affect the feeling of preparedness for teaching. These factors are presented in two main subsections: the teacher preparation dimension (teacher education program) and the personal (dispositional) dimension.

2.3.1. Teacher education program dimension

The importance of teacher education has historically been debated mainly from social and political viewpoints including its position in society, its challenges to claim teaching as a profession, and the changing supply and demand for teachers (Ell, Simpson, Mayer, McLean-Davies, Clinton, & Dawson, 2019; López Solé, Zaragoza & Díaz-Gibson, 2018; Scottish Government, 2010) . The teacher education program is an official course future that teachers undertake to initially learn and

develop teaching competencies. Even though there is no ideal teacher education, research has strongly highlighted that the various aspects of teacher education create a great impact on teaching and learning in schools (Roberts-Hull, Jensen, & Cooper, 2015). Further, extensive research strongly suggests that the teacher education program plays a significant role to officially prepare prospective teachers to be professionals (Clark & Newberry, 2018; Ingvarson & Rowley, 2017; Jenset, Klette, & Hammerness, 2018).

Previous studies focusing on teacher education have enriched current knowledge in this area. A systematic review by Cochran-Smith and Fries (2008) synthesised more than 450 empirical studies from the 1920s until 2005. They believed that there was a dramatic change in research on teacher education in the United States during that period. The review indicated four dominant approaches that were used to investigate the issues in teacher education, namely teacher education curriculum, teacher training, learning process, and educational policies. This review shows that investigations on teacher education develop continually. Further, Roberts-Hull et al. (2015), who recently evaluated teacher education programs in some countries, including the US and Australia, identified common challenges of teacher education, such as outdated teaching practices, insufficient subject matter knowledge, and an inadequate link between theory and practice.

It is noticeable that prior research has demonstrated the complexities of preparing future teachers. The process involves multiple factors that are interdependent, including policies, stakeholders, learning, and practical experiences. As this study aims to explore pre-service teachers' preparedness for teaching and its influencing factors, the ensuing sections discuss key interrelated components of teacher education, namely theoretical foundation, field practice, mentoring, and reflective practices.

2.3.1.1. Theoretical foundation

A wealth of studies has strongly confirmed that learning about theories associated with teaching significantly contributes to pre-service and in-service teachers' professional development, including teacher candidates' sense of preparedness for teaching. There has been considerable discussion on what knowledge a teacher should learn and acquire (see Darling-Hammond, 2005, 2006a; Shulman, 1987, 2013). According to Shulman (1987), the sources of teaching knowledge can derive from four dimensions. The first dimension is the *scholarship in content disciplines*.

This source relates to knowledge of subject-specific matters, such as literature, history, science, and mathematics. Prior research confirms that teachers' subject content mastery may influence their abilities to assist students to learn (see Ball, Thames, & Phelps, 2008). Second, *educational materials and structures*, such as curriculum, tests, hierarchies of institutions, professional teacher organisations, should be created. The third dimension is *formal educational scholarship*, which is the understanding of the underlying principles of schooling, teaching, and learning, which include relevant research findings, human development, and educational philosophy. Shulman (1987) emphasises the necessity for teachers to update themselves with more recent research to understand the processes of teaching and learning. *Wisdom of practice* is the final dimension of knowledge. This refers to gaining opportunities to learn good pedagogical practices from more experienced teachers (Shulman, 1987).

Furthermore, Shulman (1987) emphasises the importance for teachers to acquire pedagogical content knowledge (PCK), which is the integration of pedagogical knowledge and content knowledge. According to Shulman, PCK is a professional indicator that distinguishes teachers from other professions. Research has been conducted to understand the nature of PCK further in different subjects, such as science (see Abell, 2008; Loughran, Berry, & Mulhall, 2012), mathematics (see Depaepe, Verschaffel, & Kelchtermans, 2013; Hill, Ball, & Schilling, 2008), and social studies (see Gudmundsdottir & Shulman, 1987). Loughran et al. (2012) highlight that PCK is an indicator of teachers' expertise. In line with this, Depaepe et al (2013) conducted a systematic review that aimed to understand how PCK was defined in mathematics education. This review identifies various definitions of PCK that affect different ways of investigations in order to approach the studies. For example, PCK is an intersection of pedagogy and content knowledge, teachers' practical knowledge, dynamic knowledge which allows teachers to reconsider and modify their knowledge through reflections and action. Richardson, Laurel, Byrbe, and Liang (2018), based on a mixed-methods case study, emphasise the importance of strengthening pre-service teachers' PCK by synergising content and pedagogical knowledge to increase their self-efficacy in teaching.

With the advancement of technology, Technological Pedagogical Content Knowledge (TPCK or TPACK), which is an integration of technology, pedagogy, and content knowledge, is considered crucial for teachers (Koehler, Mishra, & Cain, 2013). This relatively recent knowledge was built on Shulman's PCK. Considerable research has attempted to explore TPACK among pre-

service teachers in different fields, such as English as a Foreign Language (Jalil and Yousefifard, 2019), mathematics (Çetin, & Erdogan, 2018), and science (Bilici et al., 2013), and across countries including Finland (Valtonen et al., 2019), the United States (Mouza, Nandakumar, Ozden, & Karchmer-Klein, 2017), Malaysia (Lye, 2013), and Indonesia (Juhji, 2019). Those studies highlight the increasing relevance of technology to advance teaching and learning processes in class.

Prior research has suggested that knowledge of teaching plays a key role to prepare future teachers. This knowledge functions as a foundation to initiate the pre-service teacher's professional development and potentially has a significant influence on other aspects of pre-service teachers' professional growth, including a sense of self-efficacy in teaching (see Abbitt, 2011; Leader-Janssen & Rankin-Erickson, 2013) and preparedness for teaching (Lee, Tice, Collins, Brown, Smith, & Fox, 2012). It is evident that teachers' theoretical foundation is one of the crucial factors that should be taken into account in exploring pre-service teachers' sense of preparedness for teaching.

2.3.1.2. Field practice

A field practice for pre-service teachers, or teaching practicum, which is part of the teacher education program, is another crucial factor in the journey of becoming a teacher (Darling-Hammond, 2006b). El Kadri and Roth (2015) have claimed that teaching practicum has the potential to transform not only student teachers but also teacher educators and mentor teachers. Furthermore, Juuti, Christophersen, Elstad, Solhaug, and Turmo (2018) have demonstrated that practical experiences in school are likely to influence pre-service teachers' perceptions about their teaching capabilities, which are essential factors in a sense of preparedness for teaching. Therefore, field practice can be considered as a supportive as well as a challenging activity for pre-service teachers.

Research has demonstrated the influences of teaching practicum on other aspects of pre-service teachers' professional journey, including pre-service teachers' preparedness to teach (Brown, Lee, & Collins, 2015). Other studies revealed the relationships between teaching practicum and self-efficacy (Arslan and Ilin, 2018); work stress (Klassen & Durksen, 2014); openness to theory (Hascher & Hagenauer, 2016); and transformative locus (El Kadri & Roth,

2015). Brown, Lee, & Collins (2015) investigated the impact of teaching practicum on 71 pre-service teachers' sense of teaching efficacy and feelings of preparedness using a survey. The survey results demonstrated that there was a significant improvement after teaching practicum. Furthermore, Brown et al. (2015) also noted three essential aspects of teaching practicum that may contribute to pre-service teachers' professional competencies. They were related to instructional experiences, observation opportunities, and relationships with mentors.

Some investigations focused on obtaining more understanding of pre-service teachers' practical experiences. Lawson, Çakmak, Gündüz, & Busher (2015), in their systematic review on teaching practicum, reported that research in this field had been undertaken in different countries, including Australia, Malaysia, Thailand, and the Netherlands. They noted that most of the studies included a small cohort of pre-service teachers as their participants and mainly employed a qualitative research method. This implies that more studies with a greater number of participants and different research methods are required to broaden an understanding of this research field. Furthermore, the systematic review also revealed that previous investigations have suggested experiences and challenges encountered in teaching practicum significantly contribute to some aspects of pre-service teachers' professional growth, including pre-service teachers' feeling of preparedness for the teaching profession.

A gap between theory and practice is a common challenge faced by pre-service teachers in the pre-service phase (see Cheng, Cheng, & Tang, 2010; Korthagen, 2007, 2010; Nuthall, 2004). Cheng, Cheng, & Tang (2010) reported the inconsistencies between pre-service teachers' best teaching strategies and their most commonly used strategies. This study, which was conducted in Hong Kong, assessed pre-service teachers' considerations in teaching and the contribution of the teacher education program towards bridging the gap between theory and practice in particular. It required the fourth-year pre-service teachers to complete a survey and participate in interviews. The findings revealed that all participants preferred student-centred teaching strategies. Interestingly, from the interview results, only 23 participants indicated consistency in their views and their employed teaching strategies. Conversely, the rest of the participants viewed student-centred as the favoured teaching strategies, but they adopted both teacher-centred and student-centred in their teaching. This study exemplifies the difference between what pre-service teachers understand about teaching and their practice in class. These are all aspects that might impact on preparedness for teaching.

To address this issue of the theory-practice gap, recommendations have been made based on the previous studies in the field. Leiken, Levav, and Waynberg (2007) proposed the use of common language among professional community, including teacher educators and researchers, while Korthagen (2010) suggested that teacher education should consider using the 'realistic approach' which focused on a clear process of teacher training, pedagogical approaches, and staff quality. Further, McLean-Davies et al (2017) emphasise that it is essential for the university and the schools to have collaboration in translating theory into real practice.

Another common issue likely to occur in the early teaching experience is when pre-service teachers have to face an uncomfortable and new situation. This is referred to as 'reality shock' (see Caires, Almeida, & Martin, 2009; Gaede, 1978; Kim & Cho, 2014). Previous investigations have shown that the processes of pre-service teachers' preparation appeared to be one key factor to cope with reality shock. One of the examples of reality shock encountered by pre-service teachers is a result of classroom management (see Dicke, Schmeck, & Leutner, 2015; Megawati & Astutik, 2018). After completing an investigation on the major cause of reality shock, Dicke et al (2015) revealed that classroom management training was an effective way to prevent pre-service teachers from experiencing reality shock. Asrial, Syahrial, Kurniawan, Subandiyo, and Amalina (2019) have also identified common challenges faced by pre-service language primary teachers, including the implementation with the existing curriculum, inadequate competence of the targeted language, and students' motivation.

Previous studies have strongly confirmed that teaching practicum or field practice plays an extremely essential role in pre-service teachers' sense of preparedness for teaching. Teaching practices considerably develop pre-service teachers' knowledge and understanding of the teaching profession. In addition to theories and teaching practices, the research considers the significance of professional supports on this journey, which is elaborated in the following section.

2.3.1.3. Mentoring

Becoming a teacher is a complex process that involves a variety of factors. As discussed in the previous sections, theoretical knowledge and teaching practices are two key factors that play a part and significantly contribute to this professional journey of becoming a teacher. However, research has also suggested that theoretical learning and practical experiences during teacher training are

not, on their own, sufficient to accomplish professionalism, including the sense of preparedness for teaching. Pre-service teachers need other professional supports, especially from university-based supervisors, mentor school-teachers, peers, students, and other community staff, as revealed by prior studies.

Gaining support from others certainly contributes to pre-service teachers' sense of preparedness for teaching. In the field of teacher preparation, mentoring is conventionally defined as a relationship between more experienced teachers and less experienced teachers (Eleanor, Sandra, Ragins, & Kram, 2008; Kram & Isabella, 1985). Further, Kram and Isabella (1985) have argued that mentoring serves two functions, which relate to career and psycho-social functions: career functions included coaching less experienced teachers, supporting their enhancement, and offering challenges, while psycho-social functions aim to build trust between mentors and mentees as well as improve their personal and professional growth, such as identity, self-esteem, and self-efficacy. In line with Kram and Isabella (1985), Anderson and Shannon (1988) have also noted two important points of mentoring, namely an intentional activity, which refers to a mentor's duties, and a nurturing process as it aims to enhance mentees' professional growth.

Prior studies have also recommended that mentoring makes a crucial contribution to pre-service teachers' professional competencies (see Bang, 2013; Chizhik et al., 2018; Dixon et al., 2012). Ambrosetti (2010) synthesised the research literature on mentoring and identified various definitions of mentoring, which were inconsistent, and revealed various roles of mentors and mentees (Ambrosetti, 2010). For example, mentors could be supporters who provided personal and professional encouragement, role models who demonstrated professional behaviours, or friends who provided constructive feedback as well as companionship. Whereas mentees' roles were to perform required tasks, engage in professional conversations, and communicate openly with the mentors.

Furthermore, previous investigations have demonstrated the influences of mentoring on pre-service teachers' professional competencies, including knowledge (see Achinstein & Davis, 2014; Achinstein & Fogo, 2015; Mena, Hennissen, & Loughran, 2017; See, 2014), self-efficacy (Chizhik et al., 2018), professional identity (Devos, 2010; Izadinia, 2015), readiness to teach (Izadinia, 2017), and networking (see Hudson, 2012; Kemmis et al., 2014). For example, employing a quantitative approach, See (2014) has suggested that there was a significant

correlation between mentoring and pre-service teachers' knowledge, which included pedagogical content knowledge, knowledge on the subject matter, and knowledge on context.

The quality of relationships between a mentor and mentee in a field practice also influences pre-service teachers' feeling of readiness for teaching. Izadinia (2017) conducted a qualitative study that included two pre-service teachers. The report suggested that a mentor's styles considerably affected pre-service teachers' self-views as teachers (Izadinia, 2017). Further, this study suggests that personal connectedness, which indicates the closeness and friendliness of mentors to their mentees, is an emotional support for the mentees. Conversely, lack or absence of support from mentors may negatively affect the mentees' readiness to teach, as revealed by an investigation conducted in the USA (Durgunoglu & Hughes, 2010).

As shown by a number of research reports on peer mentoring (see Hoa Thi Mai & Nga Thi Hang, 2018; Kram & Isabella, 1985; Le Cornu, 2005) pre-service teachers develop their sense of belonging to teachers' community because of the role played by the peer mentoring. Le Cornu (2005) claimed that teacher education played an important role in providing opportunities to develop their mentoring skills as well as to actively participate in the mentoring process. Based on their study in Vietnam with pre-service language teachers as the participants, Hoa Thi Mai and Nga Thi Hang (2018) argued that peer mentoring, including peer observation and peer feedback, promoted and engaged pre-service teachers in reflective practices.

Prior research has suggested the significant roles of mentoring in pre-service teachers' professional growth. Therefore, it is important to explore further the potentials of mentoring in shaping pre-service teachers' preparedness for teaching.

2.3.1.4. Reflective practices

Reflection has been strongly believed as an important part in the formation of prospective teachers. Hatton and Smith (1995) in their review have identified a number of definitions of reflection in teacher education, such as reflection as an effort to look back past actions and reflection as a way to find a solution to a complex problem that requires careful consideration. Furthermore, they suggest that reflection in teacher education should be in a developmental sequence. For beginners, the reflection should be a simple form that discusses basic skills on a small scale. In this case, Ward and McCotter (2004) also highlight the importance to allow beginners to understand the

meaning of reflections. Then, when pre-service teachers are ready to step up to the higher level, they are expected to gain a more thorough understanding through 'reflection-on-action' that analyses one's teaching performance and 'reflection-in-action' that deals with their own actual teaching problems (Hatton and Smith, 1995).

A number of investigations that explore the roles of reflections in teacher education, including the contribution of reflection on teaching practices and personal development. Urmeneta (2013), for example, suggests that reflections have a significant contribution to pre-service teachers' teaching practices in Barcelona. Similarly, Yunus et al (2010) have reported that reflection reveals pre-service teachers' challenges when undertaking teaching practicum as well as their relationship with their mentors and supervisors. Interestingly, Meristo et al (2013) find out that a teaching practicum supervisor is an essential support for a pre-service teacher when reflecting on their past teaching practices. This study indicates that communication with a more experienced teacher may elevate pre-service teachers' self-efficacy.

Research has recommended the significant contribution of academic factors to support pre-service teachers' professional growth. The evidence has suggested that theories, field practices, mentoring, and reflections are the key elements of the teacher education program. These elements are assumed to have a significant influence on pre-service teachers' professional growth, especially their feeling of preparedness for teaching. Within the Indonesian contexts, there has been no substantive research exploring the contribution of teacher education to pre-service teachers' sense of preparedness for teaching. Therefore, more explorations on the relationships between the teacher education program dimension and a sense of preparedness for teaching are necessary to be conducted in Indonesia to gain a comprehensive understanding of pre-service teachers' professional growth.

In addition to the teacher preparation dimension, prior studies have also underlined that the process of becoming a teacher is a complex process that involves non-academic factors. Therefore, the ensuing section discusses the personal dimension that potentially contributes to pre-service teachers' professional journey.

2.3.2. Personal dimension

As discussed previously, becoming a teacher is likely to be impacted by multi-dimensional factors, and these are likely to impact on a teacher's sense of preparedness. In addition to teacher preparation dimension, research has demonstrated the important roles of personal factors in shaping pre-service teachers' professional journey, particularly the feeling of preparedness for teaching. The personal factors resonating across the research are self-efficacy, motivation, beliefs, attitudes, perseverance, and resilience.

2.3.2.1. Self-efficacy

Before reviewing this research, I will briefly explain the origins of the theory of self-efficacy, and how this theory has been taken up in education.

Self-efficacy was identified over 30 years ago as an important part of social cognitive theory. According to Bandura (2012b), a very well-known expert in self-efficacy, this theory, based on triadic reciprocal causation, emphasises the interplay of individuals' intrapersonal aspects including self-efficacy, behaviours towards the activity, and environmental aspects to produce human actions (see Figure 2.2). This implies that self-efficacy is influenced and shaped by other factors. Further, Bandura (2012) explains that self-efficacy influences individuals' actions through cognitive, motivational, affective, and decisional processes. Bandura (1982) argues that self-efficacy beliefs influence individuals' decisions, whether they want to take action or not, and these beliefs may determine how much effort and time they need to spend to complete the task. This shows the influence of self-efficacy beliefs on individuals' motivation and perseverance as well as resilience in coping with adversities (Beltman, Mansfield, & Price, 2011; Gibson & Dembo, 1984).

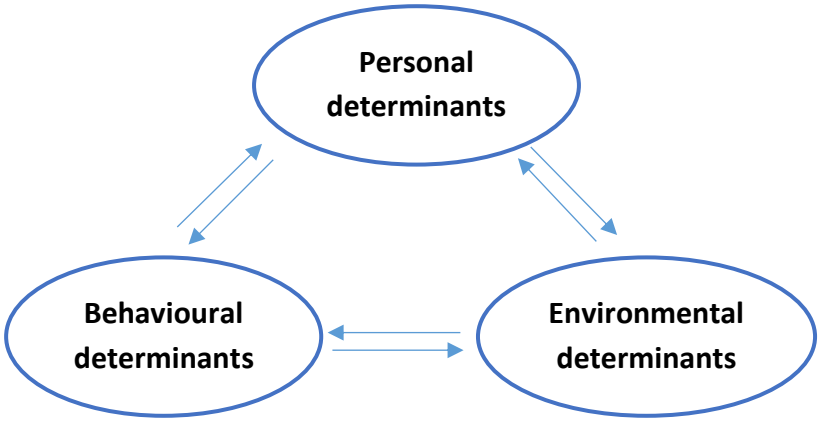


Figure 2-1 Triadic reciprocal causation

Bandura (1997) identifies that efficacy beliefs differ in *level*, *generality*, and *strength*. Further, he explains that *level* is the degree of complexity of the task. Someone might have different efficacy beliefs concerning a simple task, compared with a task that is moderately difficult or very demanding. In terms of *generality*, people may feel confident only in a particular activity or in a wider scope. Consequently, people who have strong efficacy beliefs are not easily beaten by hardship. The general rule, according to Bandura (1997) is the stronger people's sense of efficacy is, the more persevering they will be and the more successful the performance will be (Bandura, 1997). This situation indicates the *strength* dimension.

Self-efficacy beliefs have been extensively investigated in the context of pre-service and in-service teachers in various subject matters, such as science (see Czerniak & Schriver, 1994; Dede, Yilmaz, & Ilham, 2017; Menon & Sadler, 2016), literacy (Ciampa & Gallagher, 2018), EFL/ESL (see Choi & Lee, 2018; Mahalingappa, Hughes, & Polat, 2018; Wyatt, 2018; Zanoubi, Rasekh, & Tavakoli, 2018) and a number of countries, including Indonesia (Megawati & Astutik, 2018), Germany (Depaepe & Konig, 2018; Pfitzner-Eden, 2016), Hong Kong (Lai, Li, Ji, Wong, & Lo, 2016).

Further, prior studies have suggested the significance of a valid and reliable measure to examine teachers' self-efficacy beliefs. Tschannen-Moran, Hoy, & Hoy (1998) have noted the great efforts to develop and enhance standardised measures for teachers' self-efficacy from time to time. Further, Tschannen-Moran and Hoy (2001) have identified the development of self-efficacy measures in two phases. The first phase used Rotter's social learning theory as the

foundation to construct the instrument, including the Rand measure, Responsibility for Student Achievement, Teacher Locus of Control, and the Webb Efficacy Scale. The Rand measure, for example, consists of two statements that focus on the influence of external factors on teaching efficacy, while the second item relates to the influence of internal or personal factors.

The second phase was grounded in Bandura's social cognitive theory, including the Ashton vignettes, Gibson and Dembo's Teacher Efficacy Scale (TES), subject-specific measures such as the Science Teaching Efficacy Belief Instrument (STEBI), and Bandura's Teacher Efficacy Scale. After reviewing the existing instruments, Tschannen-Moran and Hoy (2001) developed a refinement of the measurements, which is called Teachers' Sense of Efficacy Scale (TSES), which has been most prominent in the field of teachers' professional development (Klassen, Bong, Usher, Chong, Huan, Wong, & Georgiou, 2009).

Extensive research has also demonstrated the crucial contribution of self-efficacy beliefs in teaching-learning processes and teachers' professional growth, including preparedness for teaching (see Albion, 1999; Brown, Lee, & Collins, 2015; Giallo & Little, 2003). Giallo and Little (2003) reported the significant correlation between pre-service teachers' self-efficacy, particularly in behaviour management, and the feeling of preparedness for teaching.

Other investigations explored the impact of teachers' self-efficacy on students' learning (see Lazarides, Buchholz, & Rubach, 2018; Muijs & Reynolds, 2015; Pan, 2014; Ryan, Kuusinen, & Bedoya-Skoog, 2015). With respect to students' learning, for example, a survey study in Taiwan (Pan, 2014) with Physical Education teachers and senior high school students as the participants demonstrated that teachers' self-efficacy had a significant direct positive influence on students' learning motivation, learning atmosphere, and learning satisfaction. However, Muijs and Reynolds (2015) reported that the results of their quantitative study, which included primary school teachers and students in the UK, showed an indirect influence of teachers' self-efficacy on students' achievement. Some other studies focused on the relationships between self-efficacy in teaching and teaching practices (see Ramey-Gassert, Shroyer, & Staver, 1996; Savolainen, Engelbrecht, Nel & Malinen, 2012), collective efficacy (see Zakeri & Rahmany, 2016), attitudes (see Adalier, 2012; Savolainen et al, 2012; Türer & Kunt, 2015), and commitment for teaching (see Chestnut, 2017; Chestnut & Burley, 2015; Chestnut & Cullen, 2014; Moses, Berry, Saab, & Admiraal, 2017).

Regarding commitment to teaching, a meta-analysis that focused on self-efficacy and commitment to the teaching profession (Chestnut & Burley, 2015) highlighted the influence of teachers' self-efficacy on a commitment to the profession. The meta-analysis demonstrated that there was a positive correlation between self-efficacy in teaching and commitment to the teaching profession. This analysis also noted that the accuracy of the self-efficacy measure should be carefully examined to obtain more reliable results. Further, Chestnut (2017) emphasised that commitment to teaching was an important construct in teacher education and pre-service teachers' professional development. Therefore, understanding the nature of this construct is essential for teacher educators.

The influence of teachers' self-efficacy on attitudes is exemplified in a comparative study to examine the relationship of teachers' self-efficacy and attitudes in the field of inclusive practices in South Africa and Finland (Savolainen et al, 2012). The result indicated that teachers' self-efficacy was correlated with their attitudes towards inclusion. Türer & Kunt (2015), however, found a weak correlation between pre-service teachers' attitudes and sense of self-efficacy.

Further discussion is on the sources of self-efficacy. There are four possible sources of personal efficacy expectations, based on social learning analysis performance accomplishments/enactive mastery experiences, vicarious experience, verbal persuasion, and physiological states (Bandura, 1977, 1982, 1997). According to Bandura (1997), *performance accomplishments* or *enactive mastery experiences* have the strongest influence because of their authenticity to provide evidence. They are powerful to bring an impact on personal development. Successes build a robust self-confidence. On the other hand, failures lower an individual's confidence, particularly when they occur before the efficacy belief is firmly formed. The second source of efficacy expectations comes from *vicarious experience*. One who sees someone else's success can generate expectations that he or she can also be successful. *Verbal persuasion*, the third possible source of self-efficacy, is considered in conjunction with ease and availability (Bandura, 1977). Suggestions from people, such as family members, and peers, can lead one to believe he or she can handle his or her problems as well as strengthen his/her beliefs about his/her capabilities. Finally, *physiological and emotional states* that refer to emotional arousals, such as stressful and taxing situations, can influence someone's perceived self-efficacy in facing a specific situation. Physiological indicators involve strength and stamina, so conditions like exhaustion,

pain, and windedness are examples of physical inefficacy. Bandura (1997) adds that someone's emotion or mood can also affect his/her self-confidence.

A considerable number of studies have been conducted to explore Bandura's sources of self-efficacy in teachers' professional development. Moradkhani and Hagni (2017) argued that verbal persuasion appeared to be the strongest source of self-efficacy as demonstrated by their mixed-methods study in Iran. Yet, a more recent survey investigation that included Japanese and Finnish teachers revealed a different result. The investigation suggested that mastery experience was the strongest source of self-efficacy that affects teachers' self-efficacy (Yada, Tolvanen, Malinen, Imai-Matsumura, Shimada, Koike, & Savolainen, 2019). However, both explorations demonstrated that Bandura's four sources of self-efficacy were dependent on cultural contexts. This finding supported other research (see Berg & Smith, 2014; Filatov & Pill, 2015), which also examined the self-efficacy sources.

In the scope of primary education, employing a quasi-experiment investigation with 783 participants in the Western US, Clark, and Newberry (2018) suggested that all sources of self-efficacy had abilities to predict pre-service teachers' self- efficacy. However, based on the findings, Bandura's sources of self-efficacy were only able to account for 18% of the overall self-efficacy. This suggested that there were likely other sources that should be investigated further. Accordingly, previous research indicated the capabilities of other sources that affect pre-service teachers' self-efficacy, such as mastery of knowledge (Greco, Bernadowski, & Parker, 2018; Schipper, Goei, de Vries, & van Keen, 2018), students and parents' respect (Cheung, 2008; Milner & Hoy, 2003), and prior-schooling experiences (Mansfield & Woods-McConney, 2012).

The literature shows that self-efficacy is a key element in pre-service teachers' professional development. Therefore, it is necessary to study more about its contribution to pre-service teachers' preparedness for teaching, which is the main focus of the present study.

2.3.2.2. Motivation

Research has shown that motivation is a very prominent factor that influences a pre-service teacher's professional journey. Therefore, it is essential to understand this factor from prior research in the area of pre-service and in-service teachers as this is likely to relate to pre-service teachers' feelings of preparedness for teaching.

A common definition of motivation in various aspects of life, including in the context of pre-service teachers, is something that drives people to act (see Ryan & Deci, 2000; Sinclair, 2008). According to Bandura (1993), motivation is mostly driven by cognition. Further, motivation is a key construct as it potentially determines what people want or do not want to do (attraction), how long they want to stay (retention), and to what extent they want to engage with activities (concentration) (Sinclair, 2008; Sinclair, Dowson, & McInerney, 2006).

Research on teacher motivation has indicated various types of motivation. According to Ryan and Deci (2000), for example, motivation varies according to levels and orientation. Further, they explain that the *level* of motivation refers to how much motivation one has, while *orientation* refers to the attitudes and goals that lead to action. Ryan and Deci (2000) differentiate motivation between intrinsic motivation when people are interested in doing something for their enjoyment and satisfaction, and extrinsic motivation, when people do something because of other reasons.

Intrinsic motivation, according to Deci and Ryan (2000), reflects the need to feel competent and self-determined. Personal callings or vocations belong to this intrinsic motivation as they come from the self-awareness to recognise the self-truth (Bullough & Hall-Kenyon, 2011; Palmer, 2007). This type of motivation has been associated with better learning, performance, and well-being. On the other hand, extrinsic motivation contains an instrumental value with a variety of autonomous forms (Ryan & Deci, 2000). First, people with 'external regulation' aim their actions to satisfy external demands or earn rewards. The second type of extrinsic motivation is 'introjected regulation' (Ryan & Deci, 2000). Such behaviours are performed to avoid guilt, anxiety or to obtain pride. Next, people with 'identified regulation' and 'integrated regulation' perform greater autonomy and self-determination. Those with integrated regulation have the ability to identify the importance of an action and accept it as their own so that those with integrated regulation successfully embrace and internalise the new regulations into themselves.

Figure 2.1 provides an idea of motivation as a continuum, which describes the range of people's motivation from being unmotivated (*amotivation*), being passively compliant (*extrinsic motivation*), to being actively committed (*intrinsic motivation*). More importantly, according to Ryan and Deci (2000), when motivation increases, people will normally be more persistent, more positively value themselves, and have better engagement.

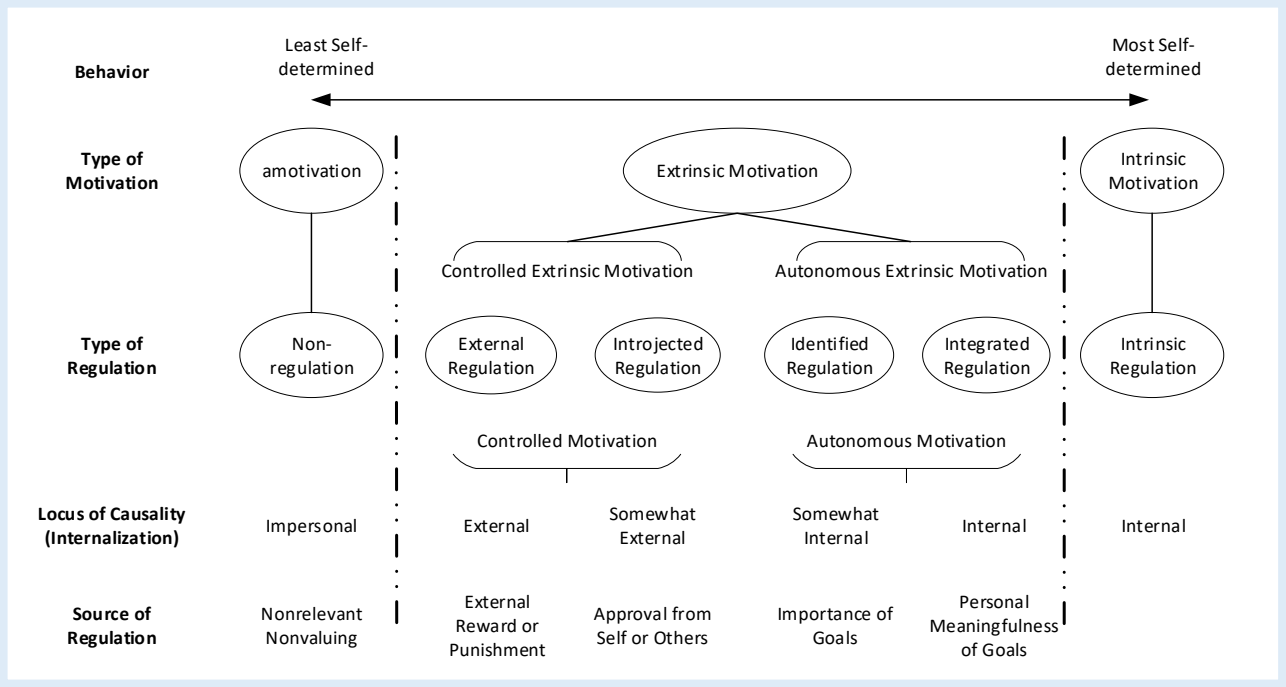


Figure 2-2 A taxonomy of human motivation (Ryan & Deci, 2000; p.61)

In the process of becoming a teacher, motivation has an essential role. According to Sinclair (2008), motivation may reveal what appeals to students to become teachers, how long they stay in education programs, and later as teachers, how they navigate the theories they learn in the teacher education program and their practice as teachers (Sinclair, 2008). In teaching-learning processes, intrinsic motivation is preferable because it can foster learning. However, intrinsic motivation fluctuates, so it may not continuously occur during teaching and learning. Therefore, recognising learners' extrinsic motivation might also provide insights to educators to improve the process of teaching and learning.

Motivation as a key factor in pre-service teachers' professional growth has been continuously investigated. A considerable number of studies (Han & Yin, 2016) have been conducted to explore teachers' motivation in different disciplines, such as early childhood education (Bedel, 2016), ESL/EFL teaching (Sali, 2013; Trent, 2012), physical education (Pan, 2014) and across a variety of social-cultural contexts, including Indonesia (Kuswandono, 2014; Suryani, 2017), Hong Kong (Lee & Yuan, 2014; Tang, Wong, Wong, & Cheng, 2018), the US (Kim & Cho; 2014), the Netherlands (Fokkens-Bruinsma & Canrinus, 2014). Tang et al (2018) conducted a comparative study that included Hong Kong and Macau pre-service teachers to investigate pre-service teachers' reasons for becoming a teacher. The research results noted

similarities as well as differences between the two groups. Both groups appeared to have intrinsic and altruistic motivation as their main reasons for becoming a teacher. However, the research participants had opposing views about teaching career conditions due to the existing educational systems in the two countries. Further, the study showed how cultural contexts might affect pre-service teachers' decisions to become a teacher.

Considerable research has explored the nature of motivation to teach and whether this is intrinsic, extrinsic, or a mixture of these aspects. A systematic review on 44 published studies dated between 1960 and 1990 noted that the major reasons for students entering teacher education were largely altruistic (such as helping others and helping children), service-oriented goals, and other intrinsic sources of motivation (Brookhart & Freeman, 1992). These findings have become the foundation of the following studies in the area of motivation. This is in line with other research on teacher motivation. Subasi (2009) conducted a study in Turkey and found that pre-service teachers' decisions to become a teacher were influenced by intrinsic and altruistic motivation, particularly their intention to contribute to solving problems in their field. A more recent review on motivation to teach (Han & Yin, 2016), from 130 studies published in 1985 – 2015, identified extrinsic motivation as another major reason, in addition to intrinsic and altruistic motivation, for pre-service teachers to become a teacher.

In the field of teacher preparation, earlier studies demonstrated a variety of factors that influenced pre-service teachers' motivation to teach, including demography, personal characteristics, prior teaching and learning experiences (Han & Yin, 2016). Prior teaching and learning experiences, for example, were considered influential for pre-service teachers' motivation. Therefore, Richardson & Watt (2006) included this factor as one of the factors used in their instrument, which was called *Factors Influencing Teaching Choice* or *FIT-Choice,* to assess pre-service teachers' motivation.

Research has suggested that motivation played an important role in the field of pre-service teachers' professional development in association with other elements, including a sense of preparedness to teach (Kim et al, 2018), commitment for teaching (see Han & Yin, 2016; Heinz, 2015), self-efficacy (Bruinsma & Jansen, 2010), and reality shock (Kim & Cho, 2014). Heinz (2015) wrote an international review that synthesised 41 empirical studies on student teachers'

career motivations and levels of commitment to teaching. Based on the empirical studies in 23 countries, the review reported that there were three main reasons for teacher candidates to join the teacher education program. They were intrinsic motivation (such as enjoyment of teaching and job satisfaction), altruistic motivation (including working with children and adolescents), and extrinsic motivation (such as levels of pay, holidays, and job security).

Motivation also appeared to correlate with reality shock, as discussed earlier (Kim & Cho, 2014). In the study, a reality shock was defined as the expectation of a gap between what the pre-service teachers learned in the teacher education program and the reality during the first year of teaching. The results showed that the experience of reality shock was negatively correlated with teacher efficacy and intrinsic motivation. However, reality shock was positively related to introjected (a form of intrinsic motivation regulated by internal pressures, such as guilt and anxiety) and external (extrinsic) motivation.

The previous investigations have indeed confirmed that motivation is a key factor in pre-service teachers' professional growth. Considering the significant contribution of motivation to pre-service teachers' initial professionalism, pre-service teachers' motivation is included as one of the constructs to be assessed in the current research.

2.3.2.3. Teachers' beliefs and attitudes towards the teaching profession

An important theme considered in the research is personal beliefs and attitudes towards teaching. Prior studies suggest that these factors appear to have potential contributions to pre-service teachers' feelings of preparedness. According to Nespor (1987), teachers' belief relates to the ways teachers think and understand. Beliefs rely more on affective and evaluative aspects than knowledge (Nespor, 1987; Pajares, 1992). Therefore, teachers' beliefs should be considered seriously in teachers' professional development, including in the future teachers' preparation stage, as personal beliefs may influence teaching practices in class (Pajares, 1992, 1993).

Personal beliefs about teaching are closely associated with attitudes. Fishbein and Ajzen (1975) noted that attitude towards an object was related to beliefs. Furthermore, attitudes have been defined in numerous ways. The first definition refers to general evaluations of objects, issues, and people. Next, an attitude is an unfavourable or favourable response towards an object, person, institution, or event (Ajzen, 2005). The third definition refers to a readiness situation that is

influenced by individual experiences (Bhargava & Pathy, 2014). In short, an attitude is a psychological evaluation towards depicted objects according to the degree of favourability, such as good or bad, harmful or beneficial.

The roles of attitudes are deemed crucial in the context of teacher preparation as attitudes may affect teaching performance. Teachers' attitudes have become a research focus for decades in different contexts. For example, Şener (2015) conducted a mixed-methods study in Turkey aiming to examine teacher trainees' attitudes towards the teaching profession. The results indicated that most of the participants had positive attitudes towards the profession. This finding was similar to the result of a quantitative study in early childhood education, which was also completed in Turkey (Bedel, 2016). Further, Şener (2015) suggested that a number of aspects would influence pre-service teachers' attitudes towards the teaching profession, including prior teachers, program developers, and mentors.

Research on beliefs towards the teaching profession and their relationship with teaching has been undertaken extensively in various subject areas, including science (Bryan, 2003; Kazempour & Sadler, 2015; Pino-Pasternak & Volet, 2018; Tosun, 2000), mathematics (Stuart & Thurlow, 2000; Wilkins & Brand, 2004), physical education (see Erbas, 2014; Eroglu & Unlu, 2015; Krüger, 2018) and ESL/EFL (Adalier, 2012; Debreli, 2012; Hawanti, 2014; Inceçay, 2011; Kartchava, Gatbonton, Ammar, & Trofirmovich, 2018; Şener, 2015). Debrelli (2012) identified the relationship between pre-service teachers' beliefs and prior experiences. This qualitative study revealed the participants' diverse beliefs on teaching and learning when they came to the teacher education program. In the study that involved final year undergraduate teacher education students as the participants, the results demonstrated that the participants' beliefs were mostly influenced by their previous learning experiences. Further, the investigation found out that the participants' beliefs changed after teaching experiences (Debrelli, 2012). This finding, supported by Wilkins and Brand (2004), indicated the contribution of teacher training to the change of the pre-service teachers' beliefs on teaching and learning as well as their attitudes towards the teaching profession. In addition to prior schooling experiences and teaching experiences, Devine, Fahie, and McGillicuddy (2013) suggested that teachers' beliefs on teaching and learning could also be affected by socio-cultural contexts of the school, such as students' social status and gender.

A considerable amount of research has investigated pre-service teachers' attitudes towards teaching and the relationship between these and other variables including demography, motivation, levels of alienation, and personal values. The results of a study completed in Turkey showed that there was a significantly positive statistical difference between the teacher candidates' attitudes towards computers and their English proficiency, but no significant difference between the teacher candidates' attitudes and their social demography including age, gender and socio-economic level (Adalier, 2012; Eroglu & Unlu, 2015; Yeşıl, 2011). However, a quantitative study conducted in Turkey indicated an opposite result where demography, such as gender had an influence on the teacher candidates' attitudes towards the teaching profession. This study revealed that female candidates had more favourable attitudes than male candidates (Yeşıl, 2011).

Beliefs and attitudes towards teaching seem to have an influence on teaching motivation and students' achievement. Prior research has investigated the influences of personal beliefs and attitudes on intentions to teach and students' achievement. The success of students' learning is very likely to be influenced by what their teachers expect from them (Zyngier, 2012). A cross-sectional quantitative study with pre-service teachers in Germany as participants reported that attitudes, enjoyment, and perceived behavioural control significantly influenced the desire to teach (Büssing, Schleper, & Menzel, 2018). A study in the UK reported that teachers' beliefs did not directly influence students' achievement but rather through their impact on teachers' behaviours. These findings indicated that teachers' attitudes had a more direct influence on students' progress (Muijs & Reynolds, 2015).

Alienation levels, which commonly occur when facing unexpected realities, can become a potential predictor for pre-service teachers' attitudes towards the teaching profession, as demonstrated by research in Turkey including physical education student teachers as the participants (Erbas, 2014). In addition to alienation levels, Bektas and Nalcaci (2012) suggested that personal values of teacher candidates, including discipline, responsibility, confidence, forgiveness, respect, righteousness, and sharing, could significantly predict the attitudes towards the teaching profession.

Research has demonstrated that teachers' beliefs and attitudes are crucial constructs in the field of teachers' professional development. Their contribution confirms the complexities of becoming a teacher and may support the accomplishment of quality teachers. Therefore, teachers'

beliefs and attitudes are considered extremely relevant to the current study to explore pre-service teachers' feeling of preparedness for teaching in Indonesia.

2.3.2.4. Dispositions

Teaching comprises multi-faceted and interrelated dimensions, which include cognitive, affective, and social aspects (see Avalos, 2011; Baker, 2016; Ball & Forzani, 2009; Beltman, Mansfield, & Price, 2011). The long journey of forming quality teachers requires persistence or perseverance (used interchangeably) as well as resilience. Successes and failures may come during the formation phase. Perseverance is commonly defined as continuous efforts to gain an intended goal despite adversities someone faces. According to Bandura (1977), perseverance or persistence occurs in tough experiences but relatively safe. These experiences may elevate people's self-efficacy and reduce their anxiety. Persistent people tend to be resilient; they have the ability to bounce back after experiencing a difficult time and move forward to achieve their purpose. Therefore, perseverance and resilience appear to be important dispositional factors in pre-service teachers' professional development.

New experiences can be challenging and even frightening for some people (Groundwater-Smith, Ewing, & Le Cornu, 2015; Gu & Day, 2011; Pajares, 1993). However, according to Bandura (1977), when they view the experiences that will not do any harm to them, they will perform the necessary actions that eventually increase their capabilities as well as their self-efficacy in those specific actions. They probably succeed or fail in their actions but when they continuously make efforts, they will reduce their self-justifying behaviours. The efforts they have made demonstrate their persistence in obtaining the goals.

In the teaching field, teachers often experience challenging situations, which can come from themselves (such as self-confidence and teaching competencies) or external factors (such as students' diversity and administrative responsibilities). Furthermore, previous studies demonstrated (see Castro, Kelly, & Shih, 2010; Clara, 2017) that resilient teachers had resources to manage the hard times. For example, Castro et al (2010) successfully identified strategies used by novice teachers, who were employed in various challenging areas, to cope with difficulties, including help-seeking, managing difficult relationships, and problem-solving strategies.

Various definitions of resilience have been proposed by prior studies (see Beltman et al, 2011). Gu and Day (2007), for example, argued that resilience was not part of people's inborn capacity, but it needed to be continuously built by individuals as well as supported by other external factors. This definition is in line with a two-year qualitative study that investigated the resilience forming of novice teachers and reported aspects, which might cause stress (stressors), to build resilience. According to Doney (2013), every time the teachers met hard or threatening situations, they would be able to gain 'protective factors' and grow their resilience (Doney, 2013). Furthermore, Bowles and Arnup (2015) added that resilience required changing and growing, but it could not be taught directly.

Furthermore, from a systematic review, Beltman et al (2011) listed some difficult situations or risk factors that commonly occur among pre-service and in-service teachers and possibly prevent them from performing the actions. Those risks may derive from individuals' perceptions about themselves, such as negative self-beliefs or confidence and difficulty in asking for help, or the risks may also come from the situational contexts. For example, challenges in a classroom or school, managing disruptive students, and unsupportive mentors. Hong (2012) revealed that teachers who left and stayed in the profession faced similar challenges including classroom practices and lesson delivery. However, the study demonstrated that those who stayed in teaching made more efforts in handling the problems.

More importantly, resilience is complex and dynamic, as demonstrated by a survey study that included graduating and early career teachers in Western Australia as the participants (Mansfield, Beltman, Price, & McConney, 2012). The investigation indicated that the participants viewed that resilience consisted of multi-dimensional and overlapping characteristics. Further, the finding showed that the perceptions of resilience were developing according to the career stage. Accordingly, advanced investigations revealed essential factors that were likely to influence teachers' resilience. A systematic review, completed by Mansfield, Beltman, Broadley, & Weatherby-Fell (2016), identified four categories of factors, i.e. personal resources (motivations and emotions), contextual resources (relationships within and outside the working context), strategies (such as problem-solving strategies), and outcomes (including teacher wellbeing, job satisfaction, and commitment).

A number of studies have been conducted to investigate the roles of persistence or perseverance and resilience in pre-service and in-service teachers' professional development. For example, an extensive quantitative study with over 1,000 pre-service teachers from 256 institutions was conducted in the US to examine the impact of various factors, which included campus environment engagement, achievement, and gender, on the pre-service teachers' persistence (Kim & Corcoran, 2018). The findings demonstrated that campus environment engagement was a weak predictor for persistence. In terms of learning achievement and gender, the student teachers with higher grades tended to be more persistent while male participants appeared to be less persistent. Gender was also found to have an association with resilience in a study that surveyed teachers in Iran (Estaji & Rahimi, 2014). The finding demonstrated that female teachers were more resilient than male teachers.

Bowles and Arnup (2015) examined the relationship between adaptive functioning and resilience among beginning teachers in Australia revealing that the length of teaching experience did not have any correlation with either resilience or the ability to adapt to adversity (adaptive functioning). However, resilience had a strong relationship with adaptive functioning (Bowles & Arnup, 2015). This means that resilience is closely related to the ability to adapt to difficult situations. Additionally, emotional resilience is a tremendously important element to manage the professional responsibilities and meet the expected demands (Day & Hong, 2016) and personal identity (Dinham, Chalk, Beltman, Glass, & Nguyen, 2017). Day and Hong (2016) revealed common teachers' challenges in school, including issues associated with students' learning and behaviours, heavy workload, work, and life balance, as well as issues in meeting the government's accountability standards. Their study provides evidence for the contribution of emotional resilience in coping with problems. However, Day and Hong (2016) suggested that an individual's emotional resilience was not adequate. It should be combined with collective supports from the school community.

From the earlier discussion, it is clear that the pathways of becoming a teacher are not linear; many challenges, with both academic and non-academic aspects, may occur along the way. Therefore, strong dispositions are needed to cope with adversities. Moreover, research has strongly recommended that academic and non-academic dimensions significantly contribute to explaining the complexities of becoming a teacher. Therefore, disentangling the two dimensions

is essential to gain a comprehensive understanding of the pre-service teachers' sense of preparedness for teaching and the factors that potentially impact on preparedness for teaching.

As this study deals with pre-service English language teachers in Indonesia, the next part presents some research on English as a second/foreign language teaching to provide a brief illustration of the research focuses and challenges in English language teaching.

2.4. English language teaching in non-native English speaking countries

This section provides an overview of research that has been conducted in the area of English Language Teaching (ELT), especially in the contexts of English as a Second or Foreign Language (ESL/EFL). This review is considered important and relevant because the setting of the present research is Indonesia where the English language is a foreign language. To start this section, a brief description of English language development as an international language is presented to illustrate the context and growth of the English language in non-native countries.

English is one of the international languages which has spread enormously all over the world and the number of speakers has increased greatly (Jenkins, 2014). Kachru (1990, 1992) identifies the growth of English in three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. USA, UK, Canada, Australia, and New Zealand belong to the Inner Circle as English is their first language or mother tongue. The Outer Circle represents countries in which English is an official second language. Bangladesh, Malaysia, the Philippines, and Singapore, for example, are placed in the Outer Circle, while the remainder of the countries where English is a foreign language, such as China, Indonesia, Korea, and Japan, are placed in the Expanding Circle. Further, Jenkins (2014) notes that English is spoken, either as the first (L1) or second language (L2), in approximately 75 countries. The second language term is closely related to the history of countries. L2 speakers include the users for whom English was their colonial language and those for whom English was never a colonial language, also labelled as English as a Foreign Language (EFL) (Jenkins, 2014). Accordingly, this section focuses on presenting research in the area of English language teaching in the non-native regions, particularly in Asia.

Along with the rapid expansion of English internationally, the awareness of needing to have a good mastery of the language has also become greater, especially in non-native-speaking countries, in order to obtain broader opportunities to access global information. In Southeast Asia,

for example, Kirkpatrick (2014) claimed that the role of English has considerably increased, as a mutual means of communication. Therefore, English Language Teaching (ELT) has been a major concern in non-native countries, particularly in Asian regions. Research has suggested that one of the key issues in the field of EFL/ESL education is focused on quality teaching, as well as the preparation of prospective quality English language teachers.

There has been a growing body of research into English Language Teaching in Asia, including East Asia and Southeast Asia (see Hu & McKay, 2012; Kirkpatrick, 2014, 2016; Nunan, 2003; Pakir, 2010). Pakir (2010) identified major pedagogical issues in the scope of ELT in ten Southeast Asian countries, which belong to the Outer Circle (Malaysia, Singapore, the Philippines, and Brunei) and the Expanding Circle (Cambodia, Indonesia, Laos, Myanmar, Thailand, and Vietnam). The issues included English for Specific Purposes (ESP), teaching methodology, instructional materials development. More specifically, Hu and McKay (2012) focused their review on English language education in three East Asian countries (China, Japan, and South Korea). They revealed three common trends in English language education in the three countries. First, there was a tendency to lower the age to start formal language education, which also occurred in other countries in Asia (Butler, 2015; Nunan, 2003). Second, the importance of English as a curricular subject is increasing, and third, some dissatisfaction towards the conventional approaches to English language education emerged.

The increasing demand for the English language in non-native speaking countries, including Asian countries, brings pressure to the urgency of providing competent English language teachers. Accordingly, the number of non-native English language teachers has also been growing steadily. Moussu and Llurda (2008), who reviewed research on the area of non-native English language teachers, identified some issues in this field, including the 'native' versus 'non-native' English language teachers' dichotomy and the contents of teacher preparation in ESL and EFL contexts. Thomas (2009), for example, raised an issue of credibility faced by non-native English language teachers, which affected their self-confidence in their abilities.

A number of studies show that identity is an important aspect in teacher education and teacher development (see Beauchamp & Thomas, 2009; Danielewicz, 2001; Devos, 2010). Kim (2011) reveals that the issue of teacher identity also emerges in the area of non-native English

language teachers. This investigation found that an ideology on native-speakers significantly influenced non-native pre-service English language teachers' self-esteem. The non-native pre-service teachers appeared to have low self-esteem. According to Aneja (2016), in the process of forming teachers' identity, it is crucial that non-native pre-service teachers should be given opportunities to reflect on their strengths as language users and then use their abilities as language teachers.

Further, Kam (2002) argued that the quality of English language teachers had become a major concern in Asian countries, which is supported by Nunan (2003). To address this concern, research on quality teachers have been explored across Asian countries, such as Hong Kong (see Kirkpatrick, 2007; Peacock, 2010; Trent, 2012), China (see Ping, 2015; Zhang, 2015), Taiwan (see Liaw, 2009; Lin, Gorrell, 2001; Wu & Wang, 2015), Malaysia (Yunus, Hashim, Ishak, & Mahamod, 2010), and Indonesia (see Yuwono & Harbon, 2010; Zakeri, Rahmany, & Labone, 2016; Zein, 2017). Kirkpatrick (2007) conducted a comparative study to investigate the situations of English Language Teaching in Hong Kong and Indonesia. He found out that local contexts, including learners' characteristics, resources, and the educational system, influenced the ELT practices significantly. Further, to address the issue of contexts, Kirkpatrick suggested that English language teachers should be well-trained and culturally sensitive.

Research also shows that self-efficacy is one common concern in the area of ELT in ESL/EFL contexts. Wyatt (2018) reviewed 115 studies on language teachers' self-efficacy beliefs (2005 – 2016) internationally. Most of the research focused on the self-efficacy of English language teachers, both pre-service and in-service teachers, in EFL/ESL contexts. Wyatt notes a variety of research focus in this area, such as student outcomes, English proficiency, native/non-native speaker status, instructional strategies, and language instruction. Bai and Yuan (2019), for example, found that non-native English language teachers in Taiwan were less confident and less prepared to teach 'native-like' pronunciation. Interestingly, the research analysis indicated that personal aspects (e.g. beliefs that native speakers would be more appropriate to teach pronunciation) and socio-cultural contexts (e.g. others' distrust of non-native speakers' abilities to teach pronunciation) influenced self-efficacy in teaching. Similarly, linguistic insecurity also occurred among EFL teachers in Turkey as revealed by Daftari and Tavil (2017). Based on the

investigation, inadequate English language proficiency, feeling afraid to make grammatical and pronunciation mistakes could be the cause of this insecurity.

In Indonesia, there has been a significant development of the English language curriculum for a secondary school, for example, the 2004 Curriculum or the competency-based curriculum, the 2006 Curriculum or the school-based curriculum, and the 2013 Curriculum (Widodo, 2016). However, despite the efforts to enhance ELT in secondary schools, Widodo (2016) argued that the changes in the ELT curriculum were much driven by the ideological and political agenda rather than the pedagogical benefits of the stakeholders, including students, teachers, and parents. Further, the study indicated that the existing curriculum did not provide the necessary components, including relevant materials and teaching strategies to teach English. This finding supports Lie (2007) who has noted that there is a mismatch between the English language curriculum for secondary school and the practices. One of the constraints in implementing the national curriculum in Indonesia is students' diverse characteristics, such as motivation, cultural backgrounds, and geography. Lie explains that due to the large diversity, it is very hard to meet the expectations of the existing curriculum.

Considering the increasing need to learn English in Indonesia, English language teachers are also in high demand, both in formal or informal education. The role of English in society has developed enormously (Lauder, 2008). People do not only learn the language to pass exams, but also to gain global access to broader areas. It is evident that quality English teachers are required. There has been a growing body of literature that explores English language teaching from various aspects, including language policy (see Lie, 2007; Widodo, 2016; Zein 2016, 2017), challenges in ELT (see; Abrar, Mukminin, & Habibi, 2018; Yulia, 2013; Yuwono & Harbon, 2010), teachers' professional development (see Kuswandono, 2014; Suryani, 2017; Wati, 2011; Zakeri, 2016).

Marcellino (2008), for example, highlighted that contexts, such as language policies, students' cultural background and beliefs, played a crucial role in ELT practices in Indonesia. Further, from his class observation, he noted two major problems: students' passivity and teachers' insufficient English language proficiency. Other challenges were identified in another study conducted in a different city of Indonesia with junior high school students and English language teachers as the participants (Yulia, 2013). The study demonstrated that the students appeared to be

less motivated to learn the English subject, which influenced the process of teaching and learning processes, particularly in terms of the language of instructions. From the class observation, Yulia (2013) reported that the teachers rarely used English for lesson delivery. They used the Indonesian or local language instead, to make students learn. Problems in teachers' subject content proficiency appear to be consistent with other research in different places in Indonesia, such as in West Java (Lengkanawati, 2005) and South Sumatra (Abrar et al., 2018).

English language teachers' professional development, including teacher preparation and pre-service teachers' personal growth, has also become a prominent focus of research in Indonesia. For example, Wati (2011) emphasised that the duration of teacher training was an essential aspect to consider. Her study, which included English language primary student teachers in Riau, a province in Indonesia, demonstrated that even though the short training program successfully developed the participants' motivation and teaching confidence, the program did not have a significant influence on the participants' English language proficiency.

Other research has added to the literature of ELT in Indonesia by investigating other factors of teachers' professional development, including teachers' beliefs and motivation. Yuwono and Harbon (2010) identified a variety of pre-service teachers' motivations to enter the English language teacher education program, namely passion for teaching, religious duties, financial issues, love for English language, roles of women, and failure to enter other professions. Further, the study demonstrated that each motive may significantly influence pre-service teachers' professionalism, including their autonomy, engagement with a professional community, and commitment to teaching. Pre-service teachers' diverse motives for entering the English language teacher education program are also revealed by Kuswandono (2014), who conducted a qualitative study. The findings revealed that changes in motivation were likely to occur during their teacher preparation due to a number of factors, including their self-belief on the teaching profession, social and family background. Further, this investigation strongly recommends the importance of building dialogues and reflective practices to develop pre-service teachers' professional identity.

Research has strongly confirmed that teachers' quality is one of the concerns in English Language Teaching, especially in the contexts of ESL/EFL including in Indonesia (Kirkpatrick, 2007; Nunan, 2003; Yulia, 2013). To address this concern, English language teachers' professional

development across the career stages should be strongly supported from the outset, which is from the teacher training program. Prior studies have suggested that students enrolled in the English language education program had various motives when entering the teacher training and experienced diverse challenges. However, pre-service English language teachers' preparedness for teaching has not been explored extensively within the contexts of Indonesia.

2.5. Summary

The quality of a nation depends on the quality of its education. Therefore, education quality has become a worldwide priority of concern, including in Indonesia. Quality education is always associated with and inseparable from quality teachers, so teachers who are competent and skillful are highly demanded globally.

Unravelling the process of becoming a teacher is necessary to understand prospective teachers' initial readiness for the classroom. Research has suggested that becoming a teacher is a complex process that involves multi-dimensional factors (Darling-Hammond, 2017). Accordingly, one of the constructs that is considered significant in pre-service teachers' professional development throughout the literature review is the sense of preparedness for teaching. Further, prior studies have demonstrated that the feeling of preparedness to teach is likely to influence classroom practices, which eventually affect students' learning (see Brown et al., 2015; O'Neill & Stephenson, 2012). Additionally, the literature review has revealed pre-service teachers' feeling of preparedness is influenced by many factors associated with theories, practices, and the sense of self. In this chapter, the factors are discussed in two major categories, namely the teacher education and personal dimensions.

First, the teacher education program dimension discusses three crucial components covered during teacher education, namely theoretical foundation, field practices, and mentoring. The students of teacher education are prepared with theoretical foundations for teaching, which include knowledge on subject content, pedagogy, and pedagogical content knowledge, as well as with initial teaching practices in school. In addition to knowledge and teaching practicum, prior investigations have recommended the essential role of mentoring, including from university-based supervisors, teacher mentors, peers, as professional supports during pre-service teachers' field practices. These three components of academic dimensions are evidence that pre-service teachers'

knowledge proficiency and experiences during teaching programs have a significant contribution to pre-service teachers' professional growth, especially their feeling of preparedness for teaching. Second, the non-academic dimension comprises personal factors that relate to pre-service teachers' sense of feeling prepared for teaching as suggested by previous studies. This section discusses self-efficacy in teaching, motivation, beliefs, and attitudes towards the teaching profession, perseverance, and resilience.

English as a second language or a foreign language teaching, particularly in Asian countries including Indonesia, has particular challenges. Previous studies have shown that local contexts, including educational system and language teaching policies, significantly affect ELT practices. Therefore, it is essential to understand the preparation of future English language teachers to address the challenges that they are likely to face. Explorations on pre-service English language teachers' professional development in English as Second/Foreign Language contexts are still necessary to add to the body of the literature.

The literature review shows that prospective teachers' feeling of preparedness for teaching is an important aspect to consider in terms of the educational advancement of a nation. However, limited research in the Indonesian context has examined pre-service teachers' feeling of preparedness for teaching. There is an urgency to conduct a study that explores English language teachers' feeling of preparedness for teaching in order to add to the literature of ELT research in the ESL/EFL contexts.

Accordingly, the current research intends to examine pre-service teacher's sense of preparedness to teach and to understand the factors that affect this feeling of preparedness in the contexts of Indonesia. A mixed-methods approach is employed to address the focus of the study. The cohort of students recruited will be preservice English language preservice teacher, hence it is hoped to shed some light on this specialised group. The elaboration of the research methodology of this investigation will be presented in Chapter 3.

Chapter 3 **Research Methodology**

3.1. Overview

This chapter presents the methodology used in undertaking this study which aims to explore pre-service teachers' sense of preparedness for teaching. The literature review (Chapter 2) describes prior extensive investigations in relevant fields and revealed the complexities of becoming a teacher, in which a number of aspects, including academic and non-academic factors, are relevant to feelings of preparedness.

To investigate the two research questions presented earlier: (1) what factors impact on pre-service teachers' sense of preparedness?; and (2) how do those factors impact on pre-service English language teachers' sense of preparedness for teaching?, a mixed-methods design was determined to be appropriate to gain a comprehensive understanding of the phenomena. A discussion on the mixed-methods approach will begin this chapter and its implementation of the approach in this study will be explained afterward.

3.2. The rationale for a mixed-methods approach

To accomplish the objectives of the study, an approach to inquiry that involved quantitative and qualitative data collection was utilised. The combination of two different research methods was used to collect the data to gain an in-depth interpretation of an issue being investigated (Creswell, 2014; Johnson & Onwuegbuzie, 2004; Johnson, Onwuegbuzie, & Turner, 2007), which in this case was a survey, interviews, and written reflections. A quantitative approach using an online survey was employed to allow the researcher to gather data from a larger and representative number of participants in a relatively short time and to understand trends and relationships (Punch, 2014). As part of the qualitative method, an interview and written reflections were used because these data collection tools allowed the researcher to explore a real world and holistic perspective of the case including its meaning and contexts (Punch, 2014; Yin, 2014). This is a research approach that allows an issue to be viewed from various standpoints (Johnson et al., 2007), and requires merging, connecting and building a new concept (Creswell, 2015). This research design is believed to produce a better understanding of the issue being investigated through the integration of both quantitative and qualitative data.

Creswell (2015) suggests three important aspects to consider in employing a mixed-methods approach. First, *intention* referring to the purpose, *timing* which is related to the sequence and *emphasis* that deals with priority.

A mixed-methods approach serves five purposes, namely: triangulation, complementarity, development, initiation, and expansion (Greene, Caracelli, & Graham, 1989). According to the mixed-method conceptual framework developed by Greene et al (1989), *triangulation* searches for 'convergence, corroboration, correspondence' from different points of view. *Complementarity* searches for 'elaboration, enhancement, illustration, clarification' from each method. *Development* is to use the results from one method to develop the other method. *Initiation* is to discover 'paradoxes, contradictions, new perspectives of frameworks. *Expansion* searches for 'the breadth and range of inquiry' (p.259).

With regard to timing, there are three basic types of mixed-methods research – convergent parallel, explanatory sequential and exploratory sequential mixed-method designs – which can be modified to develop more advanced mixed-methods research: embedded, transformative and multiphase mixed-methods design (Creswell, 2014, 2015). These three basic types differ in terms of sequence and priority. The convergent design collects both qualitative and quantitative data concurrently and integrates them. The explanatory sequential design starts by collecting and analysing quantitative data separately, and the findings of this analysis inform the collection and analysis of qualitative data to complement the quantitative results. Conversely, the exploratory sequential design first collects qualitative data and then quantitative data is collected to complement the interpretation of the qualitative data analysis results. To serve the purpose of this study, a convergent design was employed to obtain comprehensive results.

Third, mixed-methods can be designed according to the reasons for conducting this approach. Four reasons have been introduced from the field of special education (Collins, 2006). First, '*participant enrichment*' is to optimise the representativeness of the participants taking part in the study. Second, '*instrument fidelity*' is completed before the study to examine the appropriateness of the data collection tools. Next is *'significance enhancement*' which refers to ensuring the attainment of thick and rich data. Finally, '*treatment integrity*' (which is done during the study) is to assess the intervention trustworthiness.

A mixed-methods approach is considered the third research paradigm, which combines the strengths of the quantitative and qualitative research paradigms (Creswell & Plano Clark, 2018; Denscombe, 2008). Due to the complexities of investigating the process of becoming a teacher which included pre-service teachers' academic and non-academic factors, this project required research methods which could view the issue from different perspectives, both quantitatively and qualitatively, to gain a more comprehensive understanding as the results from the two approaches would complement each other. Therefore, a convergent mixed-methods research design was selected to address the focus of this current study and to actualise a more comprehensive understanding of the social phenomenon of pre-service teachers' sense of preparedness for teaching. Table 3.1 presents a summary of the research procedures.

Table 3-1 Summary of research procedures

Research Procedures	**Quantitative Data**	**Qualitative Data**
Data collection tools	Closed-ended survey	Open-ended survey
		Interviews
		Written reflections
Data analyses	Descriptive statistics	Thematic analysis
	Factor analysis	
	Correlation analysis	
	Path analysis	

Considering the benefits that would be accomplished from employing both quantitative and qualitative approaches, this study employed a convergent design which enabled the researcher to bring together the two datasets to develop an understanding (Creswell & Plano Clark, 2018) regarding the focus of this project, unveiling pre-service teachers' sense of preparedness for teaching. In this mixed-methods design, the qualitative and quantitative data were collected almost at the same time. The two approaches were considered equally important to address the research questions. Therefore, the data were analysed separately and independently and were then compared and contrasted. By doing so, the researcher gained comprehensive knowledge about the problem, as the two analyses were able to validate or to assess participants' consistency in their responses.

3.3. Research design

This section describes the research design components used in this study. Specifically, it will present ethics, research setting, participants' recruitment, and the profiles of the participants.

3.3.1. Ethics

Consent to conduct the study was approved by the Humanities and Applied Sciences Human Ethics committee of the University of Melbourne on the 27th of January 2017 and was allocated the following ID 1648184.

3.3.2. Research setting

This study took place in a four-year Bachelor program of the English language secondary teacher education program within a Jesuit university. It is located in one city of Indonesia, called Yogyakarta. The data collection was conducted in the second semester of the 2016/2017 academic year, from March to May 2017.

3.3.3. Participants' recruitment

Consent to recruit potential participants for the study and to conduct the investigation was approved by the University of Melbourne on the 8th of November 2016. The consent letter explained the aim of the study, how to collect the data, the expected participants, as well as of participants' confidentiality (see Appendices).

Purposive sampling was used to select the participants. For this project, a cohort of the final-year student-teachers who were enrolled in the English language secondary teacher education in a non-government university in Yogyakarta, Indonesia comprised the participant pool.

Initially, face-to-face information sessions were offered to all potential participants. The 30-minute information sessions were conducted eight times in five days according to the participants' time availability. The participants were informed about this project and given opportunities to ask further questions relevant to this study. They were also notified that they were free to decide whether they wanted to participate or not, and their participation would not affect any assessment of their study.

An invitation letter to participate, which included the link of the online survey, was then sent via email to participants as well as being posted on the announcement boards of the campus where the study took place. A plain language statement and a consent form were attached to the online survey. Therefore, only those who agreed to participate could continue completing the survey.

The participants for the interviews were those who had completed the online survey. A consent form for the interview was provided in the survey (see Appendix A). The survey respondents who consented for the interview inputted their email addresses and were then invited to participate in an interview. A printed consent form was provided during the meeting and the participants were required to sign the form before the interview started. There were 31 student teachers who participated in the interview section.

3.3.4. The profiles of the participants

As explained previously, this project employed a convergent mixed-methods design, in which the quantitative and qualitative data were collected almost at the same time. so there were two groups of participants. They are described in the following section.

3.3.4.1. Survey participants

The participants in this study were the final-year students of the English language education program or those who had completed their required coursework and teaching practicum. The students were enrolled in the four-year Bachelor teacher education program, majoring in English language secondary-school teacher education in the city of Yogyakarta, Indonesia.

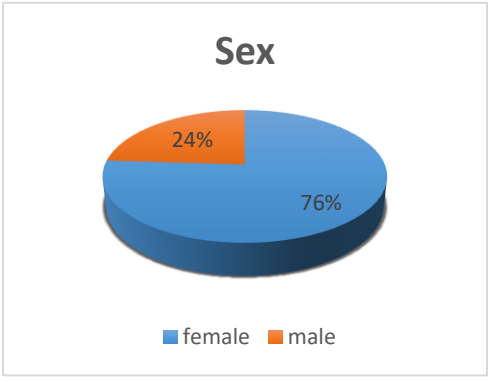


Figure 3-1 The ratio of male and female respondents

The total number of the 2017/18 final-year cohort was 157 students with 109 females (69%) and 48 males (31%). The online survey was accessed by 106 respondents or 68% of the total pre-service teacher population. Resembling the sex of the research population, the respondents of this survey were also dominated by female students (76%).

In terms of age, the respondents were between 20.5 – 30.6 years old with an average of 22.3 years old as shown in Figure 3.2. Most were new graduates from senior high schools where they had first joined the English language teacher education program.

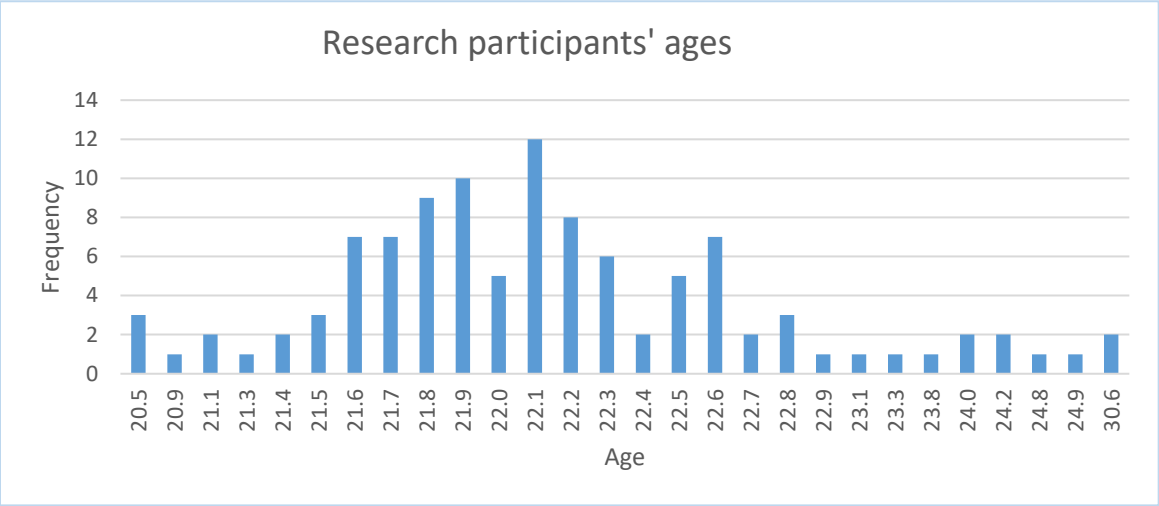


Figure 3-2 Respondents' range of age

Geographically, the respondents (83%) mostly came from Java Island where the study was conducted. Figure 3.3 presents that most respondents came from different parts of Java Island: Yogyakarta, Central Java, West Java, East Java, and Jakarta, while the rest of the respondents came from other provinces on different islands: Sumatera, West Borneo (Kalimantan Barat), Bali, *Kepulauan* Riau (Riau island), Papua, and Nusa Tenggara Barat.

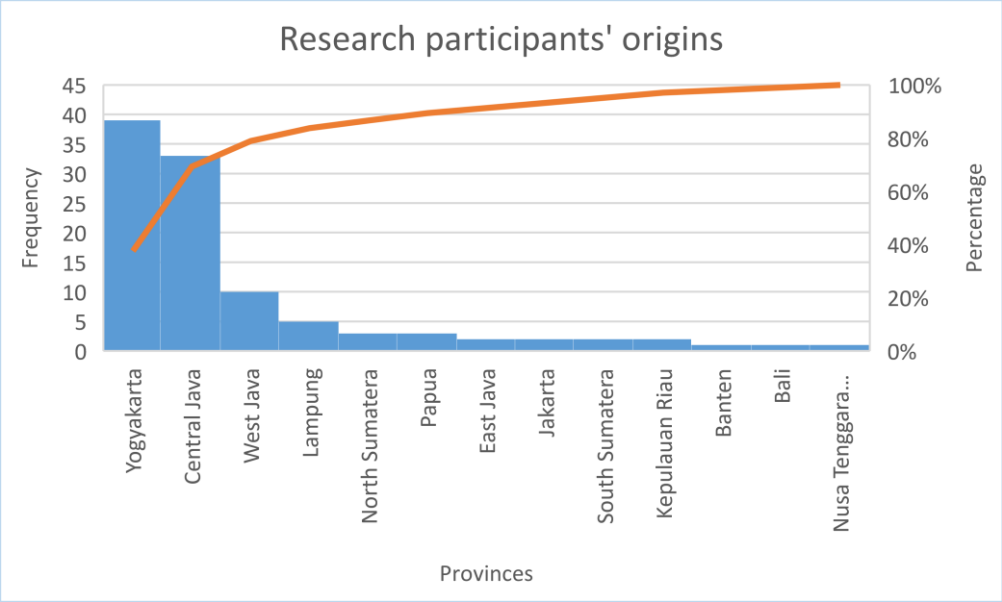


Figure 3-3 Participants' places of origin

3.3.4.2. Interview participants

The participants who took part in the interview were those who had completed the online survey, but the number was smaller than that of the survey respondents. As requested in the survey, the interviewees had given their consent to be interviewed by writing their email addresses in order to be contacted further (as seen below).

Personal Data

Please complete the following section

- Your date of birth : _____
- Your place of origin (province) : _____
- What year did you enter the English language education program? _____
- Gender : F / M
- I give my consent to be contacted for an interview **Yes / No**

If yes, please enter your email address: _____

In total, 31 pre-service teachers consisting of 27 females and 4 males participated in this research. Next, to protect the confidentiality of the interviewees, pseudonyms were used. Table 3.2 shows the list of interviewees.

Table 3-2 Interviewees' pseudonyms

No	Pseudonyms	F/M	No	Pseudonyms	F/M
1	Erik	M	17	Aska	F
2	Hanes	M	18	Neta	F
3	Arsa	M	19	Bri	F
4	Yadi	M	20	Yani	F
5	Ita	F	21	Anti	F
6	Ona	F	22	Nindi	F
7	Ama	F	23	Ima	F
8	Ani	F	24	Rumi	F
9	Ina	F	25	Kristi	F
10	Eni	F	26	Celline	F
11	Ara	F	27	Ari	F
12	Ami	F	28	Anis	F
13	Asti	F	29	Sita	F
14	Mely	F	30	Ravi	F
15	Lya	F	31	Yuni	F
16	Difa	F			

3.4. Overall research design

Figure 3.4 presents the overall design of the present study. As discussed previously, to accomplish the goal of this project, a convergent mixed-methods design was employed. The quantitative data was collected through an online survey, while the qualitative data was collected through an open-ended survey, interviews and participants' written reflections. All collected data were then analysed separately and merged for further analysis. The convergence and divergence of the two datasets were interpreted and discussed to address the problems of the current research.

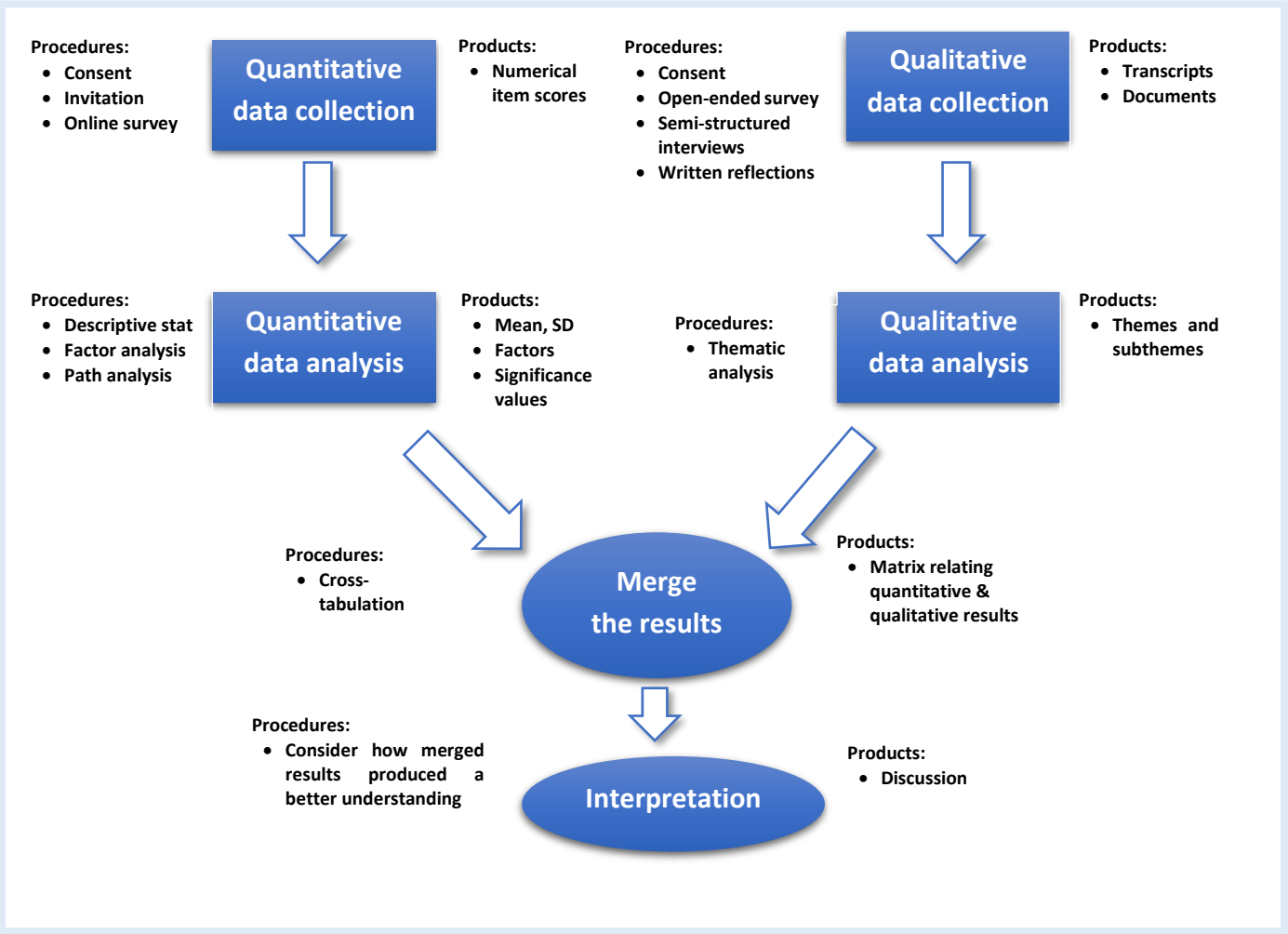


Figure 3-4 The convergent mixed-methods design (adapted from Creswell & Plano Clark, 2018)

Each phase of this research design will be discussed in detail in the following sections.

3.4.1. Survey

A survey was considered as a suitable method to address the research questions, which concerned the factors influencing the pre-service English language teachers' perception of preparedness for teaching. This method was employed because of its capacity to provide quantitative data to describe trends, attitudes or opinions through investigating the sample of a population (Creswell, 2014). It also enabled the researcher to involve a large sample of the target population, reducing time and resourcing required.

3.4.1.1. Survey procedures

To obtain the quantitative data for this phase, an on-line survey was used. The online survey was launched in mid-2017, after information sessions to the target population were completed and invitations to participate in the online survey were emailed.

This anonymous online survey contained two parts. The first part included the consent form of the research as approved by the ethics committee of University of Melbourne, the respondents' agreement to complete the survey, and questions regarding the respondents' demography. The first section concluded with a request to conduct a follow-up interview in which consenting respondents could write their email addresses. The participation in the study was voluntary. The second part comprised the survey itself with six question domains including beliefs towards the teaching profession; attitudes towards the teaching profession; teaching efficacy; motivation towards the English language education program; the roles of teacher education; and perceived preparedness for teaching. Each section consisted of closed-ended and open-ended questions.

The survey was conducted from March 2017 until May 2017 in one of the undergraduate Initial Teacher Education programs in Indonesia. This closed-ended survey comprised items to address the first research question, which was to identify factors affecting the pre-service English language teachers' perceived teaching preparedness. Prior to the survey, some information sessions were conducted to invite the prospective participants to join this online survey after obtaining consent from the head of the English language education program to attend classes of the final-year students. All information in accordance with this study, which included the research aim, the expected participation, and the link to the online survey, was delivered as well as inviting research-related questions from the prospective participants. The link to the survey was also shared via the classes' *WhatsApp* groups by the lecturers as well as via an email sent by the lecturers.

3.4.1.2. Survey scales

To obtain the quantitative data for this phase, an on-line survey was employed. The closed-ended survey comprised items to address the research questions, which aimed to identify factors impacting on the pre-service English language teachers' perceived teaching preparedness as well as to examine the relations among them. The survey assessed five different constructs, namely beliefs and attitudes towards the teaching profession; motivation to attend the English language

teacher education program; a sense of self-efficacy in teaching; and a sense of preparedness for teaching. Some of the measures were adapted from previous research with some adjustments in terms of quantity and terms.

Section 1: Beliefs towards the teaching profession

The section that measured pre-service teachers' beliefs towards the teaching profession consisted of 13 questions. This scale was adapted using an existing tool which included beliefs about teachers' expertise, challenges, social status, and salary (Richardson & Watt, 2006). A six-point scale was used with 1 for 'strongly disagree' and 6 for 'strongly agree'.

Table 3-3 The perceptions about beliefs towards the teaching profession

No	***I think or believe that . . .***	**1**	**2**	**3**	**4**	**5**	**6**
1	teaching requires high levels of expert knowledge						
2	teachers need highly specialised knowledge						
3	teachers have a heavy workload						
4	teaching is emotionally demanding						
5	teaching is hard work						
6	teachers are perceived as professionals						
7	teaching is perceived as a high-status occupation						
8	teaching is a well-respected career						
9	teachers are valued by society						
10	teachers have high social status						
11	teachers earn a good salary						
12	teaching is a suitable career for a woman						
13	teaching is a suitable career for a man						

Section 2: Attitudes towards the teaching profession

The pre-service teachers' attitudes towards the teaching profession were assessed with seven items. This attitude measure, which was adapted from an existing survey (Tanerİ, NayİR, & McNamara, 2014), included seven questions related to personal attitudes as well as their perceptions about the

profession. The respondents were provided with six options: 1 for ‘strongly disagree’; 2 for ‘disagree’; 3 for ‘somewhat disagree’; 4 for ‘somewhat agree’; 5 for ‘agree’; and 6 for ‘strongly agree’.

Table 3-4 The perceptions about attitudes towards the teaching profession

No	Statements	1	2	3	4	5	6
1	I highly respect the teaching profession						
2	I appreciate the teaching profession						
3	I believe that the teaching profession is a noble profession						
4	I think that the teaching profession requires dedication						
5	I believe that teaching is beneficial to society						
6	I believe teaching is a serious profession						
7	In my opinion, teaching requires specific expertise						

Section 3: The sense of self-efficacy in teaching

According to Bandura (2012), the measure of self-efficacy was context-specific and should be adjusted to the particular area in which it is being applied. In this study, the instrument used to assess the pre-service teachers’ attitudes was adapted from the Science Teaching Efficacy Belief Instrument (STEBI) for pre-service teachers (Enochs & Riggs, 1990). Some adjustments were made to the context of English language pre-service teachers by changing ‘science subject’ to ‘English language subject’. In addition, because STEBI was originally designed to assess the science teaching belief of primary school pre-service teachers, some items needed to be modified to be more relevant to secondary school pre-service teachers. This tool contained 13 questions, which included personal teaching efficacy and general teaching outcome expectancy with a six-point scale with 1 being strong disagreement and 6 being strong agreement.

Table 3-5 The perceptions about self-efficacy in teaching

No	Statements	1	2	3	4	5	6
1	When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort						
2	I will continually improve my skills to teach English						
3	When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy						
4	I know the various methods to teach English effectively						
5	I am worried I will teach ineffectively						
6	Effective teaching can overcome students' diverse background knowledge						
7	The low subject achievement of students cannot generally be blamed on their teachers						
8	My knowledge of the English language is sufficient to teach the subject effectively						
9	Increased effort in teaching produces little change in students' achievement						

No	Statements	1	2	3	4	5	6
10	The teacher is generally responsible for the achievement of students						
11	I will always be able to answer students' questions about my subject						
12	I often have difficulties in helping students to understand a concept						
13	When teaching, I will usually welcome students' questions						

Section 4: Motivation for attending the English language teacher education

The potential motivation scale employed in this study was adapted from the Modified Orientation to Teach Survey (MOTS) (Sinclair, 2008; Sinclair, Dowson, & McInerney, 2006). The measure was adapted to suit the context of this study, which was conducted over the four-year undergraduate teacher education program in Indonesia. This scale was used to understand pre-service teachers' motivation towards teacher education in general, which included intrinsic motivation factors consisting the following six elements: working with children, intellectual motivation, altruism, authority and leadership, self-evaluation, and personal and professional development. In addition to the elements above, the scale included extrinsic motivation factors including career change, job conditions, life-fit, the influence of others, and the nature of teaching work. However, the extrinsic factor 'career change' was dropped because it was considered inapplicable for the participants who mostly had not had a full-time job before. Therefore, in this study, the tool to assess the pre-service teachers' initial motivation contained 19 questions. The survey instrument was a six-point Likert scale in the following format: (1) strongly disagree; (2) disagree; (3) somewhat disagree; (4) somewhat agree; (5) agree; and (6) strongly agree.

Table 3-6 The perceptions about the motivation for teacher education

No	***I decided to attend the teacher education program because ...***	**1**	**2**	**3**	**4**	**5**	**6**
1	Teaching allows me to experience the love and respect of children						
2	Teaching gives me a lifelong opportunity to learn						
3	I can bring a positive impact on the issues in the educational system						
4	Teaching gives me a chance to make an impact on society						
5	I like the thought of being the centre of attention in a room of people						
6	Teaching gives me an opportunity to demonstrate leadership						
7	Teaching is a job I am most suited for						
8	I feel a personal “calling” to teach						
9	I have always wanted to teach						
10	Teaching offers me a good opportunity for career advancement						
11	Teaching can help me develop character						
12	I will have a chance to earn a good salary as a teacher						
13	I like the work hours and vacation time of a teacher						

No	*I decided to attend the teacher education program because ...*	1	2	3	4	5	6
14	Teaching offers me a job with security						
15	The teaching profession offers me a work-life balance						
16	Teaching is a career where I can balance the demands of work and family						
17	Some of my friends have studied in the teacher education program						
18	Someone I highly respected including my parents told me I would be a good teacher						
19	Teaching gives me an opportunity to interact and belong in the school community						

Because this study was conducted in a specific subject, the English language teacher education program, seven items, with six closed-options from strongly disagree (1) to strongly agree (6), were included. These survey items aimed to obtain information regarding the perspectives of this group of pre-service teachers, and offer insights into the ways in which their chosen subject area/discipline might be informing their sense of preparedness.

Table 3-7 The perceptions about the motivation for the English language teacher education program

No	***I decided to enter the English language teacher education program because***	**1**	**2**	**3**	**4**	**5**	**6**
20	I am passionate about the English language subject						
21	I want to improve my English proficiency						
22	I want to become an English language teacher						
23	My English proficiency provides me with broad employment opportunities including non-teaching professions						
24	My English proficiency supports me to pursue further education internationally						
25	My English proficiency supports me to travel overseas						
26	My parents/relatives advised me to choose the English language education program						

Section 5: Teacher education

This section was designed to enable understanding of the respondents' perceptions about the different aspects of the initial teacher education program in their professional preparation to be teachers. The questions in this section covered the curricular and non-curricular programs the pre-service teachers had participated in over the four years of their program. The respondents were expected to judge the contribution of the teacher education program towards their confidence for

teaching by responding to the six questions with closed responses on a scale of 1 (strongly disagree) to 6 (strongly agree).

Table 3-8 The perceptions about the role of teacher education

No	Statements	1	2	3	4	5	6
1	My coursework on language skills and elements (such as grammar, pronunciation, speaking, writing) has positively affected my confidence in teaching						
2	My linguistics coursework has positively affected my confidence in teaching						
3	My pedagogical coursework has positively affected my confidence in teaching						
4	My literature coursework has positively affected my confidence in teaching						
5	My teaching practicum experiences have positively affected my confidence in teaching						
6	Non-curricular activities (e.g. committee members, choirs, sports) have positively affected my confidence in teaching						

Section 6: The sense of preparedness for teaching

Included in this survey tool were questions regarding their preparedness to promote student learning, understand learners, teach critical thinking and social development, develop instructional leadership, use technology, and overall preparedness as suggested by Darling-Hammond, Chung, and Frelow (2002). This section consisted of 32 items with six closed-options: 1 for ’not at all prepared’; 2 for ’a little prepared’; 3 for ’fairly prepared’; 4 for ’well prepared’; 5 for ’very well prepared’; and 6 for ‘fully prepared’.

Table 3-9 The perceptions about preparedness for teaching

No	*I feel prepared to . . .*	1	2	3	4	5	6
1	Teach subject matter concepts, knowledge, and skills in ways that enable students to learn						
2	Understand how different students in my classroom are learning						
3	Set challenging and appropriate expectations for the learning and performance of students						
4	Help all students achieve high academic standards						
5	Use instructional strategies that promote active student learning						
6	Relate classroom learning to the real world						
7	Understand how students' social, emotional, physical, and cognitive development influences learning						
8	Understand how students' family and cultural backgrounds may influence learning						
9	Identify and address special learning needs and/or difficulties						
10	Teach in ways that support new learners						
11	Choose teaching strategies for different instructional purposes						

No	*I feel prepared to . . .*	1	2	3	4	5	6
12	Choose teaching strategies to meet different students' needs						
13	Help students become self-motivated and self-directed						
14	Develop a classroom environment that promotes social development and group responsibility						
15	Develop students' questioning and discussion skills						
16	Engage students in cooperative group work						
17	Engage students in independent learning						
18	Use effective verbal communication strategies to guide student learning and behaviour						
19	Use questions to stimulate different kinds of student learning						
20	Use nonverbal communication strategies to guide student learning and behaviour						
21	Help students learn to think critically and solve problems						
22	Encourage students to see, question, and interpret ideas from diverse perspectives						

No	*I feel prepared to . . .*	1	2	3	4	5	6
23	Plan instruction by using knowledge of a learning subject matter, curriculum, and student development						
24	Understand how factors in the students' environment outside of school may influence their life and learning						
25	Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs						
26	Help students learn how to assess their own learning						
27	Evaluate and reflect on your practice to improve instruction						
28	Resolve interpersonal conflict in the classroom						
29	Maintain an orderly, purposeful learning environment						
30	Discuss and solve problems with colleagues						
31	Integrate technology in teaching and learning						
32	Overall, become an English language teacher						

3.4.1.3. Survey testing

Before this online survey was officially launched, some trials were conducted to ensure that this research instrument would work well to collect the intended data. The survey link was sent to two voluntary respondents in Indonesia. They were asked to fill in the questionnaire and were expected to give feedback on the survey, including whether the language used in the questionnaire was clear and understandable or not (especially for non-native English language speakers) as well as whether the survey appearance was interesting and easy to read. The feedback was then used to improve this research tool.

3.4.1.4. Survey analysis

All the survey responses from the respondents were recorded in an Excel worksheet. The responses to the closed-ended survey from the Excel worksheet were transferred and examined using SPSS version 24. Some statistical analyses were conducted to examine the survey responses and to gain information about the data. First, the descriptive statistics were performed to obtain a meaningful general description of the responses from the respondents (Gay, Mills, & Airasian, 2012).

The Maximum Likelihood and Principal Component Analysis procedures of SPSS version 24 were conducted to examine all sections of the survey items to obtain the underlying sub-factors of each section. Prior to running the maximum likelihood and principal component analysis procedures, the data preparation was completed by downloading the data results from the server, cleaning up the data in Excel which was then exported to SPSS, and replacing all the missing data with the mean score in SPSS. This factor analysis was also meant to validate the survey. The items that did not meet the criteria were dropped and analysed further.

The internal consistency or reliability of the survey items of each section was examined using Cronbach's Alpha coefficient, symbolised with α, to ensure the trustworthiness of the items. The acceptable survey items were those with $\alpha \leq 0.7$. To seek the relationships among the survey items and dimensions which were assessed in the survey, inter- and intra-correlation analyses were performed.

This study intended to seek the relationship between some potential dimensions including motivation, self-efficacy, beliefs, attitudes, teacher education, and pre-service teachers' sense of

preparedness to teach. Therefore, a path analysis was run to demonstrate the interrelatedness among the variables. According to Lleras (2005), path analysis allowed the researcher to compare the different strengths of independent variables to the dependent variables and to determine clearly how the variables correspond to one another.

3.4.2. Descriptive study

In the second part of the study, qualitative data were collected to obtain a deeper explanation about pre-service teachers' sense of preparedness for teaching.

3.4.2.1. Data collection tools

This qualitative aspect of the current project analysed the data from the open-ended survey, interviews and written reflection. The description of each data collection is presented as follows.

Open-ended survey

The open-ended questions were part of the online survey. All the questions were related to the sections of Likert-scale questions. Therefore, there were six open-ended questions in the survey, as presented in Table 3.10.

Table 3-10 Survey open ended-questions

Aspects	**Samples of Questions**
Beliefs towards the teaching profession	Do you have any other comments on teaching and teachers?
Attitudes towards the teaching profession	What other personal opinions towards the teaching profession do you have?
Self-efficacy	What other teaching aspects do you think you are good at or lack?
Motivation	What other reasons do you have for entering this teacher education program?

Aspects	Samples of Questions
The teacher education program	Please mention specific coursework or activities in your institution that you think significantly contribute to your development as a prospective teacher.
The sense of preparedness for teaching	What other aspects of teaching do you feel prepared or unprepared to do?

Semi-structured interviews

The semi-structured interview phase was conducted almost at the same time as the online survey, which was in mid - 2017. According to Punch (2014), interviews enable the researcher to investigate the problem under investigation in depth, in its natural setting, recognising the complexity and influence of context.

The interviews were focused on addressing the question of how personal and external factors support or limit the perceived preparedness for teaching in order to address the research questions. All interviewees were from the English language education program. However, they were free to use either the Indonesian language or English during the interview for their convenience, as the researcher was fluent in both languages. Table 3.11 presents the interview protocol, which included the main interview questions as well as the date and time when the interview was conducted.

Table 3-11 Interview protocol

Name of the interviewee : _____

Date/Time : _____

Place : _____

Aspects	Questions	Responses
1. ***Motivation***	Why did you decide to become an English language teacher?	
2. ***Beliefs***	Do you think teachers are responsible for students' success? Why?	

Aspects	Questions	Responses
3. ***Self-efficacy***	What do you think is the most influential factor that supports or limits your confidence? How does it affect your confidence?	
4. ***Preparedness***	How confident/prepared are you to become an English teacher?	
5. ***Teacher education***	What aspects of teacher education was most valuable in supporting you to become a teacher?	
	What coursework do you think supports your professional development?	
	How does the coursework support your confidence/preparedness to become a teacher?	
	How did the teacher education program and school provide support for your professional development?	
	What other experiences during your education here are important for your professional development?	
6. ***Others***	Is there any program that supports you to become a teacher? What is it?	

In the semi-structured interviews held individually, the participants were asked to share their experiences, thoughts, and feelings during their four-years of education as prospective teachers. Specifically, they were asked their reasons for enrolling in the English language teacher education program, their experiences during teaching practicum and their current condition. The survey results indicated that there were 66 respondents who agreed to be contacted for interviews as they inputted their email addresses in the online survey.

Following this survey, the interviews were organised into two major sessions. The first invitations were sent via emails to 25 prospective interviewees. In the emailed invitations, if the prospective respondent accepted the invitation, they would pick one of the schedules provided and their preference for interviews. Out of the 25 invited respondents, there were 14 student teachers who accepted the invitations. However, one likely interviewee did not attend the meeting on the

arranged day. In consideration of obtaining more information from other potential interviewees, a second session was organised. Invitations were emailed to the rest of the survey respondents who agreed to be interviewed. Initially, there were 20 potential interviewees who confirmed their participation in the individual interviews. However, two failed to attend the meetings for different reasons. With 31 interviewees all together, the interviews were conducted in either English or Indonesian language as preferred. These interview sessions were completed in mid-year of 2017.

Written reflections

Written reflections were an additional document collected from this descriptive study. Ash and Clayton (2004) argue that writing a reflection is a way to enhance students' learning, including their critical thinking and personal growth. In this study, the written reflections were about the student teachers' experiences during their teaching practicum, either when attending Micro Teaching class or teaching practice at school. Some of the reflections were written in Indonesian, as they were part of the report required for the final teaching practicum task. For the purposes of analysis, the English language version was not necessary, as the researcher is a native Indonesian. By the end of data collection, there were 13 student teachers who voluntarily shared their reflections to be analysed.

3.4.2.2. Data analysis

In this section, the analysis process of each qualitative research instrument is described.

The analysis of open-ended survey

The responses to the open-ended questions in the survey were collected and transferred in a spreadsheet according to the sections of the survey to keep the original sources. Then, they were reviewed several times to obtain the key ideas and recode them, as some responses provided detailed information which could be coded in a number of ways. According to Guest, MacQueen, and Namey (2012), the code label should be in the form of a short and descriptive phrase to signify the substance of the theme. Table 3.12 shows some examples of the codes, which are taken randomly from the open-ended survey, to illustrate the coding process of this study.

Table 3-12 Samples of open-questions coding

Aspects	Respondent #	Responses	Codes
Beliefs	1	Teaching is not really easy since the teachers have to deal with students' characteristics. In this case, the teachers also have to be able to design appropriate learning activities that help the students achieve learning objectives.	*Teaching is not easy*
Attitudes	44	I appreciate the teaching profession, but I don't want to be the one.	*I appreciate the profession*
Teaching efficacy	4	I am good at building students' enthusiasm but lack time management skills.	*I am good at*

The analysis of interviews

All 31 audio-recorded interviews were individually transcribed verbatim before the analysis began. As some interviewees preferred to answer the questions in Indonesian and others felt confident to answer in the English language, the transcripts were written in the original language used by the interviewees to maintain the contexts and meanings. To ensure the accuracy of the transcription, the recorded interviews were played and listened to carefully several times.

Those transcripts were then uploaded to NVIVO and further analysed using this software. The software helped the researcher to manage the transcripts and coding. To ensure the precision of the code labels, the researcher reviewed the transcripts several times and ran the analysis twice. Later, all the codes and sub-codes were called themes and sub-themes (Guest, et al., 2012). Table 3.13 presents some samples of the data management system of this study. Those quotes were randomly selected from the interview to provide an illustration on the process of categorising themes and sub-themes.

Table 3-13 Samples of themes and sub-themes

Themes	Sub-themes		Excerpts	Source
Background motivation	Passion in teaching		*"Four years ago, I chose to study here because I wanted to be a teacher."*	Interviewee #30 Time: 00:00:01.20
	Employment		*"At least we can be a teacher or a tutor or work from home as a translator or publish our writing and send it so we can do our hobby as well as get an extra income."*	Interviewee #7 Time: 00:02:18.01
Self-efficacy	Knowledge mastery	positive	*"I feel confident in my understanding of the material. I mean I don't have much problem with it."*	Interviewee #18 Time: 00:13:42.23
		negative	*"I think that my English is still not good, my grammar is worse actually and I think because my biggest problem in English is actually about the grammar and the speaking …"*	Interview #1 Time: 00:12:44.20

Analysis of written reflections

This thematic analysis was also applied to written reflections. Similar to analysing interview transcripts, the written reflections were skimmed, read and interpreted (Bowen, 2009). According to Bowen (2009), codes and themes used in the interview transcripts can be employed because they will serve the integration of data by different methods. The analysis was focused on investigating and confirming findings from the survey and interviews. Thus, the documentary analysis was primarily adding depth, describing and testing the consistency of findings in the other sources of data rather than serving as an additional stand-alone data collection source.

The complete results of the thematic analysis are presented in Chapter 5 of this thesis.

3.4.3. Triangulation

Triangulation intends to strengthen the findings that can be derived from a single method. There are various ways to triangulate findings by combining at least two sources of data, such as literature, methodological approaches, data sources, investigators or data analyses (Thurmond, 2001). The use of multiple sources permits the researcher to triangulate data from different reference points to gain a broader range of evidence as well as to strengthen the validity of case study findings (Yin, 2014). The type of triangulation being referred to is called *data triangulation* (Patton, 2002). In this research, three different data collection tools were employed to collect data in order to obtain in-depth evidence to address the research questions.

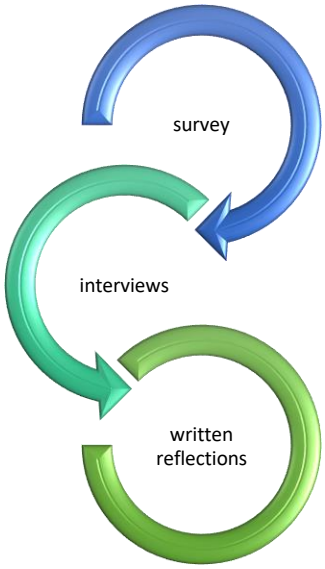


Figure 3-5 Multi-methods triangulation

In this study, specific triangulation was employed including quantitative and qualitative approaches. The analysis results of the survey and semi-structured interviews with pre-service teachers were triangulated with pre-service teachers' reflections, which were part of the teaching practicum reports in order to interpret the research findings.

Each research instrument had its own focus and shed light upon different elements. All data collected from those instruments were analysed separately. The closed-ended section of the survey was examined statistically, while other data from the open-ended survey, interviews, and written reflections were analysed thematically. Consequently, there will be two models presented as the results of the quantitative and qualitative analyses.

After all analyses were completed, they were combined to understand whether they would share commonalities (convergent) or extend in different directions (divergent). The quantitative and qualitative findings were then placed in a matrix to be compared. This process enabled the researcher to understand where the findings were converging or diverging within different data sources, where findings were more consistent with a greater level of assurance in the validity of these could be made. Additionally, an integration model will be provided to illustrate the interaction among the factors in the present research findings.

Furthermore, the integration model would be exemplified by writing narratives of some participants. All quantitative and qualitative data were reviewed to provide foundations to build the profiles. For this purpose, only respondents who participated in the survey and interview were likely to be considered as potential profiles. The next step was to categorise the respondents based on the descriptive statistics of the survey, for example, types of motivation. The profiles should be able to represent different types of motivation. An elaboration on the data triangulation for this study will be presented in Chapter 6.

3.5. Research limitations

The long and challenging path that student teachers must step into makes a research area rich with multiple dimensions that need further investigation. However, it must be acknowledged that the scope of this current research was small.

In terms of research methodology, this mixed-methods study collected the data in a relatively short time and included a small cohort of the final-year students from one undergraduate teacher education program with the English language as the specific subject. Therefore, the current findings may not be generalisable in a broader scope of ESL/EFL contexts.

Regarding the research approach, the current research employed a retrospective way to integrate the respondents' past experiences. Therefore, some information may not be as accurate as in real-time, that is, respondents may have forgotten details of incidents or experiences that they have related as part of this research.

3.6. Summary

The mixed-methods design allowed the current study to obtain a comprehensive explanation about the pre-service teachers' sense of preparedness for teaching. This study employed an online survey with closed and open-ended questions which asked about the respondents' perceptions of their personal beliefs, attitudes, motivation, self-efficacy, preparedness for teaching as well as their views about the roles of teacher education in their professional development. The closed-ended questions were analysed statistically to gain the general description of the respondents and the relationships among the assessed dimensions, while the open-ended section was analysed based on the themes and sub-themes.

After the survey, the respondents who agreed to be interviewed came to the second phase of the investigation. The questions in the interview session were basically to obtain more information from the participants' experiences to complement the findings from the closed-ended survey. In addition to interviews, the participants' personal reflections which they had written during their teaching practicum were also used.

Following this research methodology is Chapter 4, which presents the results of the statistical analysis of the survey.

Chapter 4 **Statistical Analysis**

4.1. Overview

This chapter presents the results of the statistical analyses of the survey, which correspond to the research questions that focus on the relationships of pre-service teachers' perceived preparedness for teaching and other factors. As discussed previously in Chapter 3, this survey assessed five dimensions, namely: a general sense of preparedness for teaching, and then looked to identify factors relating to this, such as beliefs and attitudes towards the teaching profession; professional self-efficacy; background motivation; and teacher education. These dimensions are considered crucial roles in shaping pre-service teachers' sense of preparedness for the teaching profession.

The respondents who participated in this survey were in their final year of the English language teacher education program. Their participation in this study was voluntary and therefore only those responses from those who agreed to take part have been included. The total number of the final-year cohort was 157 students, consisting of 109 females (69%) and 48 males (31%). The survey was open for two months during which responses from 106 students (68% of the total population), comprising 80 females (75%) and 26 male (25%) were received.

The statistical analyses of each section are presented and described separately to gain a comprehensive picture of the respondents' perceptions. Later in this chapter, all the dimensions will be combined to seek the correlations among them as well as to determine the results of the predictability of the four independent variables towards the dependent variable of this study (the sense of preparedness for teaching) by presenting the results of the path analysis (Lleras, 2005).

4.2. Survey results

This section describes the statistical analysis of the closed-ended section of the online survey. The five aforementioned constructs were assessed in the survey, and each construct is described and analysed separately in the following sub-sections.

4.2.1. The sense of preparedness for teaching

Perceived preparedness for teaching is an important construct in the field of teacher education (Housego, 1990). The following sub-sections present the results of descriptive statistics, factor analysis, intra-correlations, and reliability of this construct measure.

4.2.1.1. Descriptive statistics

In the online survey, the student teachers' sense of preparedness for teaching is assessed through 32 items. In general, the survey showed that the student teachers' perceived preparedness for teaching was indicated at the moderate level on a six-point Likert scale. Table 4.1 presents the mean score and the standard deviation (SD) of all the items under 'sense of preparedness for teaching'.

Table 4-1 The descriptive statistics of preparedness for teaching

No	Survey Items	Mean	SD
1	Integrate technology in teaching and learning	4.6258	.83167
2	Understand how students' social, emotional, physical, and cognitive development influences learning	4.4092	.86889
3	Engage students in cooperative group work	4.3519	.88414
4	Understand how different students in my classroom are learning	4.3408	.86064
5	Relate classroom learning to the real world	4.3185	.84567
6	Discuss and solve problems with colleagues	4.3185	.79935
7	Use questions to stimulate different kinds of student learning	4.3074	.79711
8	Evaluate and reflect on practice to improve instruction	4.3074	.80897
9	Teach subject matter concepts, knowledge, and skills in ways that enable students to learn	4.2500	.86465
10	Use effective verbal communication strategies to guide student learning and behaviour	4.2389	.80468

No	Survey Items	Mean	SD
11	Develop a classroom environment that promotes social development and group responsibility	4.1926	.88218
12	Use instructional strategies that promote active student learning	4.1815	.79935
13	Engage students in independent learning	4.1815	.78735
14	Understand how factors in the students' environment outside of school may influence their life and learning	4.1815	.83433
15	Help students become self-motivated and self-directed	4.1704	.79548
16	Develop students' questioning and discussion skills	4.1704	.89678
17	Teach in ways that support new learners	4.1258	.90304
18	Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs	4.1258	.96424
19	Set challenging and appropriate expectations for the learning and performance of students	4.1130	.78597
20	Understand how students' family and cultural backgrounds may influence learning	4.1130	.91996
21	Use nonverbal communication strategies to guide student learning and behaviour	4.0796	.86434
22	Maintain an orderly, purposeful learning environment	4.0462	.86089
23	Help all students achieve high academic standards	4.0334	.88854
24	Choose teaching strategies for different instructional purposes	4.0000	.90501
25	Choose teaching strategies to meet different students' needs	3.9777	.81623
26	Encourage students to see, question, and interpret ideas from diverse perspectives	3.9666	.95068
27	Identify and address special learning needs and/or difficulties	3.9538	.93513

No	Survey Items	Mean	SD
28	Resolve interpersonal conflict in the classroom	3.9426	.85477
29	Help students learn to think critically and solve problems	3.9204	.87529
30	Plan instruction by using knowledge of learning subject matter, curriculum, and student development	3.9204	.90734
31	Help students learn how to assess their own learning	3.8296	.99734
32	Preparedness to become an English language teacher	3.7389	.93089

According to the descriptive statistics, the highest score among these survey items was pre-service teachers' perceived preparedness to integrate technology in learning. Pre-service teachers' sense of preparedness and ability to 'integrate technology in teaching and learning' is highly positive with the mean of 4.63 and standard deviation of 0.83. The descriptive statistics demonstrated that 42% and 17% of the respondents claim that they were 'very well' and 'fully prepared' respectively, as well as 33% who identified as 'well prepared' for this technology in education skills.

In response to teachers' sense of preparedness in 'understanding how students' social, emotional, physical, and cognitive development influences learning', the survey results showed that pre-service teachers had a moderate to a high level of perceived preparedness. The majority of teachers (87%) had positive perceptions about their preparedness. The results showed that the rest of the respondents (13%) had a lower level of perceived preparedness in understanding students' background and development.

According to the descriptive statistics, the respondents indicated a moderate to a high level of preparedness to 'engage students in cooperative group work' with a mean of 4.35. The positive responses dominated the answers to this survey item. Over 80% of the respondents expressed their preparedness to engage their students in group work; 49% of the respondents felt well prepared, 29% very prepared, and 8% fully prepared. The other 13% of the respondents felt less prepared, but none of them felt unprepared.

The response of 'I feel prepared to understand how different students in my classroom are learning' indicated a moderate level of perceived preparedness with a mean of 4.3. Most of the

respondents assessed themselves as having a more positive level of perceived preparedness than unpreparedness. The descriptive statistics demonstrated that 56% of the respondents felt well prepared, 24% very well prepared, and 1% fully prepared. Meanwhile, only 14% of respondents felt fairly prepared. The results indicated that in general, the respondents had a moderate level of preparedness.

The next skill is pre-service teachers' ability to 'relate classroom learning to the real world'. The respondents' perceived preparedness was moderate with a mean of 4.3. More positive responses were found in the descriptive statistics with 8% of respondents feeling fully prepared, 25% very well prepared, and 54% well prepared. The remaining respondents felt less prepared (12%) and unprepared (0.9%).

The descriptive statistics demonstrated that pre-service teachers' sense of preparedness for 'discussing and solving problems with colleagues' was moderate to high with a mean of 4.32 on a six-point scale. The results showed that 91% of respondents felt well prepared, this indicates a very high level of perceived preparedness. Of the remaining respondents, 8% identified themselves as 'fairly prepared' and 1% as 'unprepared'.

In response to the ability to 'use questions to stimulate different kinds of student learning', most of the respondents had a positive view of their ability with 85% identifying themselves as well prepared and above. However, 11% of teachers felt less prepared yet none felt unprepared to stimulate different kinds of student learning. The descriptive statistics indicated a moderate to a high sense of preparedness for questioning skills with a mean of 4.31.

In response to the item which asked about the respondents' ability to 'evaluate and reflect on your practice to improve instruction', the responses were overwhelmingly positive. The results showed that 56% of respondents viewed themselves as 'well prepared', 23% 'very well prepared', and 8% felt 'fully prepared'. The remaining 13% of respondents expressed a lower level of perceived preparedness regarding their self-evaluation and reflection ability. The results imply that the pre-service teachers had a moderate level of perceived preparedness for this ability.

Over half of the respondents (54%) felt that they were well-prepared in response to the item 'I feel prepared to teach subject matter concepts, knowledge, and skills in ways that enable students to learn'; 25% of them felt very well prepared and 1% fully prepared. The rest felt fairly prepared (11%), a little prepared (0.2%), and one respondent (1%) felt unprepared. The results

indicated that most of the respondents indicated a moderate level of preparedness regarding teaching skills with a mean of 4.3 on a six-point scale.

The respondents show a moderate to a high sense of preparedness for the ability to 'use effective verbal communication strategies to guide student learning and behaviour' with a mean of 4.24. The number of those who perceived themselves 'well prepared' and above outnumbered those who felt less prepared. The results revealed that 54% of the respondents assessed themselves as 'well prepared', 25% 'very well prepared', and 6% 'felt fully prepared'. Meanwhile, 15% of the respondents had lower perceived preparedness for this teaching skill.

The respondents demonstrated a moderate feeling of preparedness in response to 'developing a classroom environment that promotes social development and group responsibility.' Their moderate level of preparedness was indicated by a mean of 4.19. Based on the descriptive statistics, 5% of the respondents felt fully prepared, 25% and 53% of respondents view themselves as very well and well prepared respectively, while 15% felt less prepared and 1% unprepared.

The respondents also indicated a positive felting of preparedness in 'using instructional strategies that promote active student learning'. Over half of the respondents (58%) felt well prepared in this skill, while 25% and 4% felt very well prepared and fully prepared respectively. The number of respondents who felt less prepared was smaller with 13%. The result indicated that, in general, the respondents were moderately prepared to use effective instructional strategies with a mean of 4.2 on a six-point scale.

Similarly, positive responses are dominantly expressed with more than 80% of the respondents viewing themselves as well prepared and above in response to the item asking pre-service teachers' preparedness for 'engaging students in independent learning'. The descriptive statistics demonstrate pre-service teachers' moderate level of this ability with a mean of 4.18. The results show that 58% of teachers felt well prepared, 19% very well prepared, and 7% fully prepared. Of the remaining respondents, 16% felt a lower level of preparedness, and none considered themselves unprepared.

The responses to a survey item asking about respondents' preparedness to 'understand how factors in the students' environment outside of school may influence their life and learning' appeared to be positive. The descriptive statistics demonstrated a moderate level of pre-service

teachers' perceived preparedness with a mean of 4.18. The results revealed that 80% of the respondents viewed themselves as 'well prepared' and above and 20% felt less prepared.

Similar to the previous items, the responses to the item 'I feel prepared to help students become self-motivated and self-directed' appeared to be very positive. The pre-service teachers showed moderate preparedness with a mean of 4.18. Most of the respondents (55%) felt well prepared, 24% very well prepared, and 5% fully prepared. In other words, over 80% of the respondents had positive feelings of preparedness for this skill and 16% of the respondents had a lower level of perceived preparedness.

In response to the item related to their preparedness for 'developing students' questioning and discussion skills', over 80% of the respondents stated their readiness for this teaching skill. The results showed that 55% were well prepared, 23% very well prepared, and 6% fully prepared. The other 16% of the respondents perceive themselves as less prepared, but none of them felt unprepared. This indicated that, in general, the pre-service teachers considered their sense of preparedness as moderate with a mean of 4.17.

The responses to the item 'teach in ways that support new learners' were dominantly positive; 52% of the respondents felt well prepared, 22% very well prepared and 7% fully prepared. The remaining 15% and 2% of the respondents viewed themselves as 'fairly prepared' and 'a little prepared' respectively. The descriptive statistics revealed that, mostly, the pre-service teachers' sense of preparedness to support new learners was moderate with a mean of 4.13 on a six-point scale.

The pre-service teachers had a moderate level of perceived preparedness with a mean of 4.13 to the question asking respondents' perceived ability to 'use a variety of assessments to determine students' strengths, needs, and programs'. According to the descriptive statistics, 42% of the respondents were well prepared, 30% very well prepared, and 5% fully prepared. The results also showed that 17% and 5% of the respondents felt fairly and a little prepared respectively, with the remaining feeling unprepared.

The respondents felt moderately prepared with respect to 'setting challenging and appropriate expectations for the learning and performance of students'. The highest response (59%) was 'well prepared'; followed by 'very well prepared' (21%) and 'fully prepared' (0.4%). The remaining 16% had a lower sense of preparedness for teaching.

The descriptive statistics revealed that the pre-service teachers had a moderate level of perceived preparedness to ‘understand how students’ family and cultural backgrounds may influence learning’ with a mean of 4.11. The results indicated that respondents’ perceptions of their preparedness were positive with 55% of respondents assessing themselves as well prepared, 24% very prepared, and 5% fully prepared. However, the results also revealed that some respondents expressed a lower level of preparedness with 14% seeing themselves as less prepared and 3% who did not feel prepared to manage this skill.

Again, most of the respondents indicated positive preparedness in response to the next item related to pre-service teachers' level of preparedness to ‘use nonverbal communication strategies to guide student learning and behaviour, respondents demonstrated a moderate level of preparedness with a mean of 4.08. It was indicated with 56% of the respondents feeling well prepared, followed by those who were very well prepared (21%) and fully prepared (5%). The rest of the respondents felt fairly prepared (15%), a little prepared (3%) and unprepared (1%).

Positive responses to the survey item - ability to ‘maintain an orderly, purposeful learning environment’- outnumbered lower ratings of perceived preparedness. The results revealed that 51% of the respondents considered themselves as ‘well prepared’, 23% ‘very well prepared’, and 4% ‘fully prepared’. Moreover, the results also indicated that 22% of respondents felt less prepared. The results indicated that the pre-service teachers had a moderate level of preparedness regarding this ability with a mean of 4.05.

Pre-service teachers' sense of preparedness towards ‘helping all students achieve high academic standards’ was moderate with a mean of 4.03. The descriptive statistics showed that most of the respondents felt positively prepared with 55% well prepared, 16% very well prepared, and 1% fully prepared. The results revealed that pre-service teachers were moderately ready to promote students’ achievement.

The respondents indicated a moderate level of preparedness towards the item ‘I feel prepared to choose teaching strategies to meet different instructional purposes’ with a mean of 4.0 on a six-point scale. Compared to the other items under this sub-factor, the number of pre-service teachers who were less prepared was significant. The results revealed that over 20% of the respondents felt less prepared. The other respondents felt more prepared to choose different

teaching strategies based on instructional purposes with 52% of them viewing themselves as well prepared, while 18% and 6% felt very well prepared and fully prepared respectively.

In response to the ability to 'choose teaching strategies to meet different students' needs, 58% of pre-service teachers answered that they felt well-prepared, 16% very well prepared, and 4% fully prepared. Some respondents also expressed their feelings of lower preparedness in this ability as indicated by the descriptive statistics with 22% of respondents feeling 'fairly-prepared' 'a little prepared' and 'unprepared'. The survey showed that the pre-service teachers' perceived preparedness level to handle different students' needs in learning was categorised as moderate with a mean of 3.98.

The respondents expressed themselves as moderately prepared to 'encourage students to see, question, and interpret ideas from diverse perspectives', as indicated by a mean of 3.97 for this item. According to the descriptive statistics, 75% of the respondents answered 'well prepared' and above, 18% answered as 'fairly-prepared', and the remaining respondents felt 'unprepared'. The results indicated that the pre-service teachers were not sufficiently confident in this particular teaching ability.

The ability to 'identify and address special learning needs and/or learning' of the respondents appeared to be fair, albeit lower than previous skills. The descriptive statistics showed that 23% of the respondents felt 'less prepared' and 3% viewed themselves as 'unprepared' to address special learning needs. Meanwhile, remaining respondents indicated higher preparedness with 53% feeling 'well-prepared', 16% 'very well prepared' and 6% 'fully prepared'. Even though the number of those who indicated higher preparedness outnumbered those who were less prepared or unprepared, the results underlined the pre-service teachers' hesitation in their capability of handling students' special needs, with a mean of 3.95 on a six-point scale.

The responses to a survey item asking about respondents' preparedness in their ability to 'resolve interpersonal conflict in the classroom' indicated that the pre-service teachers felt moderately prepared with a mean of 3.94. The descriptive statistics showed that 53% of the respondents perceived themselves as 'well prepared', 16% 'very well prepared', and 5% 'fully prepared'. The results also demonstrated that the number of respondents who were less prepared was significant with 26% indicating a lack of preparedness to resolve conflict in the classroom.

The descriptive statistics revealed a moderate level of perceived preparedness by pre-service teachers in response to their ability to 'help students learn to think critically and solve problems'. The respondents expressed higher levels of preparedness for this ability with a mean of 3.92. Seventy-six percent perceived themselves as 'well prepared' and above, while 24% of respondents viewed themselves as 'less prepared' and 'unprepared'.

The descriptive statistics revealed a moderate level of perceived preparedness, with a mean of 3.92, by pre-service teachers for 'planning instruction by using knowledge of learning subject matter, curriculum, and student development'. The results demonstrated that 48% of the respondents viewed themselves as 'well prepared', while 20% and 4% of the respondents felt 'very well prepared' and 'fully prepared' respectively. Furthermore, the descriptive statistics revealed that some respondents had a lower sense of preparedness, with 24% and 4% of the respondents feeling fairly and a little prepared.

In response to the ability to 'help students learn how to assess their own learning', the pre-service teachers indicated a moderate level of preparedness with a mean of 3.83. According to the descriptive statistics, 51% of the respondents viewed themselves as 'well prepared', 18% 'very well prepared' and 4% 'fully prepared'. The remaining 27% of the respondents had a lower sense of preparedness.

Next, the responses indicated the respondents' hesitation in their own capability to help students to assess their own learning, as demonstrated by the descriptive statistics with the mean of 3.82 and SD= 0.93. The most frequently occurring response (48%) was 'somewhat agree', followed by 'somewhat disagree' (24%).

Interestingly, when asked their overall self-assessment about their preparedness for teaching, the respondents mostly indicated a moderate level of preparedness. The mean score of this item was the lowest among the other items under the preparedness for the teaching dimension. The descriptive statistics demonstrated that 66% of the respondents answered 'well prepared' and above, while 27% viewed themselves as 'fairly prepared', 7% 'a little prepared', and 'unprepared'. Still, this showed that the pre-service teachers commonly did not indicate strong preparedness to teach when asked that question directly.

4.2.1.2. Factor analysis

As stated previously, the perceived preparedness for the teaching section consisted of 32 questions in the form of a six-point Likert scale. An inspection of the correlation matrix revealed that a number of survey items under this dimension had coefficients of 0.3 and above. The KMO value is 0.908, which is above the recommended value of 0.6, and Bartlett's test of sphericity is also significant with a chi-square of 2982.038 and $p<0.01$. In this case, the assumption to run a factor analysis is met.

The maximum likelihood with direct oblimin rotation, in which coefficient values below 0.3 are suppressed and missing data are replaced by means, is performed to extract these 32 survey questions. Initially, the analysis resulted in five factors extracted. This analysis procedure was repeated with factors forced into four, three, and two. The results of maximum likelihood with direct oblimin rotation that was forced to three factors provided the best definition of the factors.

The three factors were able to explain 63.7% (initial Eigenvalues) of the total variance in which factor 1 gave the biggest contribution of 50.9%; factor 2 contributed 7.2%, and factor 3 contributed 5.6% of the total variance.

Table 4-2 The rotated pattern matrix of preparedness for teaching

Statements	**Factor**		
I feel prepared to …	**1**	**2**	**3**
Teach subject matter concepts, knowledge, and skills in ways that enable students to learn	.799		
Understand how different students in my classroom are learning	.698		
Set challenging and appropriate expectations for the learning and performance of students	.465		
Help all students achieve high academic standards	.765		
Use instructional strategies that promote active student learning	.585		

Statements	**Factor**		
I feel prepared to …	**1**	**2**	**3**
Relate classroom learning to the real world	.409		
Identify and address special learning needs and/or difficulties	.811		
Teach in ways that support new learners	.760		
Choose teaching strategies for different instructional purposes	.869		
Choose teaching strategies to meet different students' needs	.871		
Help students become self-motivated and self-directed	.826		
Develop a classroom environment that promotes social development and group responsibility	.511		
Develop students' questioning and discussion skills	.656		
Use nonverbal communication strategies to guide student learning and behaviour	.619		
Help students learn to think critically and solve problems	.686		
Encourage students to see, question, and interpret ideas from diverse perspectives.	.619		
Help students learn how to assess their own learning	.608		
Overall, feel prepared to become an English teacher	.604		
Engage students in cooperative group work		.331	
Engage students in independent learning		.756	
Use effective verbal communication strategies to guide student learning and behaviour		.781	
Use questions to stimulate different kinds of student learning		.730	

Statements	**Factor**		
I feel prepared to …	**1**	**2**	**3**
Plan instruction by using knowledge of learning subject matter, curriculum, and student development		.624	
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs		.612	
Evaluate and reflect on your practice to improve instruction	.	.504	
Resolve interpersonal conflict in the classroom		.787	
Maintain an orderly, purposeful learning environment		.697	
Discuss and solve problems with colleagues		.710	
Integrate technology in teaching and learning		.497	
Understand how students' social, emotional, physical, and cognitive development influences learning			.596
Understand how students' family and cultural backgrounds may influence learning			.611
Understand how factors in the students' environment outside of school may influence their life and learning			.594

Factor 1: Instructional strategies

Instructional strategies were the first factor in pre-service teachers' sense of preparedness for teaching and they included 18 loadings with coefficients above 0.4. The items loaded shared similarities in terms of skills required by teachers, including pedagogy and content knowledge mastery, lesson planning, teaching strategies, understanding students' development and diversity in learning.

Factor 2: Professional engagement

The professional engagement was the second factor in the sense of preparedness for teaching revealed by the factor analysis. The shared information obtained from these 11 items was the importance of teachers' professional development including continuously updating knowledge, engaging themselves in the professional community, improving communication skills, and integrating technology in class.

Factor 3: Context recognition

The third factor in the sense of preparedness for teaching as performed by the factor analysis was context recognition. This factor accommodated three survey items that were associated with understanding students' social, emotional, physical, cognitive, and cultural contexts to support effective learning at school.

4.2.1.3. Intra-correlations of the sense of preparedness for teaching

The statistical analysis demonstrated that all the factors were significantly correlated to each other, as shown in Table 4.3. The first factor, *instructional strategies*, indicated significant positive correlations with the other factors. It was highly correlated ($r= 0.788$; $p<0.01$) with the second factor, professional engagement, and moderately correlated ($r= 0.503$; $p<0.01$) with the third sub-factor, *context recognition*. The second factor, *professional engagement*, had moderate to high correlations to the other factors. It was moderately correlated with context recognition ($r= 0.462$; $p<0.01$) and highly correlated with instructional strategies ($r= 0.788$; $p<0.01$). Likewise, *context recognition*, the third sub-factor, had significant-moderate correlations with *instructional strategies* ($r= 0.503$; $p<0.01$) and *professional engagement* ($r= 0.462$; $p<0.01$). Table 4.3 presents the relations among the three factors of the preparedness to teach dimension.

Table 4-3 Intra-correlations of preparedness for teaching sub-factors

	Professional engagement	*Context recognition*
Instructional strategies	.788**	.503**
Professional engagement		.462**

** *Correlation is significant at the 0.01 level (2-tailed)*

* *Correlation is significant at the 0.05 level (2 tailed)*

4.2.1.4. Reliability of perceived preparedness for teaching

The overall reliability of the 32 survey questions, which were related to preparedness for teaching, is examined with Cronbach's Alpha, and the result indicated very high reliability of 0.968.

4.2.2. Beliefs and attitudes towards the teaching profession

The second dimension, which was measured in the online survey, is the pre-service teachers' beliefs and attitudes towards the teaching profession. This section consists of 20 survey items on a six-point Likert scale. The descriptive statistical results are presented as follows.

4.2.2.1. Descriptive statistics

The descriptive statistics demonstrated that the pre-service teacher mostly indicated positive beliefs and positive attitudes towards the teaching profession. The results showed that the respondents had positive views on their profession. Their beliefs and attitudes towards the profession can be categorised as moderate to a high level, with the mean between 4.06 and 5.61 (see Table 4.4).

Table 4-4 The descriptive statistics of beliefs and attitudes towards the teaching profession

No	Survey Items	Mean	SD
1	I believe that teaching is beneficial to society	5.6137	.56855
2	I think that the teaching profession requires dedication	5.6038	.57037
3	I highly respect the teaching profession	5.4854	.62661
4	I appreciate the teaching profession	5.4656	.56171
5	I believe teaching is a serious profession	5.3764	.74132
6	I believe teachers are perceived as professionals	5.1509	.85960
7	I believe that the teaching profession is a noble profession	5.1090	.88265
8	I believe teaching is hard work	5.1038	.98493
9	In my opinion, teaching requires specific expertise	5.0495	.83239

No	Survey Items	Mean	SD
10	I believe teachers need highly specialised knowledge	5.0189	.95599
11	I believe teachers have a heavy workload	5.0094	.79875
12	I believe teaching requires high levels of expert knowledge	4.9717	1.15022
13	I believe teaching is a well-respected career	4.9057	1.03766
14	I believe teachers are valued by society	4.9057	1.04679
15	I believe teaching is emotionally demanding	4.7453	.96670
16	I believe teaching is a suitable career for a woman	4.6038	1.00171
17	I believe teaching is perceived as a high-status occupation	4.3113	1.16589
18	I believe teaching is a suitable career for a man	4.1509	.96404
19	I believe teachers have high social status	4.0566	1.17781
20	I believe teachers earn a good salary	3.4906	1.02581

The respondents expressed very positive perceptions towards the survey item 'I believe that teaching is beneficial to society'. Most of the respondents (68%) indicated a very high agreement with the statement, while 27% of them agreed and 5% slightly agreed. Those responses formed highly positive perceptions among the respondents with a mean of 5.61. This means that all of the pre-service teachers admitted the significant contribution of the teaching profession in society.

The question 'I believe teaching is a serious profession' indicated the highest mean under this dimension. The respondents showed highly positive attitudes towards the teaching profession with a mean of 5.38. The results showed that 48% and 43% of the respondents strongly agreed and agreed with the statement, while 5% and 4% of them slightly agreed and slightly disagreed respectively. In this case, the pre-service teachers mostly viewed teaching as a highly serious profession.

The survey analysis revealed that the respondents had extremely positive attitudes towards the item 'I think that the teaching profession requires dedication' with a mean of 5.60. The

descriptive statistics demonstrated that the majority of the respondents (66%) strongly agreed, 31% agreed, and the remaining respondents indicated less agreement. These results showed that pre-service teachers considered dedication a crucial personal aspect for teachers.

The descriptive statistics demonstrated a very high agreement among the respondents regarding the survey item: 'I highly respect the teaching profession.' The results showed positive attitudes of the respondents (53%) who strongly agreed with this statement, followed by those who agreed (42%). These two responses formed a very high positive attitude with a mean of 5.49 on a six-point scale.

Similarly, the respondents' attitudes to the item 'I appreciate the teaching profession' also indicated their high level of agreement with this item. All of the respondents expressed their agreement with 48% of the respondents in strong agreement, 48% agreed, and 4% somewhat agreed with the statement. Accordingly, the responses shaped the respondents' enormously high levels of appreciation for the teaching profession with a mean of 5.47.

The item 'I believe teachers are perceived as professionals' also received a positive response with a mean of 5.15 and a standard deviation of 0.86. The descriptive statistics demonstrated an incredibly high positive perception of the respondents. The survey data showed over 90% of the respondents believed that teachers were professionals.

In response to the item 'I believe that the teaching profession is a noble profession', the descriptive statistics revealed pre-service teachers' positive attitudes. Most of the respondents expressed their agreement; 36% of them had a strong agreement, 45% agreed, and 14% slightly agreed. However, the results also demonstrated that some pre-service teachers (5%) doubted the nobility of the profession

The next survey item differed from those mentioned previously as it viewed teaching from the opposite perspective. The responses to the item: 'I believe teaching is hard work' indicated a high agreement among the respondents. The respondents appeared to be aware of the diverse roles of teachers. The descriptive statistics indicated that 39% of the respondents strongly agreed, 42% agreed, and 13% somewhat agreed with the statement. Additionally, the results indicated that some respondents (6%) expressed their disagreement even though the number was very small.

Regarding teaching quality, most of the respondents showed their positive perceptions of the item 'In my opinion teaching requires specific expertise' with a mean score of 5.05 and a standard deviation of 0.83. Accordingly, 15% of the respondents slightly agreed, 50% agreed and 30% strongly agreed. Furthermore, the descriptive statistics also revealed that a number of the respondents, while only a few, had a disagreement regarding expertise on the skills and knowledge teachers should acquire. This implies that some respondents did not think that teaching required specialised knowledge.

In response to the survey item: 'I believe that teachers have a heavy workload', most respondents indicated a high level of agreement; the mean of the responses was 5.01. The results revealed that 27% of the pre-service teachers strongly agreed, 50% of them agreed, and 20% slightly agreed. Additionally, the results identified a small number of respondents who disagreed with this survey item.

In response to the item, 'I believe teaching requires high levels of expert knowledge, the mean score (M= 4.97, SD= 1.15) revealed that the respondents extremely agreed. The descriptive statistics demonstrated that the positive responses were shaped by those who somewhat agreed (14%), agreed (39%) and strongly agreed (38%) with the statement.

Positive responses also emerged regarding the item 'I believe teachers need highly specialised knowledge', as described by a mean score of 5.02 and a standard deviation of 0.96 on a six-point Likert scale. Most of the respondents, over 90%, completely believed in teachers' required competencies.

In response to 'I think teaching is a well-respected career', the answers indicated the respondents' positive beliefs. The mean of the responses was 4.91 on a six-point scale. The descriptive statistics demonstrated that 35% and 33% of the respondents agreed and strongly agreed respectively, followed by 24% of them who somewhat agreed with the status associated with the teaching profession. Overall, the pre-service teachers perceived teaching as a respected career, even though 8% of the respondents indicated disagreement with this item.

Likewise, the respondents also showed high agreement with the item 'I believe that teachers are valued by society'. From the point of view of the respondents, teaching is a profession that had positive value for society. Positive agreements dominated the responses as shown by a

mean of 4.91. Most of the respondents (93%) believed that society perceived teaching as valuable and a small number of the respondents (8%) thought otherwise.

Similarly, the respondents expressed a high agreement when responding to the item 'I believe that teaching is emotionally demanding.' The pre-service teachers' agreement dominated the responses of this item; 18% of them strongly agreed, 51% agreed, and 25% slightly agreed. Only 7% of respondents did not believe that teaching was emotionally demanding.

In response to the item 'I believe teaching is a suitable career for a woman', the positive responses outnumbered the negative responses with a mean score of 4.60 and a standard deviation of 1.00. According to the statistical analysis, 24% of the respondents slightly agreed, 44% agreed and 17% disagreed, while the rest (15%) disagreed with the statement. While slightly lower than the previous results, the positive responses also dominated the next item 'I believe teaching is a suitable career for a man' with a mean of 4.15 and a standard deviation of 0.96. Both results indicated a moderate level of agreement from pre-service teachers on the perception of gender relatedness. As shown in Table 4.4, the statistical analysis demonstrated a slight difference between the responses of the two survey questions with more respondents agreeing that teaching was suitable for women.

The descriptive statistics demonstrated respondents' moderate to a high level of perception when asked about whether 'teaching is perceived as a high-status occupation' with a mean of 4.31. The respondents who agreed with the statement outnumbered those who disagreed. The results revealed that 30% of the pre-service teachers somewhat agreed, 34% of them agreed, and 14% strongly agreed.

Regarding the item 'I believe that teachers have high social status,' the responses indicated a moderate level of belief with a mean of 4.06. The respondents appeared to have doubts about this issue even though positive responses still dominated. According to the descriptive statistics, 37% of the respondents showed a slight agreement, 24% agreed and 11% strongly agreed.

Interestingly, the responses to the item 'I believe that teachers earn a good salary' indicate the respondents' lower beliefs. The descriptive statistics reveal that most of the responses are between slightly disagree and slightly agree with 36% for each. It indicates that the respondents could not convincingly agree with the statement. The results also inform interesting facts, in which the number of respondents who agree (51%) only slightly differed from those who disagree (49%).

The results show that, according to the responses, what teachers receive monthly is not comparable to the responsibilities that teachers should perform in educating the young generations.

4.2.2.2. Factor analysis

The factor analysis with the maximum likelihood procedures and direct oblimin rotation was selected to analyse the factorability of the first two sections of the online survey because these procedures provided well-defined factors. The correlation matrix indicated significant correlations of 0.3 and above among some questions of these two sections. In total, 20 survey questions were analysed. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of this section is 0.747, which exceeded the recommended value of 0.6 and Bartlett's test of sphericity was significant with Chi-square of 776.108 and $p<0.01$.

The analysis, in which coefficient values below 0.30 were suppressed and all missing data were replaced by means, was used to examine the 20 survey items. Initially, this process resulted in six factors extracted and 20 iterations required. Then, similar procedures of the maximum likelihood and direct oblimin rotation forcing smaller factors (forced to three, four, five factors) were rerun to obtain the most sensible extracted results.

From the analyses of the scatter plot and pattern matrix, the five factors extracted appeared to be the most reasonable among the other extracted factors. The pattern matrix indicated that there were two items loaded under Factor 1, and six items loaded under Factor 2. Factor 3 contained three, while Factor 4 and 5 accommodated five and four loadings successively.

Table 4-5 The rotated pattern matrix of beliefs and attitudes towards the teaching profession

Statements	**Factors**				
	1	**2**	**3**	**4**	**5**
I think that teaching is a suitable career for a woman	.579				
I think that teaching is a suitable career for a man	1.005				
I highly respect the teaching profession		.834			

Statements	Factors				
	1	2	3	4	5
I appreciate the teaching profession		.882			
I believe that the teaching profession is a noble profession		.568			
I think that the teaching profession requires dedication		.556			
I believe that teaching is beneficial to society		.456			
I believe teaching is a serious profession		.392			
I think that teachers have a heavy workload			.650		
I think that teaching is emotionally demanding			.766		
I think that teaching is hard work			.523		
I think that teaching is perceived as a high-status occupation				.367	
I think that teaching is a well-respected career				.597	
I think that teachers are valued by society				.699	
I think that teachers have a high social status				.708	
I think that teachers earn a good salary				.335	
I think that teachers are perceived as professionals					-.371
I think that teaching requires high levels of expert knowledge					-.559
I think that teachers need highly specialised knowledge					-.724
In my opinion, teaching requires specific expertise					-.782

The initial Eigenvalues indicated that the five factors extracted were able to explain 61.15% of the total variance in which the first factor contributed 25.13%, the second factor contributed 11.92%, the third factor contributed 10.02%, and the fourth and fifth factors contributed 7.18% and 6.91% consecutively.

Factor 1: Gender relatedness

The items that were loaded in Factor 1 under beliefs and attitudes comprised two statements: *teaching is suitable for women*, and *teaching is suitable for men*. The two items explained the relationship between gender and teaching; therefore, this factor is named gender-relatedness.

Factor 2: Esteemed profession

The second factor accommodated six loadings that were included in the attitudes towards the teaching profession dimension. The items under this factor were concerned with understanding pre-service teachers' positive opinions of the teaching profession; therefore, this factor is labeled as an esteemed profession.

Factor 3: Demanding work

Demanding work (Factor 3) referred to pre-service teachers' negative perceptions towards the teaching profession. This factor loaded three survey items that indicated the challenges of the profession.

Factor 4: Social status

The factor analysis loaded five survey questions, which were related to the social status of the teaching profession. The questions included how society values the profession and the adequacy of teachers' salary, therefore, this factor is called social status.

Factor 5: Expertise

There were four items loaded in this factor**.** All the items were related to perceptions of the amount of content and pedagogical knowledge with which teachers should be proficient, for that reason this factor is labelled expertise.

4.2.2.3. Intra-correlations of beliefs and attitudes

The intra-correlation table (see Table 4.6) demonstrates that most of the 20 survey items regarding beliefs and attitudes towards the teaching profession are correlated to each other at p= 0.01 and p= 0.05. The strengths of the item correlations vary from weak to moderate levels. Some items show negative correlations, but most correlations indicate positive associations.

The research findings demonstrated that, in general, the respondents had positive beliefs and attitudes towards teaching as a career. This study, regarding beliefs and attitudes towards the teaching profession, did not show any significant impact on the sense of preparedness for teaching, this dimension indicates its significant and positive correlations with professional self-efficacy (r= 0.414, p= 0.01) and background motivation (r= 3.35; p=0.01).

The factor analysis revealed that there were five sub-factors underlying beliefs and attitudes towards the teaching profession, namely gender-relatedness, esteemed profession, demanding work, social status, and expertise. The first sub-factor, *gender-relatedness*, had significant low to moderate-positive correlations with three other sub-factors: esteemed profession (r= 0.382; p<0.01), social status (r=0.314; p<0.01), and expertise (r= 0.233; p<0.05). Nevertheless, in this study, this factor did not appear to have a correlation with demanding work.

The second sub-factor, *esteemed profession,* was indicated to have significant correlations with other sub-factors, except demanding work. The statistical analysis demonstrated that the correlations between esteemed profession and social status, as well as expertise, were positive but weak with r= 0.298; p= 0.01 and r= 0.391; p<0.01 respectively.

Demanding work, the third sub-factor, was only significantly correlated with expertise with r= 0.298; p<0.01. The next sub-factor, social status, had significant-moderate correlations with three sub-factors, namely gender-relatedness (r= 0.314; p<0.01); esteemed profession (r= 0.298); and expertise (r= 0.375).

Furthermore, the last factor, expertise, appeared to be significantly correlated with all the other sub-factors. Its correlation with gender-relatedness was slightly lower than its correlations with the other sub-factors with r= 0.233; p<0.05. The expertise sub-factor had significant but weak correlations with esteemed profession (r= 0.391; p<0.01), demanding work (r= 0.298; p<0.01), and social status (r= 0.375; p<0.01).

Table 4-6 Intra-correlations of beliefs and attitudes sub-factors

	Esteemed profession	*Demanding work*	*Social status*	*Expertise*
Gender-relatedness	.382**	.067	.314**	.233*
Esteemed profession		.094	.298**	.391**
Demanding work			.097	.298**
Social status				.375**

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2 tailed)*

4.2.2.4. Reliability of perceived beliefs and attitudes towards the teaching profession

The 20 items of the beliefs and attitudes dimension had high reliability with Cronbach's Alpha of .820

4.2.3. Professional self-efficacy

Self-efficacy in teaching is the next construct to be assessed. Prior research has shown it's important contribution in the sense of preparedness for teaching. In the survey, this construct is measured through 13 survey items on a six-point Likert scale. The following is a description of the results.

4.2.3.1. Descriptive statistics

On a six-point Likert scale, the descriptive statistics demonstrated that most of the responses tended to be positive, with the means between 4.09 and 5.35. The results indicated respondents' moderate to high levels of positive professional self-efficacy. Table 4.7 summarises the descriptive statistics of professional self-efficacy.

Table 4-7 The descriptive statistics of professional self-efficacy

No	**Survey Items**	**Mean**	**SD**
1	When teaching, I will usually welcome students' questions	5.3528	.63216

No	Survey Items	Mean	SD
2	I will continually improve my skills to teach English	5.2170	.78321
3	Effective teaching can overcome students' diverse background knowledge	5.0292	.62420
4	When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy	4.9142	.75176
5	When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort	4.5934	.77556
6	The teacher is generally responsible for the achievement of students	4.5613	.90304
7	Increased effort in teaching produces little change in students' achievement	4.5170	1.06893
8	My knowledge of the English language is sufficient to teach the subject effectively	4.4160	.73894
9	I will always be able to answer students' questions about my subject	4.2575	.97833
10	I know the various methods to teach English effectively	4.2491	.79283
11	I often have difficulties in helping students to understand a concept	4.0925	.86276
12	The low subject achievement of students cannot generally be blamed on their teachers *(reversed)*	2.5783	1.00171
13	I am worried I will teach ineffectively *(reversed)*	2.2500	.97590

The responses to the item 'when teaching, I will usually welcome students' questions' indicate a very high level of efficacy in teaching. The results demonstrated that 41% and 52% of the respondents strongly agreed and agreed respectively and 7% somewhat agreed with the statement.

The responses formed a very high level of efficacy of the respondents, particularly in welcoming the students' questions, with a mean of 5.35.

The responses to the item 'I will continually improve my skills to teach English' revealed that the respondents had a high level of efficacy in self-improvement. The descriptive statistics demonstrated that the majority of pre-service teachers surveyed (97%) had strong intentions to keep learning in order to improve their competencies.

The item 'effective teaching can overcome students' diverse background knowledge' is a common belief about teaching among the respondents of this study. The accepted responses appeared to be highly positive with a mean of 5.03 on a six-point scale. The descriptive statistics demonstrated that all the respondents agreed with the power of effective teaching to manage diversity in the classroom with strong agreement from 21% of the respondents, while 61% agreed, and 18% somewhat agreed.

Teachers' professionalism in this survey includes the pre-service teachers' perceived adequacy of teaching strategies and subject content mastery. The survey indicated that their perception of the impact of effective teaching strategies towards student achievement was very positive with a mean of 4.91 and a standard deviation of 0.75 on a six-point Likert scale. The results indicated that the majority (97%) of pre-service teachers surveyed completely believed that 'when the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy'. The positive responses comprised 19% strong agreement, 57% agreement, and 21% slight agreement. The results showed that the pre-service teachers mostly believed that teachers made a significant contribution to their students' success.

The ability to manage a class can also be a source of pre-service teachers' perceived self-efficacy, as revealed by this study. The survey results demonstrated that pre-service teachers were moderately to highly confident in the relationship between teachers' efforts and students' achievement with a mean of 4.59 on a six-point scale. In response to the item 'when a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort', most of the respondents expressed their agreement; 36% somewhat agreed, 47% and 11% agreed and strongly agreed respectively with teachers' roles in students' success. Even though 6% of the respondents indicated their disbelief, the results demonstrated that pre-service teachers absolutely believed that there was an association between teachers' efforts and students' achievement.

The item ‘the teacher is generally responsible for the achievement of students’ is closely related to the two previous survey items. The responses also indicated that the respondents moderately to highly agreed with the associations between teachers’ roles and students’ achievement. The results demonstrated that 11% and 51% of the respondents strongly agreed and agreed respectively with the association, as well as the other 28% who somewhat agreed. Nevertheless, the other 9% of the respondents disagreed with the association. Therefore, in this study, the pre-service teachers viewed effective teaching as an important aspect of managing the class.

The survey item ‘increased effort in teaching produces a little change in students’ achievement’ also highlighted the relations between teachers’ efforts and students’ achievement. Likewise, the responses indicated moderate to high positive perceptions of the pre-service teachers with a mean of 4.52 on a six-point scale. The descriptive statistics indicated that most of the respondents (81%) expressed their agreement, ranging from slightly agree to strongly agree. The results also showed that some respondents (19%) had different perceptions of the relations between teacher effort and student achievement. However, the pre-service teachers typically believed that when teachers’ abilities increase, the students’ level of achievement would increase.

Regarding their perceived subject content proficiency, the pre-service teachers seemed to have a moderate to high level of confidence with their ability, with a mean of 4.42 and SD of 0.74. Interestingly, the descriptive statistics revealed that the number of respondents who agreed with the item ‘my knowledge of the English language is sufficient to teach the subject effectively’ was very significant. There were 47% and 41% of the respondents who somewhat agreed and agreed respectively with the statement as well as 4% who disagreed.

The descriptive statistics also indicated a moderate level of perceived efficacy in response to the item ‘I will always be able to answer students’ questions about my subject’ with a mean of 4.26 (SD= 0.98). Similar to the previous survey item, the number of respondents who somewhat agreed was very significant. The results demonstrated that 42% of them did not definitely describe their ability to respond to their students’ questions, while 40% of them had a higher level of perceived efficacy. Furthermore, the results also revealed that a few pre-service teachers (18%) in the current research had lower confidence.

With respect to students' engagement, the respondents' level of perceived efficacy was moderate, with a mean of 4.25 and a standard deviation of 0.79 for their teaching methods. Their belief in the ability, 'I know the various methods to teach English effectively', tended to be positive. The results indicated that 86% of the respondents believed that they had adequate teaching competencies, while the other 14% of the respondents showed their lower sense of efficacy.

The responses to two survey items, 'I am worried I will teach ineffectively' and 'The low subject achievement of students cannot generally be blamed on their teachers', showed the respondents' disagreement towards the statements with a mean of 2.25 (SD= 0.98) and a mean of 2.58 (SD=1.00) respectively. The results implied that most of the respondents were confident in their abilities to teach effectively, as well as their view about the important roles of teachers on students' achievement.

4.2.3.2. Factor analysis

The maximum likelihood and principal component analysis procedures with direct oblimin rotation in which coefficient values below 0.3 were suppressed, were run to obtain significant factors towards 13 survey questions about teaching efficacy. Prior to the factor analysis, the sampling adequacy was examined with Kaiser-Meyer-Olkin measures of sampling adequacy and Bartlett's test of sphericity. Initially, there were 13 questions that were analysed. The statistical results indicated that three items could not be included in any factor; therefore, the three items were taken out. The KMO is 0.706 after three survey items were excluded. The KMO exceeded the recommended value and the chi-square is 215.853 with $p<0.01$. In other words, the assumptions were met, and the data were then analysed further.

The factor analysis procedures were performed several times including by forcing smaller factors than the initial extracted factors. The first analysis of maximum likelihood extracted the survey items into four factors. Following this, similar procedures were repeated with smaller factors forced. The three factors extracted from the maximum likelihood with oblimin rotation offered good definitions, which was also supported by the scree plot. However, this second run of factor analysis also demonstrated that three survey items could not be loaded into any factor. They were: (1) I am worried I will teach ineffectively; (2) The low subject achievement of students

cannot generally be blamed on their teachers; and (3) I often have difficulties in helping students to understand a concept. Again, a factor analysis with maximum likelihood with direct oblimin rotation, forced into three factors, and excluding three survey items was run. The latter analysis offered definitely reasonable results, as follows in Table 4.8.

Table 4-8 The rotated pattern matrix of professional self-efficacy

Statements	**Factor**		
	1	**2**	**3**
When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy	.369		
My knowledge of the English language is sufficient to teach the subject effectively	1.051		
When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort		.383	
I will continually improve my skills to teach English		.520	
Effective teaching can overcome students' diverse background knowledge		.606	
Increased effort in teaching produces little change in students' achievement		.526	
The teacher is generally responsible for the achievement of students		.466	
When teaching, I will usually welcome students' questions		.625	
I know the various methods to teach English effectively			-.360
I will always be able to answer students' questions about my subject			-.771

The initial Eigenvalues indicated that the three factors were able to explain 56.7% of the total variance. The first factor contributed 31.2%, the second factor 15.1%, and the third contributed 10.5% of the total variance.

Factor 1: Professional expertise

The factor of professional expertise loaded two questions of the survey: 'When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy' and 'My knowledge of English language is sufficient to teach the subject effectively'. These two items were associated with the knowledge proficiency teachers should master as professionals. Therefore, this factor is labelled as professional expertise.

Factor 2: Teachers' roles

The second factor, instructional strategies, accommodated six loadings, as follows.

- When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort.
- I will continually improve my skills to teach English.
- Effective teaching can overcome students' diverse background knowledge.
- Increased effort in teaching produces little change in students' achievement.
- The teacher is generally responsible for the achievement of students.
- When teaching, I will usually welcome the students' questions.

All loaded items had connections with teaching practices in class. Therefore, this factor is called instructional strategies.

Factor 3: Students' engagement

This factor loaded two items: 'I know the various methods to teach English effectively' and 'I will always be able to answer students' questions about my subject'. These two items were connected to how to engage students in a class, so this factor is named students' engagement.

4.2.3.3. Intra-correlations of professional self-efficacy

The statistical analysis revealed the significant-positive correlations among the factors underlying self-efficacy, as shown in Table 4.9. The first factor, professional expertise, was moderately

correlated with instructional strategies (r= 0.504; p<0.01) and students' engagement (r= 0.378; p<0.01). Second, the instructional strategies factor was also moderately correlated with professional expertise (r= 0.504; p<0.01) and students' engagement (r= 0.485; p<0.01). Similarly, students' engagement, as the third factor, had moderate and positive correlations with professional expertise (r= 0.378; p<0.01) and instructional strategies (r= 0.485; p<0.01).

Table 4-9 Intra-correlations of professional self-efficacy sub-factors

	Instructional strategies	*Students' engagement*
Professional expertise	.504**	.378**
Instructional strategies		.485**

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2 tailed)*

4.2.3.4. Reliability of teaching efficacy

The overall reliability of the ten items under the efficacy dimension is moderate, with Cronbach's Alpha (α) of 0.718.

4.2.4. Background motivation

Motivation is an important construct in the field of initial teacher education. In the current research, the pre-service teachers' motivation for attending the teacher education program was assessed to see the roles of motivation in their sense of preparedness for teaching through 26 survey items.

4.2.4.1. Descriptive statistics

The pre-service teachers' background motivation for joining the program was measured with 26 items on a six-point Likert scale. The descriptive statistics demonstrated the diverse responses that range from fair to high agreements across the items. The lowest score occurred in the survey item that indicated the intrinsic motivation of the respondents. This question aimed to find out if teaching is the factor that drives the respondents to come into the program or whether teaching was the respondents' intrinsic motivation. Conversely, the item associated with the English language received the most positive responses; the results indicated that most of the respondents

viewed gaining more experience in the English language as their main reason for joining the English language teacher education program. Table 4.10 presents a summary of this dimension.

Table 4-10 The descriptive statistics of background motivation

No	Survey Items	Mean	SD
1	I want to improve my English proficiency	5.5170	.69505
2	My English proficiency supports me to travel overseas	5.4505	.62127
3	My English proficiency provides me with broad employment opportunities including non-teaching professions	5.2741	.63345
4	Teaching gives me a lifelong opportunity to learn	5.1808	.94580
5	My English proficiency supports me to pursue further education internationally	5.0882	.83550
6	Teaching allows me to experience the love and respect of children	5.0634	1.00293
7	Teaching gives me a chance to make an impact on society	4.9789	.89420
8	I am passionate about the English language subject	4.9783	.96588
9	Teaching can help me to develop character	4.9680	.82175
10	I can bring a positive impact on the issues in the educational system	4.7336	.95793
11	Teaching gives me an opportunity to interact and belong in the school community	4.7204	1.09862
12	Teaching gives me an opportunity to demonstrate leadership	4.6232	1.00394
13	My parents/relatives advised me to choose the English Language Education Program	4.5604	1.31807
14	Someone I highly respected told me I would be a good teacher	4.3329	1.14919

No	Survey Items	Mean	SD
15	The teaching profession offers me a work-life balance	4.3223	.95779
16	Teaching is a career where I can balance the demands of work and family	4.3223	1.10550
17	Teaching offers me a good opportunity for career advancement	4.2583	.91447
18	Teaching offers me a job with security	4.2038	.97159
19	Some of my friends have studied in the teacher education program	4.1825	1.44714
20	I like the work hours and vacation time of a teacher	4.0213	1.24960
21	I want to become an English language teacher	3.8575	1.29152
22	I will have a chance to earn a good salary as a teacher	3.7737	.97716
23	I like the thought of being the centre of attention in a room full of people	3.6884	1.29452
24	Teaching is a job I am most suited for	3.6019	1.20428
25	I felt a personal “calling” to teach	3.5912	1.31103
26	I have always wanted to teach	3.5379	1.23102

The respondents had extremely positive perceptions towards the item ‘I want to improve my English proficiency’. The responses indicated that the respondents had a very high intention to learn English with a mean of 5.52 on a six-point scale. The statistical results demonstrated that almost all the respondents, 99%, expressed their agreement and just one respondent disagreed with the statement.

All the respondents agreed with the item ‘my English proficiency supports me to travel overseas’. The survey results showed that all of them believed that the English language would support them overseas. Accordingly, the responses formed an absolutely high positive perception of this particular advantage of the English language with a mean of 5.45 on a six-point scale.

Extremely positive responses also dominated the answers to the item ‘My English proficiency provides me with broad employment opportunities including a non-teaching profession’. The results demonstrated that almost all of the respondents (99%) definitely showed their agreement with this item, with a mean of 5.27 on a six-point scale.

Another high agreement was identified among the respondents towards the item ‘teaching gives me a lifelong opportunity to learn’. The descriptive statistics demonstrated the respondents’ high positive perceptions with a mean of 5.18. In this survey, positive responses dominated the results with 41% and 43 % ‘strongly agree’ and ‘agree’ respectively, as well as 11% ‘slight agreement’. The remaining 5% did not view the learning opportunity offered by teaching as a benefit.

In response to the item ‘my English proficiency supports me to pursue further education internationally’, the descriptive statistics revealed that the majority responded positively. The results demonstrated that, typically, pre-service teachers agreed with the item. The mean of the responses was 5.09 on a six-point scale, indicating a high positive perception for the survey item. The number of respondents who agreed reached 97%, with 32% strong agreement, 48% agreement, and 17% slight agreement.

The responses to the item ‘teaching allows me to experience the love and respect of children’ revealed the respondents’ high positive perceptions. The results indicated that the respondents believed teaching would give them an opportunity to work with the younger generation. The descriptive statistics showed significantly positive responses, with 37% strong agreement, 43% agreement, and 12% slight agreement. Consequently, all positive responses formed an absolutely high level of belief with a mean of 5.06 on a six-point scale.

In response to the item ‘teaching gives me a chance to make an impact on society’, the descriptive statistics showed that almost all of the pre-service teachers in this study absolutely believed in teachers’ impact on society, with a mean of 4.98 on a six-point scale. The positive responses ranged from 25% strong agreement, 57% agreement, and 11% fair agreement.

The descriptive statistics demonstrated a high agreement among the respondents in response to the item ‘I am passionate about the English language subject’. The pre-service teachers revealed their positive beliefs regarding their passion for the English language with a mean of 4.98 on a six-point scale. Positive responses dominated the pre-service teachers’ answers with 29%

strongly agree, half (50%) agree, and 15% somewhat agree. According to the statistical analysis results, only 6% of the respondents disagreed with the statement.

The item ‘teaching can help me develop character’ indicated teachers benefitted personally from teaching. Most of the respondents positively believed, with 22% and 60 % of the respondents expressing strong agreement and agreement respectively, as well as 14% indicating fair agreement. Additionally, the descriptive statistics identified that 4% of the respondents did not think that teaching would be advantageous for character growth.

The respondents’ perceptions about their ability to ‘bring a positive impact on the issues in the educational system’ had a mean response of 4.73 on a six-point scale. This implies that pre-service teachers had a moderate to a high level of perception in response to this item. The survey results demonstrated that 19% of the respondents strongly agreed, while 52% and 20% had a moderate and slight agreement respectively.

Regarding the item ‘teaching gives me an opportunity to interact and belong in the school community’, the respondents showed a moderate to a high level of positive perceptions. The descriptive statistics indicated that the majority (89% of the respondents) answered positively with a mean of 4.72 on a six-point scale. The remaining 11% of the respondents did not think that teaching would integrate them with the school community.

In response to the item ‘teaching gives me the opportunity to demonstrate leadership’, the respondents appeared to have a moderate to a low level of perception with a mean of 4.62. Most of the responses indicated positive perceptions about leadership with 17% and 48% of the respondents expressing their agreement and strong agreement respectively, followed by 26% who somewhat agreed. Despite the 8% disagreement, the results implied that the pre-service teachers strongly believed that leadership would be one benefit of the teaching profession.

The descriptive statistics of the survey item ‘my parents/relatives advised me to choose the English language education program’ demonstrated a moderate to a high level of perception with a mean of 4.56 on a six-point scale. The number of respondents who admitted their parents’/relatives’ influenced their choice to participate in the program was significant. The results indicated that 25% of the respondents strongly agreed, 42% agreed, and 16% of them slightly agreed.

This study demonstrated that parents obviously had a significantly large influence on the respondents' decisions to attend initial teacher education. Most of the responses to the item 'someone I highly respected including my parents told me I would be a good teacher' indicated the pre-service teachers' positive agreement. The survey results demonstrated that 14% of the respondents strongly agreed, 29% agreed, and 40% somewhat agreed.

Another positive response from pre-service teachers was also demonstrated in the item 'the teaching profession offers me a work-life balance'. The responses formed a moderate perception with a mean of 4.32. The results revealed that 44% of the pre-service teachers had a little agreement, and 42% higher agreement with the balance the profession offers. The remaining 13% of the respondents did not agree with the statement.

'Teaching is a career where I can balance the demands of work and family' was the next survey item related to work-life balance. This study demonstrated that the respondents have a moderate level of perception with a mean of 4.32 on a six-point scale. The majority (over 80%) of the respondents expressed positive perceptions, including 44% slight agreement, 25% agreement and 14% strong agreement. Meanwhile, the remaining 16% of the respondents did not perceive that teaching enabled them to balance their work and family life.

The respondents showed a positive moderate level of perception towards the item 'teaching offers me a good opportunity for career advancement' with a mean of 4.26. The descriptive statistics demonstrated that the positive responses were derived from 45% slight agreement, 29% agreement, and 8% strong agreement. The remaining respondents indicated slight disagreement (14%) and disagreement (4%).

In response to the item 'teaching offers me a job with security', the respondents indicated a moderate level of agreement with a mean of 4.20. The majority of pre-service teachers responded positively with 41% 'somewhat agree', 35% 'agree', and 5% 'strongly agree'. Nonetheless, the descriptive statistics also revealed that the percentage of disagreement was important to investigate further. The results demonstrated that 15% of the pre-service teachers had a slight disagreement, 3% agree, and 2% strongly disagree with the security offered by the profession. This means that 20% of the respondents felt insecure about their job security.

The analysis results revealed that some respondents decided to enrol in the teacher education program following the influence of friends, as indicated by the responses to the item,

‘some of my friends have studied in the teacher education program’. Significantly, the results showed that 75% of the respondents indicated their agreement, from ‘somewhat agree’ to ‘strongly agree’. The remaining 25% indicated that friends did not affect their decision to enrol. Accordingly, the responses then shaped the positive moderate level of perceptions with a mean of 4.18.

Next, this survey demonstrated that the respondents appeared to have moderate positive responses to the item ‘I like the hours and vacation time of a teacher’ as indicated by the descriptive statistics with a mean of 4.02 on a six-point scale. The percentage of those who agreed with the statement was higher than the percentage of those who disagree. The results indicated that 32% of the respondents slightly agreed, while 29% and 9% agreed and strongly agreed respectively with the statement. Furthermore, the results also identified a significant number (29%) of respondents who did not like the hours and vacation time available for teachers.

A moderate level was indicated from pre-service teachers’ responses to the item ‘I want to become an English language teacher’. The mean of the responses was 3.89 on a six-point scale, which was higher than the previous three items. The descriptive statistics indicated that 38% of the respondents somewhat agreed, 15% agreed, and 13% strongly agreed. However, the percentage of those who did not want to become an English teacher was also significant. The results demonstrated that 34% of the respondents expressed disagreement, ranging from slight disagreement to strong disagreement.

The next item concerned the take-home income of teachers. The responses to this item revealed the respondents’ positive opinions (72%) about the salary teachers might earn with other responses including ‘slightly agree’ (52%) to ‘strongly agree’ (2%). Interestingly, the data also showed that a significant number of respondents (28%) disagreed that teachers received a good salary.

The item ‘I like the thought of being the centre of attention in a room full of people’ is intended to understand the respondents’ perception of themselves. The descriptive statistics revealed that the respondents had moderate to low perceptions of themselves being the centre of attention. Even though the positive responses (66%) outnumbered the opposite perceptions, the results highlighted a lower level of self-perception. This study demonstrated that the number of those who did not seem to feel happy was significant. The results showed that there were 34% of

the respondents who expressed their disagreement, ranging from ‘slight agreement’ to ‘strong disagreement’.

In response to the survey item ‘teaching is a job I am most suited for’, the descriptive statistics indicated that the respondents had a moderate to low agreement towards the statement, with a mean of 3.60 on a six-point scale. The percentage of respondents who answered ‘somewhat agree’ and above was 58%, while the percentage of those who chose ‘somewhat disagree’ and below was 42%. On a six-point Likert scale, the responses fell mostly between ‘somewhat disagree’ and ‘somewhat agree’. The results showed that the respondents were mostly hesitant to agree with the statement.

The next perception indicated the respondents’ moderate to low level of interest in teaching. The mean of the responses was 3.60 on a six-point scale. In the survey, the responses to the item ‘I feel a personal calling to teach’ was that 38% of the respondents somewhat agreed, 15% agreed, and 8% strongly agreed. The rest of the respondents showed their disagreement with the statement and the number was significant. The descriptive statistics demonstrated that 39% of the respondents disagreed, ranging from slight disagreement to strong disagreement.

The responses to the item ‘I have always wanted to teach’ also revealed the respondents’ moderate to low agreement with a mean of 3.54 on a six-point scale. Most of the responses were identified between ‘somewhat disagree’ (21%) and ‘somewhat agree’ (36%). The other 21% of the respondents had higher confidence to express themselves by choosing ‘agree’ and ‘strongly agree’. The results also indicated a significant number of those who disagreed with the statement. According to the descriptive results, 21% of the respondents slightly disagreed, 20% of them disagreed, and 3% strongly disagreed.

4.2.4.2. Factor analysis

The maximum likelihood with direct oblimin was conducted to reduce the factors related to motivation. Kaiser-Meyer-Olkin’s (KMO) measure of sampling adequacy of this section was 0.792, which was above the expected value of 0.6 and Bartlett’s test of sphericity was significant with Chi-square of 1916.120 and $p<0.01$. All the assumptions to run factor analysis were met.

The maximum likelihood with direct oblimin rotation, in which coefficient values below 0.30 were suppressed and all missing data were replaced by means, were used to examine the 26

survey items, and initially, they yielded seven factors extracted. To obtain the most reasonable factors, the maximum likelihood with direct oblimin rotation forced to six, five, and four factors were repeated. Among all the analysis results, the four factors extracted provided the best definition of the factors with one question – *'I will have a chance to earn a good salary as a teacher'* – excluded.

Table 4-11 The rotated pattern matrix of background motivation

Statements	**Factor**			
	1	**2**	**3**	**4**
Teaching is a job I am most suited for	.813			
I feel a personal calling to teach	.926			
I have always wanted to teach	.874			
I want to become an English language teacher	.803			
Teaching allows me to experience the love and respect of children		.633		
Teaching gives me a lifelong opportunity to learn		.694		
I can bring a positive impact on the issues in the educational system		.590		
Teaching gives me a chance to make an impact on society		.642		
I like the thought of being the centre of attention in a room of people		.580		
Teaching gives me an opportunity to demonstrate leadership		.625		
Teaching offers me a good opportunity for career advancement		.304		
Teaching can help me develop character		.607		

Statements	Factor			
	1	2	3	4
Some of my friends have studied in the teacher education program		.524		
Someone I highly respected (including my parents) told me I would be a good teacher		.415		
Teaching gives me an opportunity to interact and belong in the school community		.421		
I like the work hours and vacation time of a teacher			-.823	
Teaching offers me a job with security			-.667	
The teaching profession offers me a work-life balance			-.810	
Teaching is a career where I can balance the demands of work and family			-.716	
I am passionate about the English language subject				-.448
I want to improve my English proficiency				-.525
My English proficiency provides me with broad employment opportunities including the non-teaching profession				-.531
My English proficiency supports me to pursue further education internationally				-.575
My English proficiency supports me to travel overseas				-.391
My parents/relatives advised me to choose the English language education program				.328

The initial Eigenvalues indicated that the four factors had the ability to explain 60.6% of the total variance: the first factor contributed 36.0%; the second factor contributed 9.3%; the third factor contributed 8.9%, and the fourth contributed 6.4%.

Factor 1: Vocation

This factor loaded four items, which had connections with personal intentions: (1) Teaching is a job I am most suited for; (2) I feel a personal calling to teach; (3) I have always wanted to teach and (4) I want to become an English teacher. Therefore, this factor is labelled as a vocation.

Factor 2: Social influences

This factor consisted of 11 loadings as follows.

- Teaching allows me to experience the love and respect of children;
- Teaching gives me a lifelong opportunity to learn;
- I can bring a positive impact on the issues in the educational system;
- Teaching gives me a chance to make an impact on society;
- I like the thought of being the centre of attention in a room of people;
- Teaching gives me the opportunity to demonstrate leadership;
- Teaching offers me a good opportunity for career advancement;
- Teaching can help me develop character;
- Some of my friends have studied in the teacher education program;
- Someone I highly respected (including my parents) told me I would be a good teacher; and
- Teaching gives me an opportunity to interact and belong in the school community.

Factor 3: Work-life balance

Work-life balance is the next factor that included four survey questions: (1) I like the work hours and vacation time of a teacher; (2) Teaching offers me a job security; (3) The teaching profession offers me a work-life balance; and (4) Teaching is a career where I can balance the demands of work and family. They are all associated with teachers' well-being.

Factor 4: English language

This factor contained six loadings, which were related to the English language. They were (1) I am passionate about the English language subject; (2) I want to improve my English proficiency; (3) My English proficiency provides me with broad employment opportunities including non-teaching professions; (4) My English proficiency supports me to pursue further education

internationally; (5) My English proficiency supports me to travel overseas; and (6) My parents/relatives advised me to choose the English language teacher education program.

4.2.4.3. Intra-correlations of background motivation

The statistical analysis demonstrated that the vocation factor had significant and moderate correlations with social-psychological influences ($r= 0.504$; $p<0.01$), work-life balance ($r= 0.520$; $p<0.01$), and the English language ($r= 0.380$; $p<0.01$). Furthermore, the factor of social and psychological influences appeared to be significantly correlated with work-life balance ($r= 0.575$; $p<0.01$) and the English language ($r= 0.384$; $p<0.01$).

Likewise, the third factor, work-life balance, was significantly correlated with the others as the results of the statistical analysis. The pre-service teachers viewed teaching as a profession that could balance work and life in terms of the number of working hours, vacation, security, and family life. Accordingly, a significant number of the responses (40%) occurred in 'somewhat agree' which reflected the respondents' hesitation to admit that teaching was an ideal job. Moderate correlations occurred between work-life balance and vocation ($r= 0.520$; $p<0.01$) as well as social-psychological influences ($r= 0.575$; $p<0.01$), while its correlation with English language was considered lower than the other factors as indicated by $r= 0.204$; $p < 0.05$.

The last factor, the English language, seemed to have significant but weak correlations with the other factors. This means the respondents were aware of the benefits they would obtain when they adequately acquire the language for future English language teachers, and other non-teaching professions as well as international travels. These reasons appeared to be stronger than the other factors under the dimension of background motivation. The correlation between this factor with vocation was 0.380 at $p<0.01$; 0.384 at $p<0.01$ with social influences, and 0.204 at $p<0.05$ with work-life balance. As presented in Table 4.12, the statistical analysis indicated that the strongest correlation is between vocation and work-life balance.

Table 4-12 Intra-correlations of background motivation sub-factors

	Social & psychological influences	*Work-life balance*	*English language*
Vocation	.504**	.520**	.380**
Social & psychological influences		.575**	.384**
Work-life balance			.204*

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2 tailed)*

4.2.4.4. Reliability analysis

The total number of survey questions under motivation was 25 items. Cronbach's Alpha of SPSS version 24 indicated very high reliability of 0.911.

4.2.5. Initial Teacher Education

The teacher education program is an introductory program that introduces student teachers to the teaching profession. It prepares student teachers to be qualified future teachers and equips them with teachers' competences and skills. In the current research, the roles of the initial teacher program were assessed to understand its contribution to the student teachers' preparedness for teaching.

4.2.5.1. Descriptive Statistics

In this section, the respondents were expected to identify their academic and non-academic experiences in the initial teacher education program, as shown in Table 4.13. The questions were categorised into four areas: subject content courses, pedagogical courses, teaching practicum, and others. The responses indicated the respondents' positive views towards the role of the program in their professional development, as presented in the following table.

Table 4-13 The descriptive statistics of teacher education

No	Survey Items	Mean	SD
1	My literature coursework has positively affected my confidence for teaching	5.5219	.57284
2	My linguistics coursework has positively affected my confidence in teaching	5.0438	.82706
3	Non-curricular activities (e.g. committee members, choirs, sports) have positively affected my confidence for teaching	5.0134	.52279
4	My coursework on language skills and elements (such as grammar, pronunciation, speaking, writing) has positively affected my confidence for teaching	4.9219	.83069
5	My pedagogical coursework has positively affected my confidence in teaching	4.6109	.86953
6	My teaching practicum experiences have positively affected my confidence in teaching	4.4562	.98717

The survey results demonstrated that most of the respondents agreed that the courses and teaching practicum they had undertaken during the initial teacher education program supported their sense of self-efficacy for teaching. They viewed coursework related to linguistics and literature as contributing highly to their confidence in teaching with averaged scores between 4.92 (SD = 0.83) and 5.52 (SD= 0.57).

Regarding the item ‘my coursework on language skills and language elements has positively affected my confidence for teaching’, the descriptive statistics showed the respondents’ perceptions were highly positive with a mean of 4.92. Most of the respondents agreed with the item, 22% strongly agreed, 57% agreed, and 17% somewhat agreed. However, the results indicated some disagreement from 5% of the respondents. This small group of students did not perceive the significance of those courses in their professional development.

The responses to the next item ‘my linguistics coursework has positively affected my confidence for teaching’ appeared to be highly positive as well. The descriptive statistics indicated that most of the respondents (94%) agreed with the statement, ranging from ‘strongly agree’ to ‘somewhat agree’, while the remaining (6%) slightly disagreed. In other words, the pre-service teachers in the current research commonly acknowledged the important role of linguistics classes in their professional development.

It is interesting that all the respondents agreed that ‘my literature coursework has positively affected my confidence for teaching’. The mean of the responses was very high, 5.52 on a six-point scale. The number of respondents who strongly agreed was very high, 65% followed by those who agreed (29%) and somewhat agreed (6%).

Similarly, the pre-service teachers in this study also considered a significant contribution of pedagogical coursework, as indicated by the positive responses with a mean of 4.61 on a six-point Likert scale. In response to the item ‘my pedagogical coursework has positively affected my confidence for teaching’, the descriptive statistics revealed that positive responses dominated with 29% of the respondents somewhat agreed, while 49% and 14% of them agreed and strongly agreed respectively with the survey item. Meanwhile, 8% of the respondents did not think that the pedagogical coursework significantly affected their confidence in teaching.

4.2.5.2. Intra-correlations of teacher education

Internally, the survey items indicated significant intra-correlations with each other. The language skills and elements offered by the program showed significant and positive correlations with the other programs from low to high levels. This coursework had a slightly low correlation with literature coursework with $r= 0.253$; $p<0.01$. In relation to linguistics and pedagogy coursework, the language skills and elements indicated moderate correlations with $r= 0.434$; $p<0.01$ and $r= 0.478$; $p<0.01$ consecutively. Interestingly, the statistical analysis demonstrated that the correlation between this item and the non-curricular program appeared to be high with $r= 0.715$; $p<0.01$.

The linguistic coursework also had significant correlations with the other coursework and programs. The statistical analysis showed that it was positively correlated with the language skills ($r= 0.434$; $p<0.01$), pedagogical ($r= 0.325$; $p<0.01$), literature coursework ($r= 0.400$; $p<0.01$) as

well as teaching practicum (r= 0.259; p<0.01) and non-curricular programs (r= 0.693; p<0.01). The strongest correlation occurred between the linguistic coursework and non-curricular program.

Next, in this survey, pedagogical coursework showed its significant correlations with the other coursework and programs, except for literature coursework. The data revealed that this coursework had moderately positive correlations with language skills (r= 0.478; p<0.01) and linguistic coursework (r= 0.325; p<0.01) as well as teaching practicum (r= 0.587; p<0.01). A high-positive correlation took place between the pedagogical coursework and non-curricular program with r= 0.740; p<0.01)

The literature coursework indicated significant correlations with three elements: coursework related to language skills (r= 0.253; p<0.01) and linguistics (r=0.400; p<0.01) as well as the non-curricular programs (r= 0.508; p<0.01). They were all moderately correlated. Similarly, teaching practicum appeared to be moderately correlated to the coursework on language skills (r= 0.293; p<0.01), linguistics (r= 0.259), and pedagogy (r= 0.587; p<0.01), but had no significant correlation with literature. It also showed a high correlation with the non-curricular programs with r= 0.696; p<0.01.

Interesting results occurred in the last item under initial teacher education. The non-curricular programs seemed to have significant correlations with the other aspects, from moderate to high levels. It was moderately correlated with the literature coursework (r= 0.508; p<0.01) and highly correlated with the coursework on language skills (r= 0.715; p<0.01), linguistics (r= 0.693; p<0.01), and pedagogy (r= 0.740; p<0.01) as well as highly correlated with teaching practicum (r= 0.696; p<0.01).

Table 4-14 The intra-correlations of teacher education aspects

	Linguistics	*Pedagogy*	*Literature*	*Teaching practicum*	*Non-curricular*
Language skills	.434**	.478**	.253**	.293**	.715**
Linguistics		.325**	.400**	.259**	.693**
Pedagogy			.120	.587**	.740**
Literature				.145	.508**
Teaching practicum					.696**

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2 tailed)*

4.2.5.3. Reliability

The reliability testing of the six items in the section of the teacher education program was high, as demonstrated with Cronbach's Alpha of 0.803.

4.2.6. Inter-correlations among Five Dimensions

The statistical analysis indicated that the sense of preparedness for teaching was significantly correlated with the other four factors. The strongest correlation occurred between perceived preparedness for teaching and the initial teacher education program with r= 0.556 at p= 0.01. The next correlations were between perceived preparedness and professional self-efficacy as well as background motivation with r= 0.480 at p= 0.01 and r= 0.400 at p= 0.01 respectively. The lowest correlation occurred between the sense of preparedness for teaching and beliefs and attitudes towards the teaching profession with r= 0.242 at p= 0.05. Table 4.15 shows that individual beliefs and attitudes towards the teaching profession did not indicate any significant correlation.

Table 4-15 Inter-correlations among all variables

	Beliefs & attitudes	*Self-efficacy*	*Motivation*	*Teacher education*	*Preparedness*
Beliefs & attitudes	1	.414**	.335**	.111	.242*
Self-efficacy		1	.380**	.337**	.480**
Motivation			1	.460**	.400**
Teacher education				1	.556**
Preparedness					1

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2 tailed)*

4.3. Path analysis

The purpose of this study is in aiming to identify what factors impact on pre-service English language teachers' preparedness for teaching in Indonesian contexts. A path analysis was performed to test the predictability of the four dimensions assessed in this study, namely beliefs and attitudes towards the teaching profession, teaching efficacy, motivation as well as the roles of the initial teacher education program, towards the pre-service teachers' perceived preparedness for teaching.

Model 1 allowed all paths from the 13 independent variables to the preparedness to teach factors. There were many paths that were not statistically significant, but the fit information provided a baseline model (chi-square = 522.39, df =81, GFI = .508, RMSEA = .228). Only paths that were statistically significant were retained and the model re-run. The fit information improved markedly for the overall fit (chi-square – 192.07, df = 27, GFI = .709, RMSEA = .241); and the difference in chi-square between their final and baseline ($\Delta\chi^2$=330.32, Δdf=54, p<.001) shows the latter is a more defensible model.

Model 1 (see Figure 4.1) shows that there are six factors that significantly influence the sense of preparedness to teach. School-students' engagement is the first influencing factor. The path analysis demonstrates that this factor essentially affects preparedness on context recognition and instructional strategies. Second, teacher education has an impact, especially on preparedness

regarding instructional strategies. Third, the belief in gender relatedness appears to provide influence on preparedness on instructional strategies and professional engagement. The factor of social and psychological influences of teaching significantly affects preparedness on instructional strategies and professional engagement. Finally, the other two factors, professional expertise and demanding work, influence preparedness related to professional engagement.

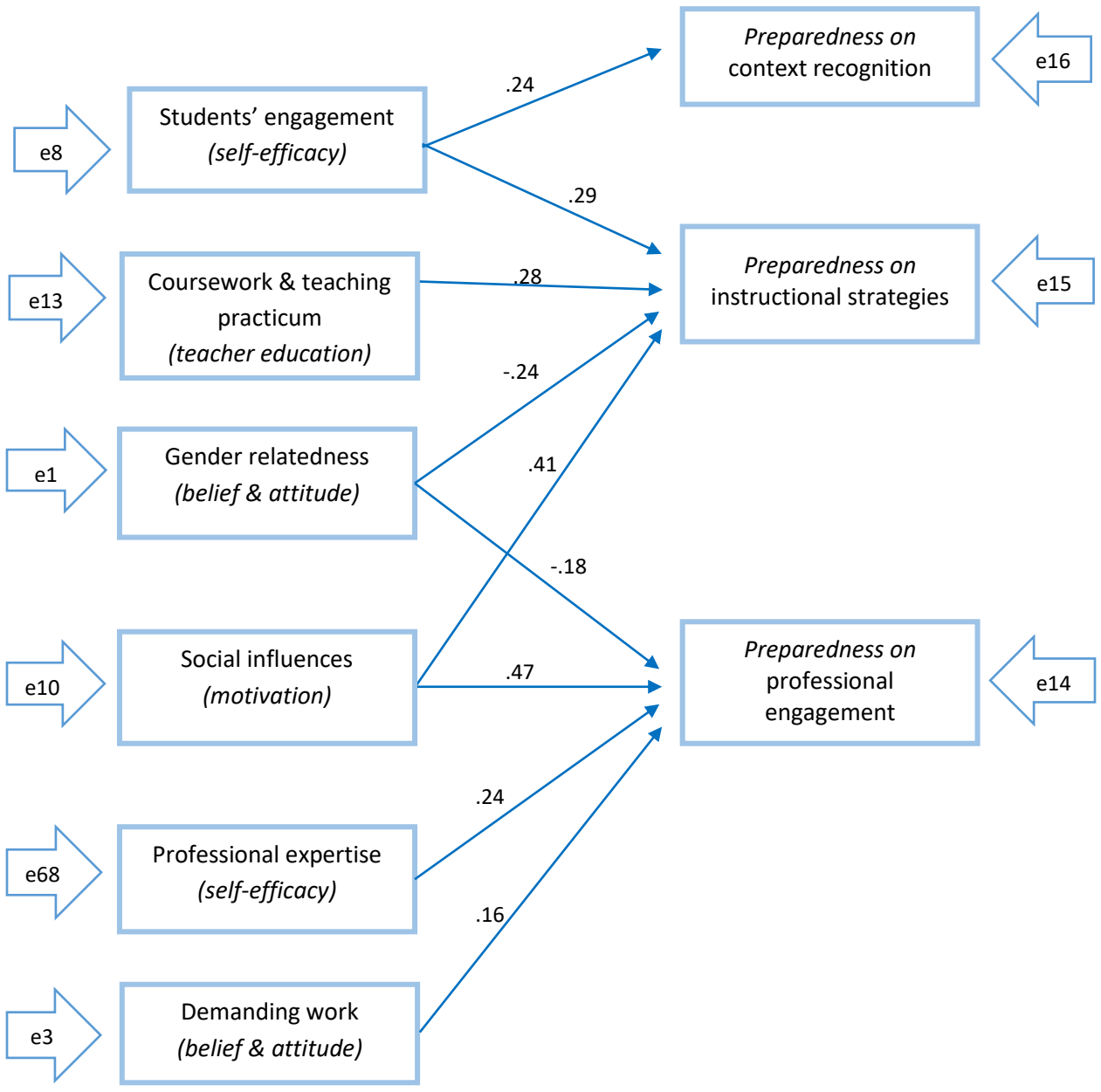


Figure 4-1 Path analysis model

4.4. Summary of statistical analysis

The descriptive statistics provide a general profile of the respondents participating in this project. Table 4.16 presents the results of all sections.

Table 4-16 The summary of the descriptive statistics

Dimensions	Factors	Mean score	Category
Preparedness for teaching	Instructional strategies	3.73 – 4.34	low to moderate
	Professional engagement	3.92 – 4.63	low to moderate
	Context recognition	4.11 – 4.41	moderate
Teacher education	Theories	4.61 – 5.52	moderate to high
	Teaching practicum	4.46	moderate
	Non-curricular activities	5.01	high
Professional self-efficacy	Professional expertise	4.42 – 4.91	moderate
	Instructional strategies	4.51 – 5.35	moderate to high
	Students' engagement	4.25 – 4.26	moderate
Background motivation	Vocation	3.53 – 3.86	low
	Social and psychological influences of teaching	4.18 – 5.18	moderate to high
	Work-life balance	4.02 – 4.32	moderate
	English language	4.56 – 5.52	moderate to high
Beliefs and attitudes towards teaching	Gender relatedness	4.15 – 4.60	moderate
	Esteemed profession	5.11 – 5.61	high
	Demanding work	4.75 – 5.10	moderate to high
	Social status	3.49 – 4.91	low to moderate
	Expertise	4.97 – 5.15	moderate to high

The results of the statistical analysis demonstrated that professional self-efficacy and the initial teacher education significantly indicate the moderate abilities to predict the sense of preparedness for teaching with $\beta = 0.289$ at $p < 0.01$ and $\beta = 0.415$ at $p = 0.00$ sequentially. In the current research, the two constructs are the major factors influencing pre-service teachers' perceived preparedness for teaching. On the other hand, the other constructs, background motivation, and beliefs, as well as attitudes towards the teaching profession, have no significant impacts on the perceived preparedness, even though they have positive correlations with the sense of preparedness for teaching.

Model 1 summarises the results of the path analysis of the Likert-scale survey, which was the first phase of this mixed-method study. It demonstrates the six significant factors that influence the sense of preparedness to teach. Accordingly, the results of the descriptive study will be elaborated in the next chapter, Chapter 5, where the major themes and sub-themes emerging from the thematic analysis will be presented.

Chapter 5 **Descriptive Analysis**

5.1. Overview of the research method

This chapter presents the qualitative analysis of this study. Together with the statistical analysis results presented in Chapter 4, this chapter will address the current research questions by presenting the analysis results of the following three data sources: open-ended survey responses, interviews, and written reflections.

The *open-ended survey* questions were part of the online survey introduced in Chapter 3, which aimed to examine pre-service teachers' sense of preparedness for teaching through six constructs. This aspect of the survey was intended to provide an opportunity for pre-service teachers to add further viewpoints relevant to the potential factors being assessed, namely their perceived beliefs and attitudes towards the teaching profession; their motivation; their sense of professional self-efficacy; their views of the contribution of the initial teacher education program; and their sense of preparedness for teaching. However, the respondents were not obligated to respond to the six open-ended questions. Pre-service teachers' participation in the interview was also voluntary.

The participants of the interviews came from two categories of family backgrounds: those with and those without relatives who are teachers. Most interview participants (83%) came from families with teaching backgrounds. Their parents or members of extended families were school teachers or higher education lecturers. This suggests family backgrounds influences their intention to join the teaching profession.

The questions asked during the interviews were intended to build upon responses provided by pre-service teachers in the survey. Some of the key questions included:

- Why they came into the English language education program (motivation)
- What preconceived beliefs they had about teaching (belief)
- What challenges they faced during their learning process to become a teacher (teacher education)
- How confident they were to teach (self-efficacy)
- How prepared they were to teach (preparedness)

Participants were asked questions in different ways that conveyed the same purpose. After the interviews, 13 interviewees consisting of 2 males and 11 females voluntarily emailed their written reflections to the researcher. Additional documents in this thematic analysis included interviewees teaching practicum reports. Both sets of documents were originally written in the Indonesian language and were translated into English for the purposes of this study.

For this inductive thematic analysis, after all the descriptive data from the three sources were initially coded and analysed separately, they were then combined, coded, and analysed again (Riazi & Candlin, 2014). First, the documents from each data source were reviewed several times. Important quotes were then highlighted and coded. The coding process was repeated several times until a sensible set of codes and sub-codes emerged (Bowen, 2009). The sets of codes and sub-codes from the three sources were then compared and integrated into one set of integrated codes and sub-codes, which were later referred to as themes and sub-themes. For the purpose of the analysis, all names presented after the quotes are pseudonyms to protect the participants' confidentiality.

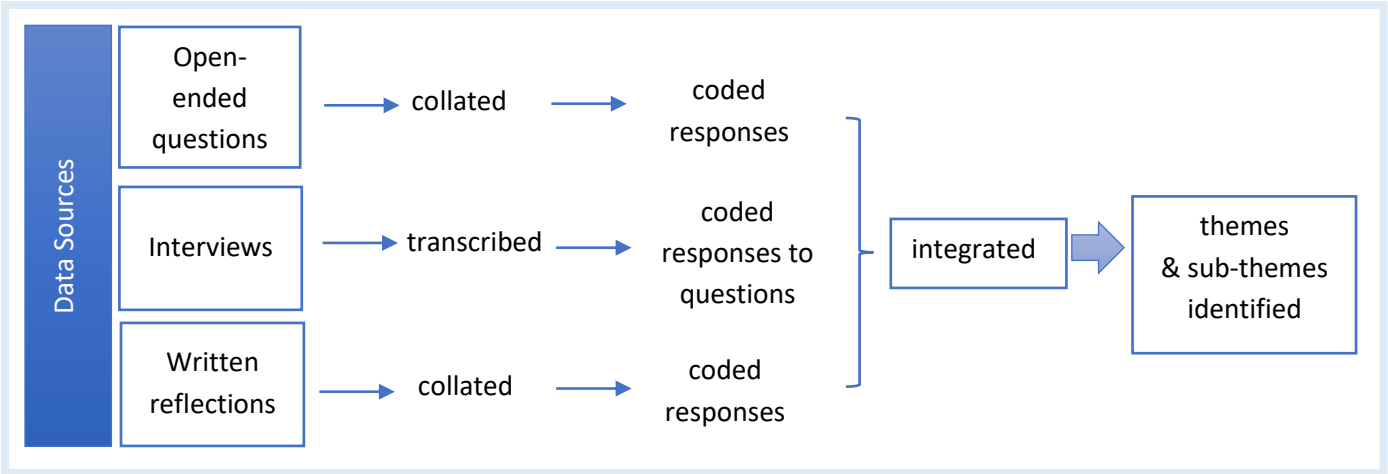


Figure 5-1 Data integration procedure

The themes and sub-themes, which emerge from the qualitative data, specifically address the problems of the current research in that they refer to the factors which relate to pre-service teachers' sense of preparedness for teaching. From the responses to survey questions, interview transcripts and reflections, two major themes of factors emerged that had the potential to influence

pre-service teachers' sense of preparedness for teaching emerged, namely the teacher education program and personal factors.

Each of the key themes emerging from the thematic analysis will be elaborated in the following sections.

5.2. Potential factors which relate to preparedness for teaching

This section presents two major themes of the factors, which have the potential to influence pre-service teachers' sense of preparedness for teaching. They are the teacher education program and personal factors.

5.2.1. The teacher education program

The initial teacher education program used in this study was a four-year Bachelor degree. Prior research suggested that the teacher education program had a key role in shaping pre-service teachers' sense of preparedness for teaching (see Brown et al., 2015; Lee et al., 2012). The contribution of this teacher education program was examined through the survey as well as the interviews to address the research questions. In the open-ended survey, the respondents were asked to mention specific subjects or coursework and other activities which they viewed as important in gaining their feeling of preparedness for teaching. In the interviews, the participants were asked whether their four-years of education had provided them enough support for their readiness to teach. The data were then organised into three sub-sections, namely curricular and co-curricular programs, teaching practicum, and beliefs about the teaching profession, presented as follows.

5.2.1.1. Curricular and co-curricular programs

In the open-ended survey, it was anticipated that respondents would mention academic and non-academic programs that they believed supported their journey of becoming teachers and accordingly 176 items of coursework and activities were mentioned, which were categorised into curricular and co-curricular activities. The curricular activities were related to types of courses offered by the curriculum, which comprised coursework related to the English language as the content knowledge; pedagogical knowledge such as assessment and program design; teaching practicum and community service. The co-curricular referred to activities the respondents

participated in when they studied in the initial teacher education program, such as choir, conferences, being employed as a tutor.

From all the listed courses found in the open-ended survey, the respondents viewed coursework associated with content knowledge and teaching practicum as significantly supporting their sense of preparedness for teaching. According to the data, pre-service teachers' mastery of the subject matter, in this case related to the English language, and teaching practicum were very important in supporting and improving the respondents' teaching confidence and preparedness. The four language skills of the English language comprising speaking, reading, writing and listening were the most frequently mentioned courses (17.42%) which pre-service teachers considered advantageous for their entry into the teaching profession, followed by grammar classes (10.11%) and pronunciation (6.18%). In total, disciplinary knowledge supported 32.58% of their assessment of their preparedness. Meanwhile, the teaching practicum in the initial teacher education program which consisted of Micro Teaching (Peer Teaching) and School Teaching (*Program Pengalaman Lapangan*) contributed 32.59% to their perceptions of their professional development.

Pedagogical coursework was considered as having less contribution in building the respondents' confidence and preparedness for teaching than that relating to the English language. This is likely to reflect the particular context of participants, and the challenge of delivering subject content in a foreign language (it is expected that all English lessons will be delivered by pre-service teachers in the target language). Very few respondents mentioned pedagogical coursework as significantly supporting their professional development. According to the open-ended survey, pedagogical knowledge supported 12.36% of their feeling of preparedness for teaching. The top three courses under pedagogy were: Service Program Design (4.49%); Language Learning Assessment (2.25%); and Learning Program Design (2.25%). These three courses focused on exercises to develop lesson plans, construct language assessments, and design a learning program.

Additionally, the data from the open-ended survey also showed that the respondents viewed non-curricular activities as important, contributing 16.28% to respondents' feeling of preparedness for teaching. During their four-year education, some of the participants said that they were actively involved in students' activities outside the class, such as participating in student organisations and

tutoring other students. Respondents believed that these activities also played significant roles in their process of becoming teachers, particularly in building their confidence and teamwork skills.

Table 5-1 Curricular and co-curricular programs

Program	Type	Percentage
Curricular programs	Content knowledge	32.58%
	Pedagogical knowledge	12.36%
	Teaching practicum	32.59%
Non-curricular programs	Students' activities	16.28%

Table 5.1 shows that in addition to theoretical knowledge, teaching practicum appears to be a significant component that contributes to the sense of preparedness for teaching. Therefore, this aspect of pre-service teachers' journey will be elaborated further in the following section.

5.2.1.2. Teaching practicum

The participants shared very rich experiences of their teaching practicum through their interviews as well as in their written documents. In addition to theoretical coursework, the teacher education program offered field experiences for student teachers, which are considered very crucial for their preparedness for teaching (see Brown et al, 2015; Juuti et al, 2018). Those experiences were designed to enrich their knowledge about the actual responsibilities and expectations of teachers in schools.

In addition, these experiences raised different kinds of awareness, including awareness of the teaching profession, their own capacity in teaching and subsequent readiness for teaching, as presented below. The analysis of the interviews and written reflections also highlighted the significant roles of professional connectedness in the quality of the pre-service teachers' practicum experiences and the subsequent feeling of preparedness for teaching.

a. Professional connectedness

This study identified that pre-service teachers' relationships pedagogical experiences during the practicum with school community members, including students, other teachers, and school staff,

became an important element to shape pre-service teachers' their feeling of preparedness for the understanding of the complexities of the teaching profession.

The connection between theory and practice

From the interviews, most of the participants also thought that their teacher education institution had sufficiently equipped them with the necessary theories. However, despite the essential contribution of the theories in the teacher education program, some respondents found problems with theories when they came to putting them into practice, which may have affected their feeling of preparedness.

The gap between theory and practice was an issue raised during the teaching practicum. Applying theory to practice was sometimes challenging for pre-service teachers as noted by this participant:

> *Agak berubah di tengah jalan karena terlalu banyak teori yang diterima dan kadang teori itu tidak dapat direalisasikan di kehidupan nyata. (Eng: ... [it] changed slightly in the middle because [there were] too many theories to learn and sometimes the theories could not be applied in real life.) (Ami)*

Ami had always dreamed of becoming a teacher since she was very young. Her mother, who was a teacher, inspired her. However, she felt disappointed when she started her teaching practicum in school. She thought that the theory she learned in the teacher education program was not applicable. Despite her high intention of becoming a teacher when she was younger, it appeared that Ami's disappointment in what she identified as the scope and impracticality of some theories decreased her motivation for teaching. This finding highlights what Bandura (1993) has claimed with regard the effects of cognition on their academic self-efficacy, which may later influence commitment to obtain intended goals. Further, Bandura (1993) suggests that in order to elevate a sense of self-efficacy, social supports, such as from parents and academic community, are considered important to supplement instructional programs.

These responses indicated the respondents' awareness of what they were good at and what they lacked, which may influence their perceived preparedness for teaching. The following excerpt is an example of how the respondent viewed perceived preparedness for teaching.

> *I feel unprepared to understand the students' needs in learning English because everyone has [a] different background and perception about the use of English in society and in the classroom. I feel prepared to use digital technology in teaching English. (Kemuning)*

The quote reveals that sense of preparedness referred to particular aspects, which included knowledge about students, mastery of subject content, and teaching strategies, as this respondent thought that the level of preparedness for technology integration in learning was higher than the ability to understand students' diverse needs. This finding supports previous studies in Indonesia (Lie, 2007; Marcellino, 2008; Yulia, 2013), which report that one of the constraints in English language teaching in Indonesia is students' diversity, including their motivation. As English is a foreign language in Indonesia, which is not used in their daily life, some school-students appear to have lack of interest in learning this language.

A lack of preparedness for school contexts, such as the number of students in one class, was also noted as a source of discouragement. This can be understood as an example of 'reality shock' (Kim & Cho, 2014). The following example from an interviewee reveals how reality shock may influence a sense of preparedness.

> *Honestly, I think that even though I have had my [teaching practicum) I still find myself not ready enough to teach in school because I think that we need more practice to teach especially in a large class. (Emma)*

We can see that Emma felt unprepared to teach in a large class, and this caused her to doubt her preparedness to teach. During the teaching practicum, she felt that she may not have been sufficiently exposed to common problems of large classes and possible solutions to tackle issues that arise in this context. This implies the need to increase practical placement opportunities during the teacher education program.

Conversely, feeling accepted by the students and school was an encouraging experience of the participants and demonstrated that *relationships between pre-service teachers and students* may influence the process of teaching and learning in school, which eventually shaped pre-service teachers' feeling of preparedness for teaching. The following quotes from interviewees support this:

> *…the [students] really respect me and they joined every activity that I did, very enthusiastic and I'm really happy because of their attitude in the classroom. (Celline)*

> *Saya senang saat mereka bisa memahami apa yang saya sampaikan karena pembawaan dan teknik pengajaran. (Eng: I was happy when they understood what I taught because of my teaching techniques.) (Ami)*

> *… kata anak-anak saya itu sabar, miss, orangnya. Sabar dan mau nunggu. (Eng: … students said I was patient and willing to wait.) (Hanes)*

In their interviews Celline, Ami and Hanes shared their excitement about teaching. When the students treated the pre-service teachers as their real teachers, rather than student teachers, the participants felt appreciated, and more motivated in teaching as well as a sense of increased self-efficacy in teaching. They could enjoy the teaching practicum process and learn from their experiences as teachers in school. This shows that students' acceptance and feedback are important for some pre-service teachers.

The interactions between the students and the pre-service teachers also built the student teachers' awareness of the different characteristics of the students in one class. One interviewee, Yumi, was placed in a school in which she met students coming from low socio-economic families. She developed an understanding of effective teaching, which involved multiple factors: she learned that students' characteristics were an important point for teachers to consider as it may affect the learning process in class. This implies that pre-service teachers' teaching experiences raised their awareness of the complexities of teaching (Groundwater-Smith, Ewing, and Le Cornu, 2015).

Similarly, Ami's experience in the teaching practicum facilitated her in developing an ability to understand the background contexts of her students.

> *... kita juga sadar tidak hanya mengajarkan tentang apa yang kita peroleh tentang materi, tentang teori, tapi kita juga melihat kondisi anak-anak tersebut, lingkungan belajarnya dari mana mereka berasal, lingkup keluarga itu juga harus kita perhatikan. (Eng: ...we were also aware of not only teaching the lesson but [also being] aware of the learners' condition, where they come from, their family.) (Ami)*

The quote above emphasises that a teacher should be able to understand that students' social and economic backgrounds cannot be ignored as it may affect the success of the teaching and learning process (Hattie, 2012). This implies that being able to identify students' needs potentially supports pre-service teachers' feeling of preparedness for teaching.

This study indicated that the teaching practicum brought another awareness that also affected the participants' sense of self-efficacy in teaching and preparedness. Self-confidence in teaching rose when the participants could recognise their different strengths as a teacher. Building a good interaction with students was a strength that some participants were aware of.

> *... I joined their conversation and tried to dig something from them and from their conversation I invited them to learn inside the classroom. (Nindi)*

> *I got a lot of experiences when I was at school. What I love the most is that I could meet the students. I mean I could interact with them. Even outside the class, they were so nice, and they were so kind to the teacher so that made me want to become a teacher. (Anis)*

For Nindi and Anis, they identified maintaining a good relationship between pre-service teachers and students as important. Therefore, they made efforts to get to know their students more by approaching them outside the class and joining their informal conversations. For Nindi and Anis, supporting them in understanding their students better would eventually improve the learning activities in class as well as strengthening their intention as future teachers.

However, it was not easy to decide how close teachers could be to their students: Rumi's close relationships with her students placed her in an inconvenient situation. When doing her teaching practicum in school, she felt there was no distance between her and her students. Despite

positive feedback from her students, the situation made her feel *unappreciated* when teaching in class and this discouraged her from becoming a teacher.

> *Just like their friends, at their age, but I think that is not a good thing to do because when I blend too much they will have no boundary, they will have no respect to me and in some kind of point they will not listen to me if we have to be serious or to learn something important that we cannot just have fun in learning that point. (Rumi)*

An interviewee reported the development of a similar situation in which not all students accepted the pre-service teacher as their class teacher, it was noted that those students did not consider the pre-service teachers as people they should listen to and respect.

> *Persepsi beberapa siswa terhadap praktikan negatif karena praktikan hanyalah mahasiswa yang sedang praktik mengajar dan bukanlah guru di sekolah. (Eng: Some students had a negative perception about me because I was just a university student who was practising my teaching skills and not a real teacher at school.) (Anti)*

To address this issue, the pre-service teacher approached all of her students to ask if they had problems with the lesson and to get to know them better. In her reflection, she wrote that her personal approach made her students more willing to ask her about the lesson and accept her as their teacher.

This study demonstrated that connectedness with peers, mentor teachers, and university-based supervisors was an essential aspect that shaped pre-service teachers' sense of preparedness for teaching. School community support was found to be an important part of the journey of becoming a teacher. Having good relationships with other teachers and school staff could support pre-service teachers to understand the school context better.

The connection with peers

Micro-teaching classes are designed to give pre-service teachers the opportunity to practice their developing knowledge and skills outside of the school context. In this class, pre-service teachers observe and receive feedback from peers and supervisors; and provided feedback to their peers.

This combination of processes is designed to enrich their journey as prospective teachers. The following quotes indicated the benefits that the respondents gained from the micro-teaching class.

> *... I saw my friends' performances and I can learn from their performance... (Celline)*

> *However, after I taught in micro-teaching class for several times, I felt the degree of feeling nervous, unconfident, panic, easily distracted, etc. decreased. The real practices and great feedback from my supervisor and my friends help me to improve my teaching skills. (Rumi)*

The examples above highlighted the importance of learning from peers, as noted by prior research (see Hoa Thi Mai & Nga Thi Hang, 2018; Le Cornu, 2005). In the interview, Celline said that her peers were one of the inspirations motivating her to develop her abilities to teach. She could learn how to teach well by observing others and eventually develop her own teaching confidence. Like Celline, Rumi also identified the importance of peer relationships. In her initial experience teaching her peers, Rumi found that teaching was a challenging experience. Her anxiety level was very high; she could not even make eye contact with her peer students. Yet observing other student teachers teaching and receiving constructive feedback from a supervisor enriched her knowledge of teaching and contributed to her greater feeling of confidence with regard to teaching.

The importance of peer connections was also highlighted by the following interviewee. From her observation in the Micro-Teaching class, Asti learned that teaching was not only about knowledge and skills about teaching, but also about disposition. She was really inspired by her peers, as she wrote in her reflection.

> *…saya terkesan dengan cara D mengajar. Bukan karena tekniknya atau cara menjelaskannya yang bagus, tetapi lebih ke sabarnya ketika mengajar. (Eng: … I was impressed with my peer's teaching. Not because of her teaching technique or her way of explaining, but because of her patience when teaching. (Asti)*

In addition, the peer who inspired Asti then read Asti's reflection. After reading the reflection, her peer felt appreciated and thankful because the feedback was encouraging.

The connections with supervisors

In this teacher education program, pre-service teachers worked with two supervisors, who were a university lecturer and a school-teacher, when undertaking their teaching practicum. The relationships between pre-service teachers and their school supervisors as well as university supervisors contributed to pre-service teachers' feeling of preparedness for the teaching profession. El Kadri and Roth (2015) noted that the teaching practicum was not merely an induction program for pre-service teachers, but it was a site of transformation for pre-service teachers, schools, and the teacher education program. The data from this study indicated that encouragement, motivation, and even disappointment may result from the practicum experience.

The value of constructive feedback from her supervisors was also highlighted in Ama's written reflections.

> *Masukan dan nasihat dari guru pamong sangatlah penting dan berharga … sangat membantu praktikan dalam merancang rencana proses pembelajaran dan proses belajar ke depan (Eng: Feedback and suggestion from the school mentor are very important in improving my teaching quality and would help me to plan future teaching and learning). (Ama)*

According to Ama, teaching-practicum supervisors who directly observed and continuously monitored the pre-service teachers' progress were reliable sources. Furthermore, their constructive feedback would helped her feel more prepared for the teaching profession.

In her interview, Ama said that becoming a teacher was not her intention when she decided to join the English language teacher education program. However, her teaching practicum, in a school where she worked with a very encouraging supervisor and, helped her to view teaching from different points of view contributed to her increasing motivation towards teaching.

> *Guru pembimbingnya perhatian, jadi kita bikin RPP terus bener-bener gurunya membantu banget kita cara bikin RPP yang bener. (Eng: My school-mentor was really attentive, offered great help on how to write a good lesson plan.) (Ama)*

Like Ama, Celline reported that her University supervisor was very open and supportive when they discussed her teaching practicum progress. The supervisor's openness and willingness to

support Celline by listening to and, encouraging her and through providing advice when needed made her feel appreciated.

> *I feel like the lecturer [teaching practicum supervisor] really encourages us to do what we want to do in the classroom. And that's really, I find it helpful for me because I cannot be a teacher like I wanted to be and the lecturers support us and she gave us good motivation and mengarahkan, [guided] us … We can have a good discussion. I think that's really the positive influence from the lecturer. (Celline)*

Ambrosetti (2010) suggests that in the teacher education program, supervisors are also mentors for pre-service teachers. Furthermore, Celline thought that she was treated as a partner rather than a student by her supervisor when her supervisor let her talk about her plan.

Another interviewee, Ona, said that she was not sure that she had come to the right place to study as she did not like to study the English language and did not want to become a teacher when she first attended the English language teacher education program. Ona's teaching experiences changed her perception of teaching. She had more opportunities to practise her teaching skills during the teaching practicum as well as opportunities to teach English language courses. Further, she believed that because of her teaching experiences, her motivation to become a teacher had grown.

> *Terus sampai sejauh ini untuk ke gurunya itu udah agak mulai berkembang. Maksudnya udah mulai suka karena beberapa kali kita juga ini kan saya ngajar di luar … (Eng: So far my motivation to become a teacher has increased. I mean I started to love it because several times I taught in other places.) (Ona)*

The affect of supervisors on pre-service teachers' sense of preparedness for teaching was also revealed in the interview with Ita who had a discouraging experience during her theoretical coursework, which made her feel frustrated and lessened her motivation to become a teacher. However, Ita had a very different experience in the teaching practicum in school.

…saya mendapatkan partner yang enak. maksudnya dia bener-bener bisa, udah gini aja, gurunya juga enak waktu itu… (Eng: …I got a good [teaching] peer. I mean, she was very cooperative. The school-mentor was also supportive.) (Ita)

The excerpt shows that Ita felt very fortunate to have a supportive school supervisor and her peer, who was very cooperative. Her motivation to teach developed and improved as she received support. In fact, her experiences teaching in school ameliorated her previous disappointment and hesitation. Therefore, she felt more ready to teach.

One participant, Ara, who learned how her school-based supervisor taught the students to file their important documents by collecting their assignments and tests in a thick book shared another story.

… kami belajar tentang pengajaran yang baik, melatih kedisiplinan kepada siswa dari kegiatan kelas sehari-hari, penggunaan social media sebagai media komunikasi … (Eng: …we learned about good teaching, how to train students' discipline in daily class activities, how to benefit from social media to communicate). (Ara)

Ara said her supervisor also demonstrated a good relationship with her students and showed how to monitor their progress. Ara's school-based supervisor created a group to communicate with her students outside the class; this showed other ways of building relationships and communicating with students.

While Ama, Celine, Ita and Ara all found the connection with supervisors supported their feelings of confidence towards teaching, Ami showed how a lack of feedback from her university-based supervisors was discouraging.

... RPP itu tidak dikoreksi dengan baik. Jadi kami merasa gak ada kesalahan dalam membuat RPP. (Eng: ... the lesson plans were not given constructive feedback. So, we felt that there was no problem with our lesson plans.) (Ami)

From the excerpt, we can see that clear communication between supervisors and pre-service teachers is vital for pre-service teachers to encounter a positive classroom experience on practicum. Being in a school with supervisors is not enough to guarantee the practicum experience

will support pre-service teachers' professional learning and confidence; supervisors must be engaged.

The connections with the school community

Entering a new environment, like a school, can be a thrilling experience for pre-service teachers, as they do not know whether the school community (including students, school-practicum supervisors, other teachers, and other staff) will accept them. However, interviewees reported the friendliness and acceptance they experienced in schools helped them to adapt to the new environment as exemplified by the following response:

> *... guru, karyawan dan peserta didik di SMP sangat ramah dan kekeluargaannya sangat tinggi sehingga praktikan mudah beradaptasi dengan kondisi lingkungannya. (Eng: ... the teachers, other school staff and students at the junior high school were very friendly and they had very good relationships, so I easily adapted to the new situation.) (Neta)*

> *Awalnya memang cukup canggung bagi praktikan, akan tetapi, hal tersebut menjadi sebuah kebiasaan yang baik yang mampu mempermudah praktikan untuk berinteraksi dengan guru (Eng: Initially, I felt very awkward, but that routine helped to interact with all teachers.) (Hanes)*

Simple greetings, such as 'Good morning' and shaking hands with members of the school community helped to reduce the gaps between the newcomers and the school, which made the pre-service teachers feel more accepted.

Building relationships in schools did not only occur inside the classroom but also with the wider school community.

> *Kita juga berinteraksi dengan guru-guru maupun staff-staff yang lain. Jadi di samping mengasah keterampilan saya dalam mengajar, juga interpersonal juga secara umum. Dan menjadi orang yang lebih menyenangkan.. (Eng: We interacted with other teachers and staff. So, it was not only improving my teaching skills but also my interpersonal skills, to become a better person.) (Asti)*

According to Asti, while doing the school practicum by learning how to communicate with other teachers and school staff, Asti found that, as well as developing her social skills, the community accepted her. This reinforces that that the social interactions happening at school, but outside the classroom enriched Asti's awareness of the importance of communication skills for teachers, and her sense of readiness for teaching.

During teaching practicum in schools, the pre-service teachers were also introduced to the different roles that teachers have in schools. They found this beneficial and it brought more awareness of teachers' responsibilities beyond teaching in class.

> *Praktikan berkesempatan merasakan tugas-tugas sebagai seorang guru di luar mengajar seperti tugas piket, mengawas ujian dan membina siswa dalam kegiatan kerohanian (Eng: I experienced non-teaching tasks a teacher should do, such as a duty teacher, to watch exams and to guide students in spiritual activities.) (Celline)*

For Celline, her teaching practicum gave her a chance to learn more about the teaching profession. She learned that teachers are not only responsible inside the classroom, but also outside the classroom. She understood that actively participating in the school community supported her professional development and growth as a teacher.

b. Perceived self-efficacy in teaching

In this research, professional self-efficacy refers to pre-service teachers' beliefs in their teaching capabilities as prospective teachers. Bandura (1997) suggests that self-efficacy is context-specific; it is not generalisable to all tasks. The data emerging from the qualitative data show that a sense of self-efficacy in teaching that develops during teaching practices has a significant impact on pre-service teachers' feelings of preparedness for teaching. The responses to the open-ended questions, interviews, and written reflections demonstrated four areas of teaching competencies, namely, engaging students, instructional strategies and knowledge proficiency, where pre-service teachers could sense their level of professional self-efficacy.

Self-efficacy in engaging students in a class

The present research reveals that the most frequently mentioned ability in teaching relates to building relationships with students in the class, including engaging students in the learning processes, understanding students' background and giving reinforcement to students. The qualitative data show that this teaching ability influences the respondents' level of self-efficacy. Some respondents of this study identified themselves to be confident with their communication skills. Having this ability, especially when building relationships with students, is an advantage for pre-service teachers to create effective teaching and learning processes and increase their preparedness for teaching. This was noted by the following participants:

> *My teaching skill is that I can understand the students' emotions in a sense of, you know, I understand when they are tired, or they are full of joy. And then I can control the class from that and I didn't mind [getting] involved with the students as long as they still give me some respect as an educator. (Nindi)*

> *My strengths in teaching are maintaining good communication with the students and also my skill in transferring the knowledge of the material to the students. I think it's about maintaining a good relationship with the students. (Kristi)*

> *I'm good at understanding the learners' personality. I'm also able to be close to them to build [a] very good relationship[s] so that they enjoy my class better. (Manggar)*

> *In my opinion, after doing reflection [with] myself, I am good at managing the classroom. What I mean is, I like to [help the students] study happily by giving interesting materials. I also often joke with them. So, the class [won't be] boring. (Flamboyan)*

The quotes explicitly underline the respondents' specific teaching abilities that made them feel confident. Understanding the students' characteristics, identifying students' learning needs, and applying engaging teaching strategies were specific teaching abilities that the respondents were confident with. Nindi and Kristi were aware of their teaching strengths in being able to recognise the class atmosphere and students' needs. From the quotes, we can see that they were very

confident with their ability to identify her students' conditions and make necessary instructional adjustments for the class. Similarly, the other two quotes from the open-ended survey (Manggar and Flamboyan) highlighted the respondents' high self-confidence in their relationships with their students in the class.

However, engaging students in learning is also considered a challenging task for some pre-service teachers, which demonstrates their low sense of teaching self-efficacy. Teaching strategies that are able to engage students are one way to obtain effective teaching and learning skills. As prospective teachers, the participants' experiences were very limited. When conducting their teaching practicum in schools, they realised their teaching strategies had not engaged their students well, as shown in the next quotes.

> *To communicate well with the students is sometimes hard for me. (Alamanda)*

> *Moreover, I still [find it] difficult to manage the classroom (the students are naughty and cannot be controlled, they only want to watch a movie). (Amarilis)*

> *I think I still lack the teaching activity which [would] increase students' eagerness to learn English and fun activities for high school students. (Melati)*

Facing real students may not be easy for some pre-service teachers. Problems, such as students' unexpected behaviours, might occur during the class. This becomes a challenging situation for the pre-service teachers, which might lower their sense of self-efficacy and their feeling of preparedness for teaching.

Self-efficacy in class practices

From the qualitative data sources, teaching competencies that relate to participants levels of self-efficacy were identified. Some respondents were very aware of their own teaching abilities and that made them confident, as seen in the next quotes.

> *I like designing materials, designing media. So I always try to engage my students in [doing] some kind of activities [so] that I am not the one who always speaks in front of the class, for example, I will make a game and the game is*

usually in a group because the group will create such as collaborative learning. (Aska)

Maybe [it's] the way I explain the material? Mostly I can explain the material clearly and only some of the students ask questions. (Anis)

I explain the material [slowly], so the students understand the material. (Lili).

There are some important words in the quotes that convey the respondents' self-efficacy in their teaching. Aska believed that his ability to design learning materials helped him to successfully engage his students in the class. This shows his high self-efficacy, especially dealing with effective teaching strategies. The other two quotes specifically focused on their abilities in delivering concepts. Anis realised that she was confident with her teaching abilities. She understood that she was able to deliver her lessons well. This means that her communication skills enable her to approach and engage her students well in class. One response to the open-ended question (Lili) also showed a high level of self-efficacy in their ability to explain concepts. For this respondent, the pace was an important factor for a teacher to accommodate students' diverse types of learning.

Additionally, from this study, self-perceptions about the proficiency of content knowledge also influenced the participants' self-efficacy, as indicated by the response to the open-ended question below.

I am good at [helping] students to enjoy learning. However, I sometimes have difficulty in explaining the material they do not know because of the [language barriers]. (Anyelir)

There are three teaching competencies that can be identified from the excerpt above. The respondent appears to be confident in their ability to understand students, but less confident in their ability to explain concepts due to their lack of English language proficiency. Further, this excerpt is evidence that self-efficacy is context-specific and ungeneralisable (Bandura, 1997); that is, the level of self-efficacy really depends on the individual.

These qualitative data note that feelings of anxiety or low self-efficacy might occur when a participant has doubts about their teaching capabilities, including their ability to answer questions and to manage the class.

I am always afraid I cannot teach well. I always feel nervous every time I teach in front of the class. I also have difficulties in finding the correct method to teach and lack of understanding of the never-ending curriculum change. (Soka)

Ketakutan tuh dalam diri saya, 'aduh ntar kalau orang lain gak mudeng apa yang saya ngomong karena kalau jadi guru gak cuma pinter bisa Bahasa Inggris tapi juga menyampaikannya itu, metode-metode ya sekarang kan teknologi semakin canggih, jadi harus kreatif." (Eng: I was so scared, what if the students did not understand what I was talking about. Because a teacher should not only be good in English but also good at delivering it, [use] recent methods, technology…a teacher has to be creative.) (Neta)

These quotes showed the research participants' high level of anxiety about their ability to select and use instructional strategies to teach successfully. This condition indicates their low level of perceived self-efficacy in this particular teaching task, which obviously may lessen their feeling of preparedness for teaching.

Classroom management is another pre-service teachers' concern emerging in the present investigation. This study revealed that some respondents had a concern in their ability to manage the classroom. Examples of this concern were found in the survey response.

The teaching aspect that I lack is class management. I do not think I am confident enough. (Begonia)

I try to prepare fun teaching-learning activities, so the students can enjoy the learning process. However [it's] hard to deal with naughty students who do not want to follow the learning process. (Mawar)

The response of the open-ended survey responses above shows that classroom management is a big challenge for the respondents. The respondents were very aware of their insufficient skills and experiences to handle the dynamics of the class. Therefore, lacking teaching experience would apparently affect their feeling of unpreparedness for teaching self-efficacy in English language proficiency.

The research findings demonstrate that the mastery of required knowledge for teaching, which included pedagogical knowledge and subject content knowledge, could be sources of self-efficacy in teaching. Some participants of this study seemed to have concerns about their mastery of the subject content, in this case, the English language, as consistently revealed in the open-ended survey and interview. English vocabulary and grammar proficiency affected the pre-service teachers' confidence in teaching, especially when explaining lessons. Some participants thought their English vocabulary and grammar were insufficient so sometimes it made them unconfident speaking in front of the class, which eventually impacted on their feeling of preparedness for teaching. This indicates the participants' linguistic insecurity as non-native English language teachers (see Daftari & Tavil, 2017).

> *I am lack of vocabulary knowledge (whether I know the meaning of the words or not, I usually ask my students [in teaching practicum] to check it in the dictionary first. (Amarilis)*

> *…I think that my vocabulary [is] not really sufficient. When my students ask me about the meaning of a word, I often have to check it on the dictionary first. (Flamboyan)*

> *I think that my English is still not good, my grammar is worse actually and I think my biggest problem in English is actually [with] grammar and speaking because if I speak with myself, my English is fluent but when I speak in front of other people my English is, "see you later, bye, my English is gone" and I don't know the grammar and so on. (Erik)*

> *… my problem [is] only in my English (language) skills because I don't have good English (language) skills but I really want to become a teacher (Sita)*

The responses to the survey and interview above focus on the significance of disciplinary knowledge mastery for teachers because it greatly affects their self-efficacy in teaching. Vocabulary and grammar of English were two language elements that frequently emerged from the qualitative data. This study suggests that having inadequate proficiency in language elements, such as vocabulary and grammar, increases pre-service teachers' level of anxiety and decreased

their self-efficacy, which could negatively impact on their feeling of preparedness. This finding frequently occurs among non-native English language teachers, who appear to have low self-efficacy in linguistic aspects of the target language, as also revealed in the previous studies in the area of EFL/ESL (see Abdullah, 2017; Bai & Yuan, 2019).

In this current research, a sense of self-efficacy in teaching commonly appears to be more obvious after the participants conducted their teaching practicum, both peer teaching and school teaching. Further, the research findings suggest that professional self-efficacy is very context-specific and derives from individual prior experiences. This study indicated that the respondents' self-efficacy in teaching could possibly maintain, increase, or even decrease their commitment to the teaching profession and preparedness to be a teacher. Pre-service teachers' commitment to teaching is the following sub-factor to be presented.

c. Commitment to teach

Commitment to teach in this study refers to pre-service teachers' intention towards teaching after completing the coursework and teaching practicum in the teacher education program (see Chestnut, 2015, 2017). Undergoing meaningful experiences helps pre-service teachers to understand and relate more to their students. Some of the pre-service teachers in this study developed their interest in teaching after doing their teaching practicum, while others appeared to be demotivated. The data collected from the survey and the interviews revealed how experiences affected the participants' commitment to teaching positively or negatively.

Higher commitment

In this section, some examples from the interviews reveal the positive influences of teaching practices on the participants' commitment to teaching are presented, as seen in the quotes below. The respondents highlighted that their positive experiences during teaching practicum significantly shaped their perceptions about the teaching profession and increased their willingness to stay in the profession.

> *… starting from [the] micro-teaching subject I started to feel comfortable in teaching. Then even outside micro-teaching itself, I joined a tutoring activity in other study programs here. Then throughout these times of teaching, I felt that I*

love to share my knowledge with other friends, students, and I also learn from my students…I don't know why but I think when teaching, I can share my happiness. (Kristi)

I feel that if I had positive thinking in becoming a teacher, actually I can become a good teacher because [the students] also enjoyed when I teach them and they, in my mind, also know what I'm teaching about. So this gives me the courage to explain good English to them. (Arsa)

Setelah saya mengikuti PPL [teaching practicum] saya lebih mantap lagi untuk menjadi guru karena ternyata setelah bergabung di dunia nyata menjadi guru ternyata jadi guru itu enak bisa ketemu dengan berbagai macam karakter siswa, seperti itu. Jadi saya sudah memang mantap menjadi guru. (Eng: After teaching practicum, I was more motivated to become a teacher. Because after joining the real teaching world, it felt good to be able to meet students with different characters. So, I was more motivated to become a teacher.) (Eni)

After a number of teaching practicums, sharing knowledge with other people made Kristi, Arsa, and Eni feel comfortable and happy. They also emphasised that through teaching there was an opportunity to learn from others. The quotes indicated that positive experiences with students and peers during teaching practicum increased their sense of self-efficacy in teaching and feeling of preparedness, as well as strengthened their commitment to the teaching profession.

Ita joined the teacher education program because of her father's advice. In her early time in the program, Ita did not intend to become a teacher. However, during her teaching practicum, she had very encouraging experiences in school with her supervisor and teaching partner, which increased her motivation to become a teacher. Ita also said that people around her (including classmates) influenced her positively and increased her commitment to teaching.

Karena … surrounded by orang-orang mungkin yang ingin jadi guru …. Jadi waktu itu saya bener-bener … saya harus gimana supaya jadi guru … mulai ada keinginan untuk menambah itu". (Eng: … [being] surrounded by people who wanted to become teachers … I really thought how [can I] be a teacher … my motivation grew bigger.) (Ita)

Ita's story is an example of the importance of social influence in shaping perception of the teaching profession. Her interest in teaching increased because of people around her as well as her encouraging experiences during her teaching practicum.

All the examples above illustrate the positive effects of teaching practices on pre-service teachers' commitment to teaching.

Lower or no commitment

Conversely, experiencing the teaching program also made some respondents aware that teaching was not easy. Rather, it was demanding work and this realisation changed pre-service teachers' perceptions of the profession. The experiences have made some participants feel less motivated to stay in the teaching profession. The following quote comes from an interviewee, Mely. Since the very beginning, Mely has had low intentions of becoming a teacher.

> *Sekarang saya masih PPL dan semakin lama PPL malah semakin menurunkan motivasi saya menjadi seorang guru. (Eng: Now I am still doing teaching practicum and the longer I do this the more unmotivated I am to become a teacher.) (Mely)*

When interviewed, another pre-service teacher, Rumi, felt that she did not enjoy teaching. She noted that she became anxious and uncomfortable when teaching.

> *Because when I starting from micro-teaching, I started to feel overwhelming nervousness. When I have to teach in front of my friends, it is my friend, but I [was] already overwhelmed with nervousness. (Rumi)*

From the words Rumi uses, *overwhelming nervousness*, it can be seen that she experienced high levels of anxiety and low self-efficacy in teaching. This feeling may have affected her own beliefs about teaching, as she mentioned in the interview. According to Rumi, a teacher should behave and act perfectly. For her, an ideal teacher should be able to comfort students in any situation, as she said:

> *... because a teacher has to be perfect, you have to leave your burden outside the class, you have to smile and bring your perfect soul and spirit to face your*

students, no matter what happens to you, you cannot complain in front of them or become someone who has no spirit in front of them because the students that you teach is someone that needs to be encouraged, taken care of.

Such beliefs have become her standards for teachers. Consequently, Rumi feels that teaching was a burden instead of an exciting experience and she doubted her own abilities to reach the teaching standards that she had set for herself.

Administration is part of teachers' responsibilities in addition to teaching. This responsibility was unappealing to some pre-service teachers as indicated by the quotes from participants below. Gaining an awareness of teachers' other responsibilities during their teaching practicum demotivated the pre-service teachers because those tasks were seen as burdens.

Tapi di sisi lain menjadi guru tidak hanya untuk mengajar. Tapi di balik itu semua ada proses administrasi yang perlu kita selesaikan sebagai guru. Nah itu yang kadang sebenernya membuat saya agak mengurungkan niat. (Eng: A teacher does not only teach. Behind it, there are administrative processes that need to be completed as a teacher. That sometimes made me change my mind.) (Ona)

I feel teachers now [have a] burden [with] the administration. And they forget that to teach someone means to invite someone to love something that they learn. I personally think so. (Nindi)

Waktu PPL juga banyak teori, malah waktu PPL lebih ribet dalam membuat RPP daripada saat mengajar. Jadi agak kurang berminat terus sempat ada pergeseran ingin menjadi pegawai bank …. (Eng: When I did PPL, lesson plans seemed to be more complicated than teaching. I was less motivated [to] teach and thought of working in a bank.) (Ami)

5.2.1.3. Beliefs and attitudes towards the teaching profession

This study demonstrated the close relationship between the participants' beliefs and their attitudes as future teachers, as these were developed largely through the practicum experiences of the

program. Pajares (1993) claims that pre-service teachers' beliefs may affect their teaching practices and this was also the case in this study. This theme accommodates the participants' positive and negative views towards the teaching profession.

a. Positive views

An esteemed profession

Participants demonstrated positive views towards the teaching profession in the open-ended survey and interviews. Some respondents had an awareness of how they could benefit other people through teaching. Caring for others is a form of altruism, in which an individual places others as their focus of concern (see Sinclair, 2008; Tang et al, 2018). These respondents wrote that teachers have a very important role in supporting young people's futures. Therefore, teachers should be respected and appreciated. Following are some excerpts of the responses to the open-ended survey question which show the respondents' positive beliefs that teaching is beneficial for other people.

> *I like teaching as I can share my knowledge and help other people learn. (Mawar)*

> *At first, I just wanted to learn more about English, but lately I feel that this program gives me a good opportunity to practise my English and also doing good things to others. Like, spreading my knowledge to others who are willing to learn the English language. (Melati)*

> *It is a really important-serious-noble profession because a part of the student's future is in their hands (Kamboja).*

A similar perception that teachers have a great influence on their students' development is also revealed in the interview with Mely. She thought that teachers had a great influence on their students' academic, as well as personality development as she said:

> *Karena tugas guru adalah mengedukasi gak hanya ilmu-ilmu yang memang seperti Bahasa Inggris, matematika tapi juga membangun karakter anak-anak menjadi lebih baik. (Eng: Because a teacher's duty is to educate not only*

[through] knowledge, such as English, mathematics, but also [to] build and improve students' characters) (Mely)

Besides serving others, some participants considers teaching as a profession that is able to improve their personality as exemplified in the following quote:

Teaching is sharing and when I teach I feel that I can share my knowledge with people and I feel that my life is useful for many people because I can educate them, and I feel that my life has a meaning when I teach. Besides, giving knowledge to them I can develop myself as a better person when I have to deal with various kinds of people and I can manage my emotions. (Yani)

From the conversation, it is revealed that Yani believed teaching is a way to share what she had learned in terms of knowledge and life as well as a way of improving herself as a human being and as a professional.

The qualitative data collected through this study demonstrate that teaching is more than just an income-generating job and the delivery of information; teaching is also about the dedication and enthusiasm for learning that a teacher is able to generate. Furthermore, it is expected that teachers are able to engage students to learn as well as become role models for students. This implies that personal and social competences are very essential for teachers as exemplified by the following quotes.

Well, teaching is not a matter of giving a lesson in class to the students in school. However, teaching is about delivering knowledge to all people without looking at their status, gender, origin, places, etc. So, teaching can refer to someone's passion. (Flamboyan)

I think that teaching is not a matter of earning good salaries but it's a matter of our dedication to education. Moreover, as a teacher, it's not about what we are trying to teach but it's about how we can be remembered by our students about who we are. (Kusuma)

> *Well, I think in the classroom the teacher's role is really important, like if we want our students to be cheerful students, for example, and then we as the teacher come to the class, we have this kind of sad face or we are unmotivated to teach, how can we expect that the students will (be) cheerful, they will enjoy our class. In my opinion, the teachers have a big role in the classroom. (Celline)*

This study reveals that some participants consider teaching as a respectable profession that is able to bring a great impact to the society. These positive beliefs are likely to influence the way pre-service teachers undergo their teaching practices and sense of preparedness to teach.

Expertise

Knowledge is another essential factor identified through the interview and open-ended survey that teachers should have and obviously has an impact on pre-service teachers' feeling of preparedness for teaching. This finding aligns with prior research (see Darling-Hammond, 2006a; Shulman, 2013). Teaching requires knowledge of subject matters and knowledge of learners. In the open-ended survey responses, pre-service teachers noted that having a good mastery of a subject and having proficient teaching skills facilitated teachers to conduct effective teaching and learning as exemplified by the following quote.

> *Teaching is [a] good profession. Being a teacher [you need to be an] expert [in a] subject. In this case, the teacher should understand the subject very well. So, the teacher can explain the material and give correct examples to the students. (Mawar)*

Communication skills also support the journey of teachers. It is noted that building relationships with students in the classroom is important for teachers; this involves the use of passion in teaching and a willingness to help. These skills are one key element in teaching, as found in the responses contained in the open-ended survey.

> *[The] teaching profession really needs not only knowledge but also time and your heart on the process to deliver the material and build the atmosphere in the class and in the children's heart also (Dahlia).*

This quote emphasises the significance of the teacher and student relationship. The response highlights that teaching does not only relate to knowledge transfer but also to aspects that assist in effective communication.

> *"Teaching requires good manners in maintaining [a] relationship among other teachers and students" (Aster)*

In addition to the ability to create effective communication with students in the class, this excerpt focuses on the necessity of building good relationships with other colleagues in school.

The complex processes of becoming teachers made the respondents aware that teaching was a long journey that required extensive experience*: "Teaching is challenging. It looks like [a] skill that should be practised more and more" (Anggrek).* This awareness brought a level of respect and appreciation from the pre-service teachers towards the teaching profession. This implies that recognising the complexity and esteeming the profession is likely to lead towards a sense of preparedness for teaching.

b. Greater awareness of teachers' work and lives

Heavy duties

Experience of the teacher education program and an increased awareness of the multiple tasks required of teachers built, for many participants, the sense that teaching is a hard job. *"Teaching is not easy"* is a response that frequently appeared to this question. The data demonstrate that the teaching profession is seen as highly demanding, which appears to influence some participants' sense of preparedness for teaching, as shown in the following excerpt.

> *To be a teacher is not an easy thing. It requires…great knowledge and sincere heart to transfer the knowledge to the learners in very good and fun ways. (Manggar)*

This response indicates that teaching is considered as a combination of knowledge and heart. It implies that, importantly, the cognitive and affective domains should work together to obtain an effective learning environment where students are engaged in the learning process.

A complex process of teaching is also shown in the interview, as noted by Yani below.

> *... teaching seems like a simple thing to some people, but it is not that simple because first, you have to understand the difficult material, then you have to comprehend it by yourself and you have to deliver it to people in an easy way. So, it is a tough or complex process. (Yani)*

According to Yani, teachers should have good knowledge of the subjects they are going to teach as well as have the ability to select suitable teaching strategies to deliver the lessons. This implies that teaching knowledge is extremely crucial for teachers.

Teachers' complex activities can also be noted from their classroom tasks. Such challenges are considered hard for pre-service teachers, as illustrated by the following excerpt taken from the open-ended survey.

> *In my opinion, the teaching profession is an exhausting job. It takes a lot of your time to prepare materials, to find the best method, strategy, and media to teach, to make a test and check the result, etc. (Kenanga)*

This quote describes teachers' routine duties. It shows that teachers should always be considerate in planning and implementing, as well as evaluating the effectiveness of the learning process.

The hard work of teachers also refers to their level of responsibility in educating the younger generation:

> *In my opinion teaching is an activity that needs more time, energy, and hard work, because it is related to others' future (Kemuning)*

This quote highlights the heavy load teachers carry. Furthermore, it also emphasises teachers' dedication to educating their students. This implies that teachers make a significant contribution to their students' success.

Social status

Some responses to the open-ended survey reveal the respondents' disappointment towards some incidents happening in the teaching profession, such as the interference of parents and degradation of teachers' social status, these made the teaching profession seem less interesting, as shown by the following quote.

> *I think nowadays being teachers no longer become a good career as many years ago where being teachers are the best career for many people. (Tulip)*

This quote describes the change of the society's perceptions about the teaching profession. It shows that teaching nowadays is not considered a prestigious profession as it once was. It highlights a perception that the teaching profession seems to be decreasing in status.

Unfair salary

The qualitative data included in this study demonstrate that the participants believe the remuneration associated with the teaching profession in Indonesia was unfair. As found in the open-ended response and interview, some pre-service teachers thought that what teachers received every month was not comparable to the responsibilities they had as teachers in relation to other professions, even when the social-economic status of teachers had currently improved.

> *I see that being a teacher requires much effort, but they don't get as much as they deserve like money. (Yani)*

According to Yani, teachers' salary in Indonesia was not commensurate with the responsibilities of teaching.

> *... becoming a teacher actually, I feel a little insecure. I'm insecure with my other friends who will work in a company. I don't know, but they think that they are going to get [more] money by working in a company. (Akasia)*

This excerpt from the open-ended survey indicates that teachers' monthly salary is lower than in other professions. The situation implies that teaching is an occupation that has not been able to offer a good living.

The descriptive data regarding the respondents' beliefs and attitudes towards the teaching profession cover various aspects. Some respondents mentioned their positive observations towards this profession as they viewed the profession as providing positive impacts on society. As professionals, teachers are required to have proficient knowledge and skills to educate young people as well as having good personalities and becoming role models for their students and society. However, the qualitative data reveal the respondents' concerns about the amount of work teachers should perform. For some of them, teaching demanded hard work with major

responsibilities, but teachers' salary was considered insufficient. These negative perceptions of the teaching profession will impact on their feeling of preparedness to teach.

The above analysis indicated that various experiences when undertaking teacher education created a significant impact on pre-service teachers' feeling of preparedness for the profession. The teaching practicum seems to have a significant influence on pre-service teachers. The dynamics of the teaching practicum introduce pre-service teachers to the complexities and challenges of teaching. The evidence revealed that pre-service teachers' positive experiences with peers, students, school-based and university-based supervisors, as well as other school members may elevate their sense of preparedness. Conversely, their feeling of preparedness decreased due to the negative experiences, such as teacher's workload, difficulties in managing a class and unsupportive supervisors, when undertaking the teaching practicum.

This study has noted that the teacher education program is not the only important factor that potentially influences pre-service teachers' perceptions on their sense of preparedness for teaching. It is interesting to find out that personal factors appear to have significant contribution to pre-service teachers' professional growth.

5.2.2. Personal factors

This section presents the qualitative data in association with personal factors that contribute to the pre-service teachers' sense of preparedness for teaching. Previous investigations suggested that there were factors other than the teacher education program, such as motivation (Kim et al, 2018) and teacher's resilience to cope with challenges (Doney, 2013), that may impact on pre-service teachers' sense of preparedness for teaching. This section presents two personal factors emerging from the qualitative data, namely motivation to enter the teacher education program and personal dispositions.

5.2.2.1. Initial motivation

Pre-service teachers' motivation is an important factor to consider when exploring the formation process of teacher candidates (Han & Yin, 2016). This component is a prominent theme emerging from the open-ended survey and interviews of this study. The data collected from the open-ended survey and interviews reveal the participants' various kinds of initial motivation for becoming a

teacher. Furthermore, this study identifies the participants' dominant reasons for entering the teacher education program. They include intentions to become teachers (intrinsic motivation), to gain more experiences with the English language (intrinsic motivation), to obtain work-life balance (extrinsic motivation), to be like inspiring people (extrinsic motivation), and to fulfil parents' expectations (altruistic motivation).

A strong feeling regarding teaching

Having an intrinsic motivation regarding a job, in this case passion for teaching, is a condition where people feel their personal calling into a particular profession. In this study, the calling to become a teacher was one of the sub-themes appearing when respondents were asked to describe their reasons for attending an initial teacher education program and which potentially influenced the pre-service teachers' sense of preparedness for teaching. From the open-ended survey and interview, some participants said they had wanted to become teachers from the very beginning, even before they came into the teacher education program.

Childhood experiences often motivated the teaching journey; pre-service teachers recounted an awareness of having teaching talents from past experiences with their friends. Those experiences made them realise that they had already possessed the abilities to share knowledge with others:

> *... memang sejak awal sejak SMP kelas 3 itu, saya sudah bercita-cita memang menjadi guru dan kebetulan saya suka Bahasa Inggris dan kemudian banyak teman-teman yang suka belajar dari saya. Lalu mereka minta dijelaskan". (Eng: ... since I was in Grade 9, I wanted to become a teacher and I also liked the English language. At that time, some of my friends liked to study with me. Then, they asked me to explain.) (Hanes)*

Gaining more experiences with the English language

As was identified in previous research, passion for the English language was one reason that pre-service teachers commenced an English language teacher education program (see Sali, 2013; Yuan & Zhang, 2017). This was also identified as at least one of their reasons for entering the program by almost all interviewees in the open-ended survey responses as well as the interviews. English

language and its advantages were identified as having important roles in attracting participants to attend the initial teacher education program.

For some pre-service teachers, the opportunity to improve their English language proficiency brought them into the program.

> *Actually, I don't feel like I have any passion for teaching, but I love English and dream of working in the tourism field (Kamboja).*

Another example came from an interviewee, Ama, who was very conscious of her learning strength, which was language. Since being in junior high school, she had performed well in all the language subjects including local languages and English. Moreover, she showed her ability in languages when she was in senior high school. Therefore, she came to the English language teacher education program to learn and gain more experience with the English language.

> *…saya tertariknya ke bahasa. Jadi awalnya, intinya saya suka Bahasa Inggris terus saya pengen belajar Bahasa Inggris. (Eng: …I am always interested in languages. Importantly, I like English and I want to learn English.) (Ama)*

The promise of future employment is another strong motivator for people to come to the initial teacher education program. Eni believed having knowledge of teaching and mastery of the English language would benefit her future employment whether or not she chose to enter the teaching field

> *Mungkin peluang kerjanya yang tinggi, karena Bahasa Inggris mengingat peluangnya luas, karena sekarang ilmu Bahasa Inggris adalah bahasa internasional dan itu semua bidang pasti membutuhkan Bahasa Inggris. (Eng: Probably, big job opportunities. English is an international language; it means every sector needs English) (Eni)*

Work-life balance

Some participants believe that the teaching profession is a profession that suits women and assures their future life when they build a family of their own, as also revealed by previous studies (see Suryani, 2017). It was noted that this profession would enable them to manage their work-life and their family life well.

My parents told me to be a teacher because a teacher is, according to them, an ideal job for a woman (Rumi)

A lifestyle that can balance work and pleasure is another reason for participants to choose to become teachers. Some participants believed that the lifestyles of teachers, such as school holidays, convenient working hours and stable income were attractive to student teachers. At this point, they have not realised yet the out-of hours work teachers do.

… menjadi guru itu menyenangkan. Bisa bertemu anak-anak dan kerjanya juga tidak full time, anak-anak libur ikut libur. (Eng: … to be a teacher is fun. We can meet children/students and it's not a full-time job, students and teachers have school holidays.) (Eni)

Inspirations from others

The following participants acquired their interests and passion for teaching from their parents. They had witnessed how their parents worked as teachers in school since they were very young. Those childhood experiences positively affected their perceptions of teaching and teachers:

Saya juga suka sih kalau ngajar anak-anak, jadi guru. Suka aja ngajar, gak tau kenapa. Mungkin karena orangtua saya dua-duanya guru dan dari kecil kadang tuh pulang sekolah diajak ke sekolah bapak. Jadi suka. (Eng: I like teaching children, as a teacher. I don't know why. Perhaps, because my parents are both teachers and since I was little, after school, my father sometimes took me to his school. I liked it. (Difa)

… becoming a teacher because I learn from my parents' experiences. I knew how they taught. I knew that becoming a teacher provided a lot of privileges. I know about that. I think that I can be like them. (Kristi)

Relatedly, prior schooling experiences inspired some participants. Prior experiences as students became a foundation for the pre-service teachers to shape themselves as prospective teachers. Experiencing schools over 12 years meant that participants met and learned different characteristics of teachers, which have then shaped their idea of a good teacher. Some teachers had

been very impressive and become role models for the participants. The next quotes taken from the interviews are examples of how prior schooling affects current motivation.

> *… sebenarnya karena motivasi dari guru SMA, guru Bahasa Inggris. dan itu menurut saya metode pengajaran dia itu paling beda sendiri di antara guru-guru yang lain. Jadi dia bisa memotivasi anak-anak muridnya untuk bisa belajar Bahasa Inggris dengan cara yang menyenangkan (Eng: I was inspired by my high school teacher. The teacher's way of teaching [was] unique, different from other teachers. He/she could motivate his/her students with his/her very exciting ways of teaching). (Lya)*

> *So, at that time, my English teacher (compared to other teachers in my junior high school) was really a supportive teacher, like the way she taught us, the way she gave good motivation to learn was really interesting, like she never got angry, she always gave positive reinforcement to the students. (Celline)*

Lya's positive experience pf learning made her interested in becoming a teacher. Similarly, Celline had a very inspiring experience with her former English teacher. Celline acknowledged that she was impressed with the committed way her teacher facilitated the students' responses in the class. Her teacher was an example of an ideal teacher for Celline.

Parents' expectations

Parents' expectations highly influenced the pre-service teachers to complete their Bachelor degree even though they faced challenges and struggled during their academic journey. Parents were very strong influences in the decisions of some participants to take the English language teacher education program from the interview and open-ended survey. This finding was consistent with a prior study conducted in Indonesia (Kuswandono, 2014). Some of the participants said that they did not have any idea where to continue their studies after completing high school, so they asked their parents' advice. Interestingly, these participants agreed with and obeyed their parents' advice even though they did not have any interest in becoming a teacher or in the English language. They basically wanted to please their parents, as told by the following participant.

Since he was very young, Arsa was actively involved in church activities and always wanted to be a Catholic priest. His dream was serving villagers and living a simple life. However, after three years in a seminary, his mother did not let him continue his dream of becoming a priest because he was the only son in his family. His four years in the teaching program were very challenging.

> *But then I tried when I entered here and accepted in the English language teacher education program until now I still survive in the program. Then my goal is to make my parents happy and when my parents, especially my mother feels happy when I entered the program. (Arsa)*

From what he said in his interview, Arsa had a hard time in teacher education and lacked confidence about his competencies. However, his strong intention to please his parents encouraged him to stay and continue to complete his study.

Deciding where to continue their education after high school was a concern for some pre-service teachers. They had no clear aim of what and where to continue their study. Therefore, they took suggestions from people around them including parents and friends, as revealed in some excerpts.

> *Actually, I don't have a particular reason for entering this study program. I really wanted to enter a public university, but I didn't have the chance. My father asked me to enter this study program and I followed my father (Crysant).*

This survey respondent indicates that the teacher education program was not their first choice. A failure to pursue their first priority meant that the respondent was more inclined to follow their parents' advice.

Another example comes from an interviewee, Neta, who revealed that her mother had asked her to join the program because her mother thought she was good at English. Neta followed her mother's suggestion despite not enjoying studying the English language.

> *Awalnya saya masuk sini karena permintaan mama saya. Awalnya tuh, apa ya, saya tuh kan gak suka Bahasa Inggris dari awalnya gak suka Bahasa Inggris.*

(Eng: I came here because my mom asked me to. I never liked English since the beginning) (Neta)

Ari, an interviewee, was the oldest among all the participants. She was previously a national badminton player in Indonesia. Ari completed high school ten years before coming into the English language education program. After becoming part of the national badminton team for over ten years, she decided to stop her career and do something else. Her parents contributed a lot to her decision, which made her choose to continue her study with some hesitation as it had been a while since she had last studied. Ari's parents, who were both teachers, suggested that she study at a teacher education program and she agreed with them.

I thought that I would face many difficulties in the study because for a long time ago I was not study[ing] formally but my father said that you can do it, udah jalanin aja (just do it). So, I chose to continue my study because my father and my mother really support me. (Ari)

5.2.2.2. Personal dispositions

During the interview session, stories told by the participants provided comprehensive pictures of the formation of pre-service teachers' sense of preparedness for teaching. Personal dispositions in this study are considered to be crucial characteristics that support their professional development as prospective teachers (see Beltman, 2011). The current analysis demonstrates that the long and complex path to becoming a teacher requires pre-service teachers to be persistent and resilient in order to overcome the challenges, which will make them feel prepared to become a teacher.

Perseverance

The data presented here reveal participants' perseverance under two situations: (1) when teaching is not their choice and (2) when coming into a new culture.

When teaching is not their choice

Almost all the participants experienced a difficult time in their four years of being trained to become teachers, especially when coming into the teacher education program was not their own decision. Expectations from parents was a very strong reason to stay in and complete this four-year program. This shows the participants' high dedication and appreciation of their parents.

In Arsa's interview, he says that initially, he did not have any intention of joining the English language teacher education program until his parents told him to do so.

> *Then my goal [was] to make my parents happy … I must learn more and more about English, but until now I still survive because English is not my priority in my dreams. I'm still staying here because my parents paid me to [be] here. And then I'm now in the eighth semester then if I feel regret with my decision [it] is too late. I must finish it (laughter). (Arsa)*

Arsa had no interest in the English language, so he had to work harder as he said "*I must learn more and more*". Yet, he stayed in the program until his fourth year because he did not want to disappoint his parents, especially his mother. "*No time for regret*" as he said. What Arsa said indicated his thoughtfulness as a son. His intention to please his parents was dominant.

'Self-determination' becomes a strong drive to reach the finish line. The following participant, Ita, had very strong personal values about life, as she shared in the interview.

> *Saya punya moto tu boleh mengeluh tapi nggak boleh menyesal. Jadi nggak apa-apa mengeluh, itu bagian dari proses kan? tapi untuk menyesal kalo itu ya ngapain nggak dari dulu gitu. (Eng: I have a motto; you can complain but you can't regret it. So, it's alright to complain, it's part of the process. But it's too late to regret) (Ita)*

Ita was aware that it was highly important to complete all of her responsibilities ("*it's part of the process*"). Furthermore, she said that it did not matter how hard the responsibilities were, she should not regret the training but finish it.

The next participant, Neta, had faced hurdles since the very beginning of her study in the English language teacher education program, as she shared in her interview. According to her, in fact, she never wanted to study the English language because she had no interest in it. This program was not her choice but her parents'. However, she did not give up and stayed in the program until the final year as she did not want to disappoint her parents who had paid for her study. She was determined to work as hard as she could to complete her study.

> *…,saya nangis karena saya tuh takut di ke depannya gak bisa ngelanjutin, saya juga malu. Tapi saya mikir orang tua saya sudah menghabiskan banyak uang untuk pendidikan saya, ya udah saya harus change mindset saya. Saya harus bisa survive. (Eng: …I was crying because I was afraid I could not survive in the future; I would be very embarrassed. But, I thought my parents had spent so much money for my education. Then, I changed my mindset. I should survive.) (Neta)*

Neta was a sensitive girl as she said that she was thinking about her parents having spent a lot of money on her education. Besides this, she had strong self-determination. The way she described the efforts she had made (*to change her mindset, to survive*) demonstrated her strong will not disappoint her parents. She was very determined to complete her degree despite her hard times.

Likewise, the following participants had very strong personal values about life. They were both aware that it was highly important to complete all their tasks in the program, it did not matter how hard the responsibilities were.

> *Tapi ya mau gimana lagi tapi udah telanjur, nggak cuma nyemplung, sudah telanjur tenggelem, nyelem. Ya udah tinggal nyelem aja, tetep lanjutin aja. Tapi terus ya udah gimana lagi, tetep jalanin aja. (Eng: But, well, I have already been here, already drowned, dived in. Just keep swimming. Well, no other way, just keep going.) (Aska)*

When Aska said "*I have already been drowned*", it implied that he had faced hardships and did not enjoy the process in the teacher education program. However, he did not give up. According to Aska, what he could do was to keep moving forward. This indicated that he was a responsible man to complete what he had already started.

When coming into a new culture

Moving to a new location to study in which there are different cultures requires perseverance from participants. Difa, experienced not only academic shock but also culture shock when she came to the program, as she shared in the interview.

> *… semester 2 juga ada speaking 2, bisa belajar dari pengalamanlah, temen saya bisa kayak gini, aku juga harus bisa belajar speaking aja sehari-hari sama temen, belajar speaking. (Eng: … in semester 2 I could learn from my previous experience. My friends could do this, I also had to learn to speak every day with my friends, learn to speak) (Difa)*

Difa talked about her efforts to adjust herself to a new situation and tradition (culture) that was different from where she had come from (Borneo). This quote indicated that there was a cultural and academic gap between her hometown and the place where she undertook her teacher education. It was challenging for Difa to build new relationships with friends. Furthermore, in the interview, she admitted that she was surprised to know her classmates' English language proficiency was far better than hers, which discouraged her. However, her motivation grew as she said "*if my friends could do it (speaking), I also had to learn to speak*" and this made her study very hard to improve herself and stay there until her final year.

For some participants, it was a cultural shock to live in a new place. Anti came from an island that had a quite different culture to the island where the program took place.

> *(Question: Why are you still here now?) Because this is my responsibility, and I want to show my responsibility to my parents. (Anti)*

Furthermore, Anti explained that her experience of culture shock in academic and non-academic life gave her a hard time during the four years of education. Nevertheless, despite her struggle to reach the fourth year of the program, she realised that she had a big responsibility to complete her study for the sake of her parents, especially her mother.

Perseverance appeared to be a strong personal characteristic for the participants of this study. It supported them to succeed on their path to teacher professional development. As revealed in this study, individuals who persevere tend to make more effort to obtain their goals.

Resilience

Resilience is another important personal disposition that supported pre-service teachers in undertaking their early professional development (see Mansfield et al., 2016). The qualitative data

showed that the participants faced various challenges which required them to work harder, which influenced their feelings of preparedness.

Acquiring teaching competencies

Some participants shared their struggle to complete this program. The following participant, Neta, is one example of a student who experienced difficulties in learning.

> *Kalau saya tu harus berjuang mati matian. Terus saya berusaha aku harus bisa, apalagi udah masuk Pendidikan Bahasa Inggris. Masak orang Bahasa Inggris, nggak bisa. Saya berusaha dengerin musik, tapi saya masih aja belum bisa. Saya perlu kegagalan berkali-kali baru bisa. (Eng: I had to fight. I made efforts to succeed because I had come to the English language teacher education program. Well, it's shameful, I study English, but my English is not good. I listened to music but still failed. I need a few failures to succeed.) (Neta)*

What Neta said in the interview showed her struggle and real resilience, especially when she said "*I had to fight. I made efforts to succeed"*. She started the program not because of her English language abilities ('*My English is not good*'). She did it because of her mother's suggestion. She struggled for four years. She did not remember how many times she failed the courses, especially the target language courses. Nevertheless, her failure did not make her surrender. She convinced herself that she could improve her proficiency.

Another example of resilience is demonstrated by Difa. In the interview, she discussed her difficult time coping with the English language.

> *… di akhir kelas sampe diejekin temen, ya udah biarin aja, ga papa. Terus tapi belajar belajar lagi… coba terus coba terus coba terus. (Eng: … at the end of the class, my friends were laughing at me. I just ignored them. I learned more. Well, just keep trying) (Difa)*

Further, Difa expressed her adversities during her learning process. Sometimes her classmates laughed at her awkwardness and funny spoken English. Although she struggled in her speaking classes during her first year, the situation did not discourage her as she said "*I just ignored them.*

I learned more ... just keep trying". She continued studying there and did not stop herself from practising her speaking skills.

Receiving unexpected feedback

Negative feedback from supervisors during teaching practicum may cause feelings of disappointment for pre-service teachers. Participants demonstrated their resilience during their teaching practicum despite facing disappointment:

> *... so I just need to learn my teaching strategies and so I started to do brief research in teaching a bit like one or two days after that I [didn't] care anymore. I saw that being a teacher is like this, being a teacher is like that, so I tried to use that in teaching in PPL and it work[ed] well. It worked better than microteaching. (Erik)*

Erik received an unsatisfactory result for his initial teaching practicum from his mentor when conducting peer teaching, which made him feel frustrated. His discouraging experiences during his microteaching class made him less motivated to become a teacher. His parents encouraged him and made him realise his capability and the need to keep practising his teaching skills ("*I just need to learn my teaching strategies"*). He researched more on what teaching involves in order to gain more of an understanding.

Another participant also received feedback that made her realise that she needed to learn more.

> *... saya merasa saya sudah bisa membuat RPP ternyata waktu konsultasi ternyata saya masih harus banyak belajar, sampai mau membuat metode pengajaran itu saya pinjam buku di perpustakaan, cari-cari metode apa yang kira-kira cocok untuk mengajar ini, sampai waktu mau konsultasi lagi saya bawa bukunya. Jadi kalau nanti ditanya, dari sini, Pak. (Eng: I thought I had the ability to make a lesson plan, but after the consultation, I found out that I still needed to learn. To plan for teaching methods, I should borrow a book from the library. Looking for what methods [are] suitable for teaching, I brought the book [used] in the supervision meeting. So, when asked, I just said, 'from here, Sir'.) (Ami)*

The qualitative data presented in this study reveal the feelings pre-service teachers experience of having insufficient knowledge, receiving negative feedback and facing cultural differences. While these were difficult, they were strongly determined to complete their degree and made great efforts to accomplish it.

5.3. Summary of descriptive results

The qualitative data in this project derived from three sources: open-ended survey questions, interviews, and written reflections. Thematic analysis was employed to examine the data to address the current research questions. From the analysis, the participants' perceptions of their preparedness for teaching was revealed, as well as factors which potentially contributed to pre-service teachers' sense of preparedness for teaching; these have been summarised in the following chart.

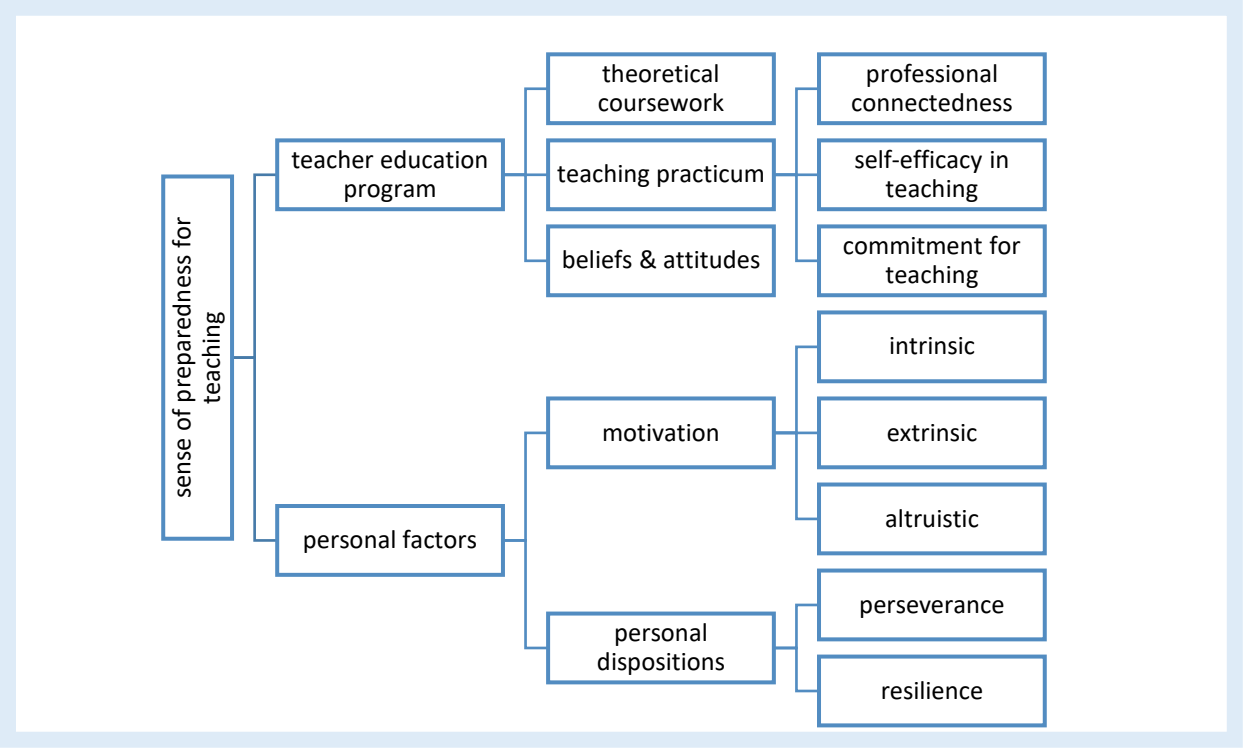


Figure 5-2 Themes and sub-themes

To address the research problems, the data obtained from the survey, interviews, and reflections were able to reveal important factors in pre-service teachers' journeys to feel prepared. In

particular, the data successfully demonstrated the relationship between two major factors, namely the teacher education program, and personal factors.

The thematic analysis showed the significant influence of the teacher education program on the participants' professional development, especially the feeling of preparedness to teach. When undertaking teacher preparation, learning experiences appeared to be a crucial factor. It was the first factor emerging from the qualitative data. According to the data, there were two phases of the teacher education program: theories and teaching practicum. The theoretical phase was the period when the participants learn theories that will support them to become future teachers, while teaching practicum was the time when they could apply the theories in practice.

Self-efficacy is a personal characteristic that appeared to have an important role in pre-service teachers' feelings of preparedness to teach. In this study, self-efficacy in teaching was closely related to the participants' learning and practical experiences as prospective teachers. From the data, the participants' academic preparation in the teacher education program affected their self-efficacy in teaching. Further analysis showed that self-efficacy was very specific and contextual. There were three common types of self-efficacy that emerged from the data sources, including a sense of self-efficacy in their ability to engage students in a class; mastery of content and pedagogical knowledge; and classroom practices. In addition to the contribution of self-efficacy on the feelings of preparedness to teach, self-efficacy seemed to affect the participants' *commitment* to becoming teachers in the future. Furthermore, this study suggests that the participants' beliefs and attitudes towards teaching and the teaching profession may also influence their views about their self-preparedness to teach. There are two kinds of perceptions identified in this study: positive and negative views about the teaching profession.

Interestingly, academic experiences during the teacher education program are not the only source of preparedness for teaching. This study suggests another major factor that significantly affects participants' sense of preparedness to teach and professional development is 'personal factors'. Personal factors that emerged from the data sources included motivation and dispositions.

The second characteristic identified in the current research that had the potential to affect the participants' feeling of preparedness was *motivation*. Motivation in the present study referred to the driving factors for respondents to enter the four-year Bachelor English language teacher education program. The data collected from the three sources revealed three kinds of motivation:

intrinsic, extrinsic, and altruistic motivation. When passion for teaching was the main reason for joining the program, this participant was considered as having intrinsic motivation. Next, reasons that came from outside, such as others' advice and work-life balance, were classified as extrinsic motivation, while the third type of motivation, altruism, was associated with dedication to others and society.

The next key personal factors are *personal dispositions*. Undertaking four years of teacher education was challenging for a number of reasons, as told by the participants in the interviews. The analysis results indicated their strong efforts to complete the teacher education program. The pre-service teachers' perseverance and resilience supported their abilities to face adversities in their professional journey to become teachers.

As a consequence of the analysis, a model that illustrates the relationship among the factors which emerge from the data sources, a relation model is presented.

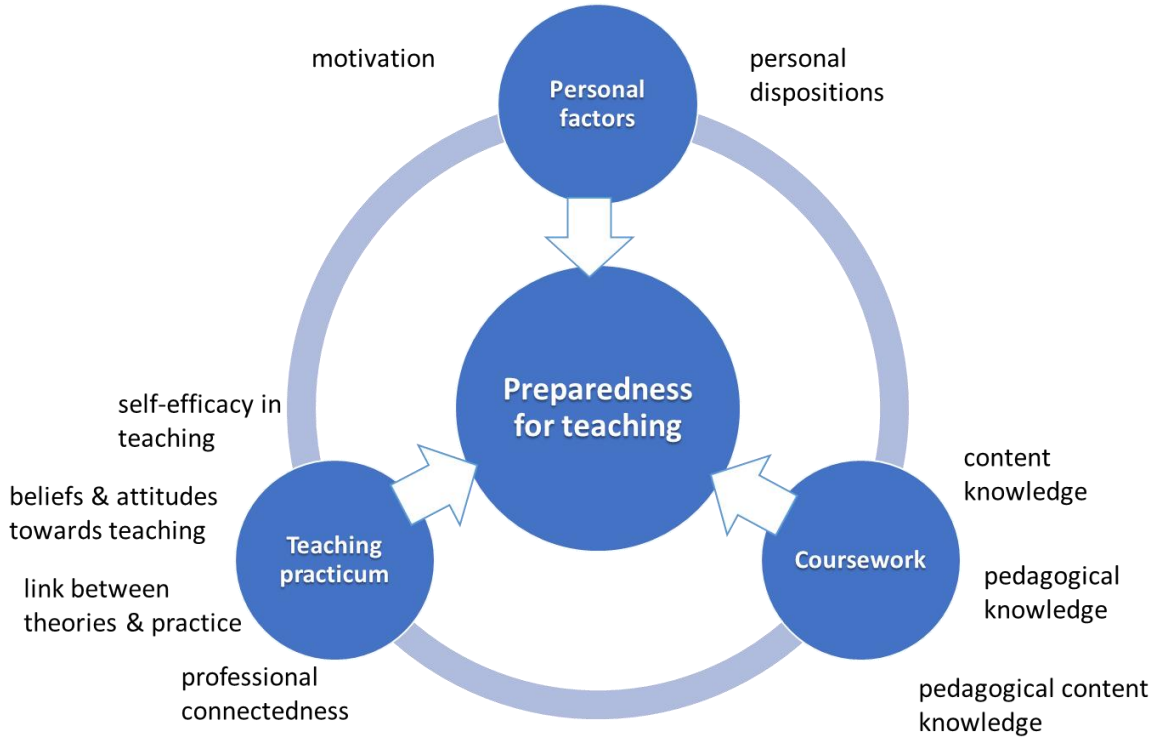


Figure 5-3 Connectedness in teacher education

This circular model represents the strong connectedness (see Gordon, 2008; Palmer, 2003) among the key factors presented in this study. As demonstrated by the results of the analysis, there are three interrelated factors that have the ability to affect pre-service teachers' feeling of preparedness to teach. Personal factors around motivation, self-efficacy, beliefs, attitudes, perseverance, and resilience significantly influenced pre-service teachers' sense of preparedness, as shown by the arrow. These personal factors can obviously be associated with the academic process in teacher education, which comprises learning theories and practice. For example, when participants were doubtful about their understanding of the subject content and teaching strategies, their self-efficacy in class practices tended to be low and, they may have later felt less prepared to be teachers.

This model ends the descriptive data analysis chapter. Next, to obtain a better understanding of the research, the results of this analysis will be merged with those of the statistical analysis of the survey in the next chapter.

Chapter 6 **A Model of Pre-Service Teachers' Preparedness and Discussion**

6.1. Overview

This chapter presents a synthesis of data, elaborated in Chapter 4 and 5, to address the research problems. The sense of preparedness is explored as a significant concept in the growth of a pre-service teacher. This research has explored pre-service teachers' sense of preparedness to teach in the context of Indonesia. Furthermore, this research sheds light on those factors that appear to have a greater impact on this construct of preparedness. Employing a mixed-methods approach, this investigation focused on the final-year cohort of pre-service teachers enrolled in a four-year English language undergraduate teacher education program located in a city of Indonesia. Accordingly, the ensuing sections of this chapter are organised to elaborate the findings, the triangulation of the results and to discuss the implications more generally.

6.2. Data summary and triangulation

The current research employed three research tools to collect the data, namely: (1) an online survey; (2) interviews and (3) written reflections. The data collected were then analysed separately. The closed-ended survey was analysed statistically, while the other data sources were analysed thematically. The analysis results of the quantitative and qualitative data were compared and triangulated in order to gain a deeper understanding of the influence of those significant factors that might influence a pre-service teacher's sense of preparedness.

The findings show that most of the respondents feel moderately prepared to cope with the issues related to teaching practices. In addition, they reveal a number of factors, including motivation, self-efficacy, beliefs, attitudes and theories, that influence pre-service teachers' sense of preparedness for teaching. Interestingly, the experiences in practicum appear to be a significant factor. The interviews, open-ended survey, and written reflections suggested a number of major themes relating to the actual teacher education program, self-related themes, and more detailed attitudes and beliefs. To ensure a balanced judgment is made, it is important to triangulate all information in this mixed-methods study.

Figure 6.1 illustrates the process of integrating the results from both datasets. After the survey was analysed, the results were compared to those of the thematic analysis in a matrix to demonstrate similarities (convergence) or differences (divergence) between the two datasets as well as the significant strength of the study.

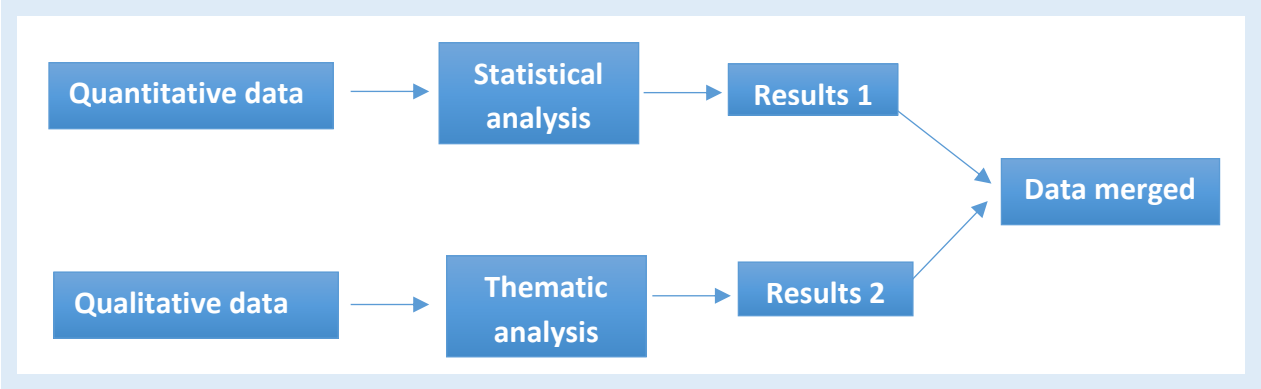


Figure 6-1 Data mergence

The statistical analysis provided a general description of the respondents, such as their demography and their perceptions of the five constructs assessed in the survey. The analysis also demonstrated the relations between the independent variables (motivation, beliefs, attitudes, self-efficacy, and teacher education) and the dependent variable (preparedness to teach). Table 6.1 summarises the findings of the statistical analysis and illustrates the strength of the findings.

Table 6-1 Factor predictability towards a sense of preparedness to teach

Dimensions	Factors	Significance	
		Significant	**Insignificant**
Motivation	Vocation		✓
	Social influences	✓	
	Work-life balance		✓
	Opportunities with the English language		✓
Professional self-efficacy	Professional expertise	✓	
	Teachers' roles		✓
	Students' engagement	✓	
Beliefs and attitudes	Gender relatedness	✓	
	Esteemed profession		✓
	Demanding work	✓	
	Social status		✓
	Expertise		✓
Teacher education	Coursework and practice	✓	

The themes emerging from the open-ended survey, interviews and written reflections relate to the factors which have the potential to influence pre-service teachers' feelings of preparedness to teach. There are six major themes that emerged from the data. These are presented in Table 6.2.

Table 6-2 Themes and sub-themes

Themes	Sub-themes
The teacher education program	Theories
	Practices
Professional self-efficacy	Engaging students
	Instructional strategies
	The mastery of teaching competencies

Themes	Sub-themes	
Commitment to teach	Higher commitment	
	Lower commitment	
Motivation	A strong feeling for teaching	
	Gaining more experience with the English language	
	Work-life balance	
	Inspiration from others	
	Serving others	
	Parents' expectations	
Personal dispositions	Perseverance	
	Resilience	
Beliefs and attitudes	Positive views about teaching	An esteemed profession
		Expertise
		The right job for women
	Negative views about teaching	Heavy duties
		Social status
		Unfair salary

The data that shared commonalities and strength were merged, while other findings that were not as strong yet still relevant are noted. The elaboration of the data integration along with a description of convergence and divergence is presented.

6.2.1. Common themes

Both datasets reveal factors with potential effects on the sense of preparedness for teaching. Table 6.3 presents the convergence of the analysis results. The significant factor identified by the statistical analysis and the themes from the thematic analysis can be categorised into two major dimensions of personal characteristics and the teacher education program.

Table 6-3 Data convergence

Dimensions	Factors	Quantitative	Qualitative
Teacher education	Theories	✓	✓
	Teaching practicum	✓	✓
Personal characteristics	Background motivation	✓	✓
	Self-efficacy in teaching	✓	✓
	Beliefs about teaching & teachers	✓	✓

The participants' diverse motivations for joining the teacher education program are revealed in both datasets. The statistical results have demonstrated that motivation significantly affects the feeling of preparedness, while the thematic analysis shows that key themes for pre-service teachers' motivation to join the program included a desire to contribute to society as well as encouragement from their parents.

With respect to personal beliefs and attitudes in teaching, the two sets of data show that the participants mostly appreciate the teaching profession and acknowledge the substantial contribution of teachers to the society. Two key beliefs highlighted in this research are related to gender and workload. Some participants agreed that there was an assumption that teaching is a job for females and teachers' work is overloaded.

Next, self-efficacy also appears to have an influence on the pre-service teachers' sense of preparedness for teaching. The level of confidence in teaching competencies and practices appears to influence their self-perceptions. The analysis of the survey shows that self-efficacy has a strong influence. The data indicate that the participants' confidence levels of proficiency in teaching competencies and practices are moderate to high, while the thematic analysis provides a similar explanation about the participants' self-efficacy.

In addition to those personal factors, coursework including theories of education and teaching practicum experiences when undertaking the teacher education program is found to be an important factor in shaping pre-service teachers' preparedness for teaching. The survey analysis, in particular, shows that the participants have a strong agreement on the significant role of the teacher education program, in contributing to how they feel prepared to become teachers, with all

students reiterating the importance of teaching practicum, particularly in building preparedness and confidence to practise.

6.2.2. Divergent themes

There are two important themes that have emerged from the thematic analysis but are not significant in the survey data analysis across all participants. They are personal dispositions and commitment to teaching. Table 6.4 below illustrates these factors.

Table 6-4 Data divergence

Factors	Sub-factors	Quantitative	Qualitative
Commitment to teach	Higher commitment	-	✓
	Lower commitment	-	✓
Dispositions	Perseverance	-	✓
	Resilience	-	✓

The participants' perseverance and resilience during their academic journey appear to play a significant role in their feelings of preparedness. The teachers' dispositions are closely related to their early motivation for joining the teacher education program and their opinions about teaching. This seems to have an essential role in shaping the pre-service teachers' preparedness, across the four years of education. Commitment to teaching is the second theme that emerged from the data. Furthermore, this study shows pre-service teachers' views about their self-efficacy potentially affect their decision to stay or not to stay in teaching. While these findings are not found to be significant in the analysis of the survey, the interview results of all students reveal that having a commitment to teaching does not always go alongside a sense of preparedness for teaching.

This study employed a mixed methodological process. Cresswell and Plano Clark (2018) suggest that the integration of the quantitative and qualitative data is to validate and confirm the findings as well as to obtain a broader understanding of the research focus. Considering the elements of the themes that emerged as divergent and convergent, it enabled the development of an integrated model.

6.2.3. A model of pre-service teachers' preparedness for teaching

Building on both datasets, a model was developed to illustrate the factors that influence the sense of preparedness for teaching and the interplay among them. The factors that have been statistically proven as significant variables and factors that have emerged as dominant across all themes within the qualitative analysis are combined and placed into the integration model. As shown in Table 6.3, additional factors, namely commitment to teaching and dispositions, were identified in the thematic analysis. These factors are considered crucial by the respondents in pre-service teachers' education. This study suggests that these factors, together with motivation, self-efficacy, beliefs, attitudes and teacher education, have a significant contribution to pre-service teachers' sense of preparedness.

The model illustrated (Figure 6.2) shows the relationship between personal foundations and teacher education in shaping pre-service teachers' sense of preparedness to teach. The current study demonstrates that the motivation of pre-service teachers to join the teacher education program, their perceptions about teaching and teachers, their perseverance and their resilience in coping with hardships are the key personal characteristics to shape their feeling of preparedness to teach. These interrelated characteristics are the foundation for the perception of preparedness. The two arrows (1 and 2) indicate that personal foundations can directly affect pre-service teachers' level of preparedness as well as influencing the process of teacher education.

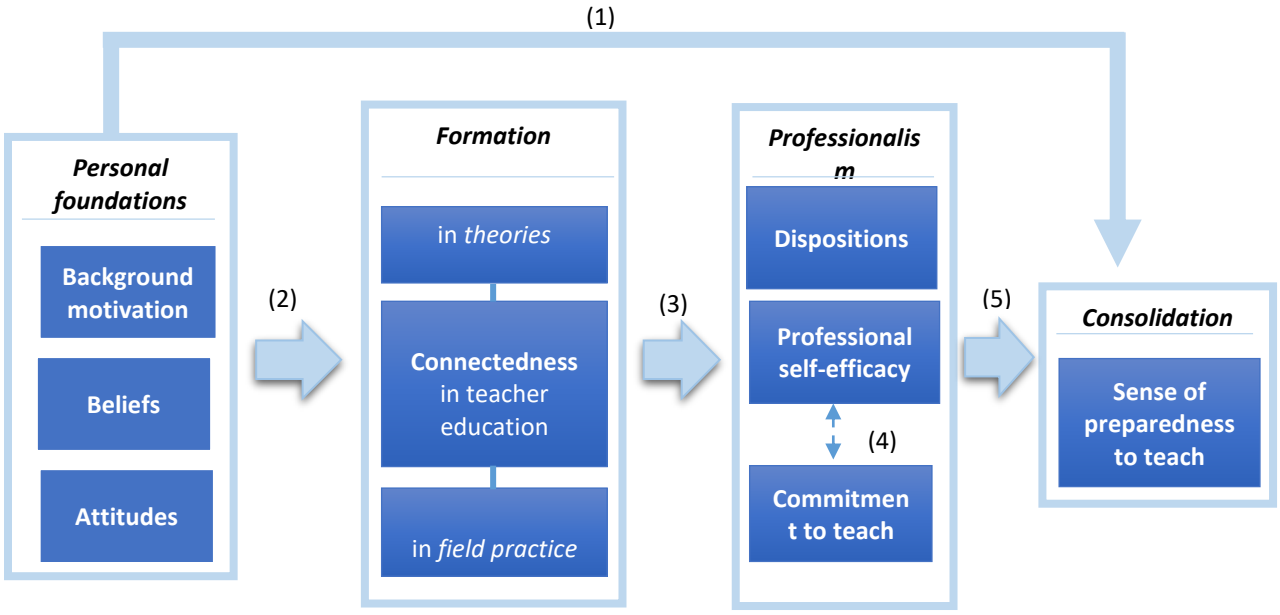


Figure 6-2 The integration model

The teacher education program in this study is described as an academic formation stage that prepares people to become teachers. This study demonstrates the significant contribution of the teacher education program to connect the learning and field practice processes of pre-service teachers. Various kinds of social connectedness, such as between pre-service teachers and supervisors, pre-service teachers and students, as well as pre-service teachers and the broader school community, happen in this formation phase.

An arrow (3) from the formation phase to professional self-efficacy acknowledges the contribution of teacher education to pre-service teachers' sense of self-efficacy in teaching. The academic learning and field practice provide pre-service teachers with real experiences and understanding of the teaching profession. Furthermore, field practice gives them more opportunities to meet different people and to build their social and communication skills. The model also suggests connectedness between pre-service academic learning and field practice, which includes social interactions, significantly influences pre-service teachers' perceptions about their teaching competencies and their self-efficacy in teaching.

Finally, the model highlights the crucial role of professional self-efficacy in shaping pre-service teachers' sense of preparedness to teach (arrow number 5) and their commitment to teaching (arrow number 4). Pre-service teachers who have a high level of self-efficacy in teaching tend to feel more prepared and suggest higher commitment to staying in teaching than those with lower self-efficacy.

Exploring these findings in relation to the research literature and the current research question is detailed in the next section.

6.3. Discussion: Factors that impact on pre-service teachers' sense of preparedness for teaching

A number of studies have delved into the importance of perceived preparedness for teaching and the factors that may affect this feeling of preparedness across different fields. Giallo (2003) highlighted a significant relationship between the duration of teaching experiences, self-efficacy in classroom management and the feeling of preparedness, after conducting a study that included novice and student teachers of primary education training. Further, in the context of TESOL (Teaching English to Speakers of Other Languages), Faez and Valeo (2012) suggested that

teaching practicum was a major factor that could influence novice teachers' sense of preparedness to teach. Those findings were consistent with prior research that demonstrated the positive influence of teaching practicum on pre-service teachers' teaching skills and professional development (Albion, 1999; Housego, 1990).

This study reveals that the student-teachers participating in this current research, typically, feel moderately-prepared for teaching (see Table 4.1). It is interesting to note that a sense of preparedness is task-related. For example, the data show that the top three teaching tasks that the participants are ready for include integrating technology in their classroom, understanding students' learning needs, and engaging students in cooperative work. Conversely, this investigation finds out that the participants have some concerns, such as whether they are capable to resolve interpersonal conflict in the classroom, whether they are able to help students to think critically and to be an independent learner.

It is essential to know that pre-service teachers' sense of preparedness is closely related to the progress of initial teacher education programs. However, pre-service teachers' sense of preparedness to teach has not been extensively examined in teacher education in Indonesia. To address this gap, this research investigated the feeling of preparedness within Indonesian contexts to gain a deeper understanding of pre-service teachers' perceptions of their preparedness as future teachers and attempt to unveil the significance of this construct.

This study confirms that pre-service teachers' sense of preparedness is shaped by multiple constructs, and factors which intersect. Accordingly, this research attempts to unravel the complex journey of pre-service teachers. The relationship of the potential factors and their contribution to teachers' sense of preparedness for teaching is elaborated further in the following section, which identifies three key phases of a pre-service teacher's journey: personal foundations, formation, and professionalism and the factors that are mobilised or significant at each phases, and the relationships between them. This is illustrated in Figure 6.2, which highlights the complexities of preparing pre-service teachers to feel ready to teach. While previous studies have identified the role of key components of the teacher education program, and personal dispositions, such as beliefs, motivation and self-efficacy play in teachers' attitudes towards entering the profession, this study, but utilising a mixed-methods approach, has identified the ways in which key factors intersect for different teachers.

The integrated model illustrates the pathway of pre-service teachers' sense of preparedness to teach as well as the three essential components that influence this development. The first component describes significant *personal foundations* (motivation, beliefs, and attitudes towards the teaching profession) in pre-service teachers' professional journey. Second, the *formation* component elaborates the contribution of the teacher education program to pre-service teachers' feeling of preparedness for teaching. Finally, *professionalism*, including self-efficacy in teaching and commitment to teaching as well as personal dispositions, are discussed. This research highlights that these three components all include factors which influence pre-service teachers' sense of preparedness to teach.

The following section aims to unpack the integrated model and is thus organised according to three phases identified in the model.

6.3.1. Personal foundations

Research (see Debrelli, 2012; Palmer, 2007; Wyatt, 2018) has strongly confirmed the contribution of personal factors, including motivation, beliefs, and attitudes, to shaping pre-service teachers' professional growth. The current research shows that three interrelated personal characteristics appear to have a strong impact on pre-service teachers' preparedness for teaching, namely background motivation for joining the initial teacher education program and their beliefs and attitudes about the teaching profession during the four years of study, each of these factors is discussed in more detail in the following sections.

6.3.1.1. Motivation: Why did I decide to enter a teacher education program?

Motivation is the first important factor that contributes to pre-service teachers' sense of preparedness for teaching. This study identifies pre-service teachers' diverse motivation when entering the English language teacher education program, including a passion to become a teacher (intrinsic motivation), intention to make a social contribution (altruistic motivation) and to obtain a better life (extrinsic motivation), as presented previously in Table 6.2. Further analysis reveals that motivation is a construct that has the ability to predict pre-service teachers' feelings of preparedness to teach. This finding aligns with prior investigations conducted in different parts of

Indonesia that indicated the positive influence of motivation towards perceived preparedness for teaching (see Aditya & Muhammad, 2016; Bintan & Margunani, 2018). Furthermore, this present research finding suggests that a strong feeling for teaching, work-life balance and passion for the English language, while identified, do not appear to have a significant influence on the participants' feelings of preparedness for teaching, but an intention to serve others, including parents, has a significant influence on pre-service teachers' sense of preparedness to teach. The influence of motivation on pre-service teachers' sense of preparedness is elaborated in the following sections.

a. Social influences

In the current research, an intention to contribute to society or altruistic motivation is a dominant reason for the participants to enter into the teacher education program, as revealed by previous studies with large numbers of participants, such as Suryani (2017) and Tang (2018). Suryani (2017), based on her survey on pre-service teachers' motivation in two cities of Indonesia, found that the highest-rated intentions for entering the teaching profession were to make a social contribution. Accordingly, the finding of this research suggests that altruistic motivation also has an important role. In this investigation, motivation to assist others, such as working with younger generations and serving others (including parents), significantly influences pre-service teachers' sense of preparedness to teach. The survey data showed that most of the participants agreed that teaching brought a positive impact on society, as presented in Table 4.10. This result indicates that altruistic motivation appears to be a major aspect that affects the respondents. An example was noted from the interview with a pre-service teacher.

> *What I love about teaching is I can share my knowledge with anyone that is willing to learn more and from teaching, I feel like I can develop myself as an individual. (Yani)*

In the interview, the participant expressed her satisfaction in serving others and sees personal value in teaching. Prior research (Fokkens-Bruisma and Canricus, 2014) suggests that working with young people is one major motive to become a teacher. The present study indicates that the awareness of the impact of teaching on society and willingness to share knowledge with others

potentially elevates motivation to study, which includes identifying students' characteristics, and selecting appropriate teaching strategies and assessments to ensure greater engagement.

Another frequently-identified motivation in this investigation is that some participants admitted that it was not their own decision to join the teacher education program, but was mostly influenced by their parents' advice, Crysant reflected: *"My father asked me to enter this study program and I followed my father".* This action is a form of altruism as the participant is selfless and showed respect to parents. This finding confirms that social contexts may contribute to pre-service teachers' reasons to join a teacher training program, as prior research has noted (see Kuswandono, 2014; Suryani et al., 2016). Moreover, Malberg (2006) suggests that socio-cultural contexts, which include serving others and responding to parents' expectations, can essentially influence people's motivation.

Parents' involvement in deciding their children's education is very common in Indonesia because parents are responsible for their children and normally provide financial support for their children's education as much as they can afford or until their children can support themselves. Culturally, Indonesia is a family and community-based (Suryani, 2017). Therefore, parents experience pride in sending their children to higher education. From the children's point of view, the action to do what their parents suggest is an actualisation of their respect and obedience and an acknowledgment that they belong to the family (Pickett, Gardner, & Knowles, 2004). Consequently, the students will study and work harder to achieve success so they will not disappoint their parents.

The evidence underlines that motivation to serve others (including to please parents) through teaching plays a crucial role in pre-service teachers' professional journey. The findings of the present research verify that social and family background are a great influence on motivation for teaching. Furthermore, this motivation affects pre-service teachers' formation phase in teacher education and is also a significant predictor for participants' sense of preparedness to teach.

b. Prior school experiences

> *I was inspired by my high school teacher. The teacher's ways of teaching were unique, different from other teachers. (Lya)*

This study has found that pre-service teachers who were inspired by other teachers were motivated to join teacher education, as shown in the quote above. Watt and Richardson (2012) included prior teaching and learning experiences in socialisation influences that potentially affect pre-service teachers' career choice. This denotes that past schooling experiences are an important factor to consider in pre-service teachers' professional development. From former experiences, pre-service teachers might believe that they know what a good, as well as bad, teacher is and may develop an intention to enter the same profession. According to the respondent, a good teacher is someone who can successfully engage the students in class with effective and creative teaching. It also means that teaching will be successful if teachers have creative ways to engage their students.

This investigation suggests that earlier school experiences can also be an external factor that has an influence on pre-service teachers' interests to teach (see Brookhart & Freeman, 1992; Richardson & Watt, 2006). Pre-service teachers, particularly those who study in teacher education in Indonesia, have the opportunity to meet and observe a number of teachers with various characteristics during their 12-years of earlier schooling experiences.

It is evident that gaining inspiration from former teachers and prior school experiences are important aspects of pre-service teachers' professional understanding, particularly their sense of preparedness for teaching. Specifically, the current findings suggest that these experiences may shape pre-service teachers' personal standards of a good teacher and influence their perceptions of teaching practices.

The next section explains the other types of motivation that have less contribution to pre-service teachers' sense of preparedness for teaching. They are passion in teaching, work-life balance and opportunities with the English language.

c. Passion in teaching

Having a passion for teaching emerged as a strong theme from the data of this present study. The data indicated that 35% of the participants responded that becoming a teacher was their main intention, as shown in Table 4.10.

> *Becoming a teacher is one of my dreams. For me, passion cannot be faked, I'm really into teaching. (Celline)*

This quote from the open survey indicates that the respondent had a very high motivation to become an English language teacher, which was consistent with the answers to the closed-ended section of the survey. It can be seen from the responses to the survey items 'I feel a personal calling to teach' and 'I have always wanted to teach'. The respondent scored 5 and 6 on a six-point scale sequentially, which intensely highlighted the passion for teaching. Further, this respondent also added in the open survey: *"I can say that I'm confident to teach. My willingness to always learn and improve is my excellence in teaching; however, I still need to learn a lot of things especially in delivering the materials to the students as effective and interesting as possible."*

This example shows that pre-service teachers with high motivation appear to set a high self-standard of performance criteria that is considered ideal from their point of view because they are commonly high achievers (Dweck, 1986; Hooper & Miller, 1991); they measure their success with the ideal standards they have previously set. Further, Dweck (1986) suggests if a highly-motivated person succeeds, he or she will gain satisfaction and happiness and vice versa. This is supported by McLaughlin, Pfeifer, Deborah, and Sylvia (1986). Accordingly, this study suggests that when the participants are aware that they have not met their personal standards, they turn out to be unhappy and disappointed with themselves.

In this case, the respondent's high motivation strongly influences the teacher education phase. She was confident with her abilities and willingness to work hard to meet her own standard. Conversely, another respondent, Hanes, who was also highly motivated to become an English language teacher, in the beginning, felt very unhappy and disappointed with himself. He thought that he could not engage his students well in class (*"I'm not really good at teaching in fun ways"*) and felt unprepared (*"It changed my mind when I realised that teaching was not as easy as I thought").*

Interestingly, even though prior research has suggested the significance of intrinsic motivation, the current research has demonstrated that a strong feeling regarding teaching has a little influence on the pre-service teachers' preparedness for teaching. This finding does not align with a survey that included beginner teachers in Australia (Watt & Richardson, 2008). Watt and Richardson (2008), who conducted a longitudinal study, reported that teacher candidates who were intrinsically motivated to become teachers could be categorised as 'highly engaged persisters' and they would remain in the teaching profession. The results of the qualitative data indicate that

having a strong interest in teaching does not guarantee a high level of perceived preparedness for teaching.

d. Work-life balance

> *… to be a teacher is fun. We can meet children/students and it's not a full-time job, students and teachers have school holidays. (Eni)*

This research found that some pre-service teachers thought that teaching might offer a good quality of life in terms of ideal working hours, vacation, and job security. These perceptions about the teaching profession actually confirmed some former research (Salı & Salı, 2013; Tang et al., 2018). The finding of this present investigation indicates that convenient working hours are considered valuable, giving them the opportunity to balance work and leisure time. In the context of Indonesia, teachers' working hours are considered very convenient. Moreover, schools have recently administered a five-day schooling week as encouraged by the government since 2017.

In addition to the duration of work, school holidays and job security are other incentives for pre-service teachers to consider teaching as a career. Tang et al (2018), who conducted a comparative study to examine student teachers' reasons for becoming a teacher, found that Macau student teachers assessed a survey item saying 'Teachers have longer holidays than most other jobs' higher than those of Hong Kong student teachers. According to Tang et al (2018), student teachers' perceptions are heavily influenced by the local contexts, particularly the educational system. In Indonesia, full-time teachers have relatively more holidays than other professions. Semester and end of year break, religious and national celebrations are some of the holidays that teachers can enjoy in a year. In addition to the working hours, the Teachers' Law number 14/2005 ensures that every teacher has the right to a monthly salary, which includes living allowance, and other functional incentives.

However, this study corroborates that the benefits the teaching profession may offer have no direct contribution to the pre-service teachers' feeling of preparedness for teaching. The present research findings note that positive perceptions about this profession and the belief that teaching can lead to a better life are not sufficient to ensure pre-service teachers to feel ready to take up the teaching profession in the future. In the context of Indonesia, graduates of the teacher education program do not necessarily become teachers—they also take up opportunities to work in non-

teaching areas. Therefore, other supports are necessary to develop pre-service teachers' feelings of teaching preparedness.

e. Opportunities with English language

English is the first foreign language that is taught in schools in Indonesia. It is a compulsory subject in secondary schools and some primary schools. English is one of the subjects nationally examined for students of Grade 9 and 12. Therefore, learning English and gaining experiences in the language is important, particularly for academic purposes and knowledge advancement in Indonesia (Lauder, 2008). Furthermore, due to the advancement of technology, the use and users of the English language are growing quickly (Jenkins, 2014; Kachru, 1992), especially in large cities in Indonesia.

The current research demonstrated that among the participants, interest in the English language and the benefits associated with proficiency in the language were the most frequently mentioned reasons for joining the teacher education program (see Table 4.10). Similarly, research in the area of English as a second or foreign language teaching (Kam, 2002), including in Indonesia (see Kuswandono, 2014; Ping, 2015a; Subasi, 2009), also reported that gaining more knowledge and experience in the English language was a major motivation among pre-service teachers. This condition indicates that the English language offers broader opportunities, other than teaching, for the participants in the future, as exemplified by this quote from the open-ended survey.

> *I want to meet and make friends with many more people from other countries, go traveling around the world, work and live overseas, and even marry a man from a different country. (Manggar)*

This quote illustrates the respondent's perception of the benefits of being proficient in the English language. Yet, the benefits mentioned in the quote all refer to general goals of learning English and none relate specifically to the teaching profession.

Although becoming proficient in the English language was a highly-rated reason for entering the teacher education program, the research analysis of this study found that gaining experiences with the English language had no significant contribution to the pre-service English language teachers' feeling of preparedness for teaching. In fact, teaching may become their second choice of profession, as reported in a prior investigation in Indonesia (Suryani et al, 2016), which

is very likely to happen in Indonesia. Teacher education graduates in Indonesia do not necessarily become teachers or educators—with their English language proficiency, they have the opportunities to enter other work fields, for example as a translator/interpreter or journalist.

Further analysis demonstrated that those pre-service teachers whose main reason for joining the teacher education program was to gain more experience with the English language tended to focus more on the enhancement of their English language proficiency during their time in the program. The survey results show that pedagogical coursework has the lowest mean score among the other major categories of coursework, such as linguistic and literature subjects, offered by the teacher education program (see Table 4.13). The participants believed that coursework associated with English language proficiency was the focus of their learning. Their efforts to study the subject matter were possibly greater than their efforts to comprehend the pedagogical knowledge, that is, they focused their study on their mastery of the English language because they would benefit from it in the future. This situation explains why pre-service teachers' strong interests in gaining more experiences in the English language do not affect their feeling of preparedness to teach.

In the context where this investigation was undertaken, the evidence strongly suggests that within the Indonesian contexts, social-bound motivation, including intentions to contribute to the society and to respect parents or family, has a significant influence on pre-service teachers' decision to become a teacher, especially in association with their feeling of preparedness for teaching. Conversely, other intentions, like passion for teaching, work-life balance, and opportunities with the English language, do not have a significant contribution to the sense of preparedness for teaching.

6.3.1.2. Beliefs and attitudes: What do you believe about the teaching profession?

> *Teachers [are] a parent, a source of knowledge, an entertainer, a leader, etc., which means they [are required] to be a perfect human being once they enter a class. They have to leave all the problems that they have outside the class... That's why teachers deserve to get high appreciation. (Ravi)*

Pre-service teachers' beliefs and attitudes towards the teaching profession is another essential aspect to consider in understanding pre-service teachers' professional growth, particularly their

sense of preparedness for teaching. This excerpt is an example of pre-service teachers' beliefs about the teaching profession. It shows that teaching is a job with high expectations. Research has demonstrated that beliefs and attitudes towards the teaching profession are important factors in understanding pre-service and in-service teachers' professional journey (Richardson, 1996). In general, people's beliefs towards an object possibly derive from direct observations or external sources, which are then processed internally. According to Ajzen and Fishbein (2000), people's commitment to those beliefs, then, potentially affects their attitudes, intentions, and behaviours. Prior research showed that pre-service teachers' previous experiences (Nespor, 1987), cultural contexts (Tanerİ et al., 2014), parents' attitudes and gender (Yeşıl, 2011) potentially affected their attitudes towards the teaching profession. Nespor (1987) emphasises the important roles of teachers' beliefs in determining teaching tasks and required knowledge and information to do the tasks.

This present study demonstrates that there are two factors underlying beliefs and attitudes towards the teaching profession that have significant impacts on preparedness for teaching (see Figure 4.1). The first factor is the belief of gender relatedness. This factor shows its influence on the pre-service teachers' preparedness for instructional strategies and professional engagement. Second, the belief that teaching is demanding work has also affected their preparedness for professional engagement. The discussion of how those factors influence or do not influence the sense of preparedness for teaching is elaborated in the following sections.

a. Belief about gender-relatedness

In the teacher education program where this research took place, the number of female participants was greater than males. This female-domination issue in teacher education does not only occur in the context of the study but is also shown in other studies conducted in two cities of Indonesia (Suryani, 2017) and Australia (Richardson & Watt, 2006). Even though the survey of the current research shows that teaching appears to be equally suitable for men and women (see Table 4.4), the thematic analysis provides evidence on the stronger relationship between females and teaching, as shown in the following excerpt of an interview.

> *My parents told me to be a teacher because…according to them [teaching] was an ideal job for a woman, especially when they have already in a kind of family, they are married so the teaching profession is the best job for them. (Rumi)*

It is noted that there is a perception that the fixed schedules of teachers in Indonesia in school help females to manage their duties in their family, which provides additional incentive.

From a social perspective, the perception that teaching is an ideal job for women, especially when they already have their own family, emerged in the current research. Typically, in Indonesia, women are responsible for looking after the family and men are the main breadwinners. Therefore, teaching is a job that suits women, as also revealed in a prior study in Indonesia (Suryani, 2017). Teachers' working hours are considered ideal for married women to balance their working and family lives. Schools normally start at 7 AM and finish around 1 PM from Monday to Saturday or eight hours a day for the five-day schools from Monday until Friday. The five-days of schooling policy is very recent in Indonesia and was firstly introduced nationally by the Indonesian MOEC (Regulation no 23) in 2017. Prior to the introduction of this policy, most schools in Indonesia commonly administered six days of teaching and learning schooling.

The evidence presented in this sub-section demonstrates that a belief about gender-relatedness is considered important in the context of the teaching profession, especially in Indonesia. Further, this study highlights that this belief may influence pre-service teachers' feeling of preparedness to teach, as demonstrated by the path analysis (see Figure 4.1).

b. Belief about teaching as a demanding job

> *I feel teachers now [have a] burden already from the administration. And they forget that to teach someone means to invite someone to love something that they learn. (Nindi)*

The example above highlights that the burden of administration should not detract from the role and purpose of teaching. This concern has been raised across a substantial amount of research over the past 30 years. McLaughlin, Pfeifer, Sanson-Owens, & Yee (1986) explain how every day administrative tasks, including paperwork, may undermine teachers' sense of competence and efficacy and may cause teachers to leave the teaching profession. The perceptions that teaching

requires the fulfillment of a number of obligations in terms of working hours and administrative duties were found in both datasets of this study. Similar views on teachers' demanding workload were also shown by beginning teachers in the investigations which were conducted in other countries, such as Australia (Richardson & Watt, 2006), the North of England (Kyriacou & Kunc, 2007) and Germany (Schmidt, Klusmann, Lüdtke, Möller, & Kunter, 2017).

Teachers spend considerable time, energy, and thoughts on planning for each lesson they are assigned to teach. In Indonesia, teachers' main obligations are officially stated in the Teachers' Law no 14/2005, which include educating, teaching, guiding and assessing students. Those duties indicate that teachers are not only responsible to perform in class, but also responsible for other administrative tasks to meet their duties.

The following respondent reported the heavy workload a teacher would have, which demotivated her to become a teacher. She said, *"... lesson plans seemed to be more complicated than teaching. I was less motivated for teaching and thought of working in a bank."* Planning is just the start of the whole process of teaching and learning. Generally, teachers should be able to fully understand the goals and approaches of the existing national curriculum in Indonesia, and then interpret the curriculum into more practical implementation in the class. The curriculum interpretation is, then, developed into lesson plans for a year. At present, according to the MOEC Regulation no 22/2016, every teacher in Indonesia is required to write a lesson plan in detail, including detailed learning materials, activities in class and assessments for every meeting, so the document of a lesson plan can be very thick. After planning, the teaching and learning cycle will be completed by implementation and evaluation. Evaluation can also be challenging for teachers, as they should be able to construct reliable assessments, analyse them and make reports for individual students. Furthermore, the Teachers' Law number 14/2005 regulates that professional teachers (certified teachers) are also required to teach in class at least 24 contact hours a week with 40 contact hours at most, as well to join professional development programs. Therefore, it is reasonable if the teaching profession is deemed overworked.

The very brief description of teachers' duties in Indonesia has already illustrated teachers' extensive responsibilities that may be unexpected by the pre-service teachers or experienced as 'reality shock'. According to Gaede and Gaede (1978), student teachers can only *estimate* the actual teaching tasks. Therefore, reality shock or unrealistic optimism appears to be common

among them (Weinstein, 1988). Prior studies (see Dicke et al., 2015; Kim & Cho, 2014) suggest reality shock is one of the key influences on pre-service or beginning teachers' feeling of preparedness to teach. Further, Kim and Cho (2014) argue that reality shock has a correlation with pre-service teachers' motivation and sense of self-efficacy. In this present study, the pre-service teachers have identified that their real experiences in schools have enriched their knowledge about teachers and brought an awareness of the real obligations of teachers. Consequently, they feel unprepared to deal with the number of responsibilities attached to the teaching profession.

The current research findings strongly argue that a negative belief about the teaching profession is likely to have an influence on pre-service teachers' sense of preparedness for teaching. Further, the analysis result revealed that some of the participants of this study did not feel ready yet to cope with teachers' non-teaching duties. One quote says, *"The administration stuff often distract me from the teaching itself"* and the survey response indicated a moderate level of preparedness, with a mean of 3.9, to make instructional plans which integrated knowledge of learning subject matter, curriculum, and student development (see Table 4.1).

c. Belief about teachers' social status

Teachers' social status is one of the issues discussed in this thesis. The data analysis from the survey and the semi-structured interviews have demonstrated that the participants highly respect the teaching profession in terms of social status and expertise. For example, the response to a six-scale survey item 'I highly respect the teaching profession' is extremely high with a mean of 5.49 in a six-point scale (see Table 4.4). This positive perception of teaching and teachers appears to be a common situation in Indonesia (see Fahriany, 2016; Raihani & Sumintono, 2010).

In Indonesia, teaching is a highly respected profession and people commonly have a view that teachers should be role models. Historically, teachers in Indonesia were called *'guru'*, this term referred to wise, thoughtful and educated people so *guru* in the past was mostly associated with spirituality or religion leaders (Suryani, 2017). It is worth-noting that religion is extremely crucial in the context of Indonesia. The results of this research indicated that most of the pre-service teachers participating in this research positively believed that teaching was a valuable job and highly respected. Teachers are also considered knowledgeable individuals who play important roles in society (see Table 4.4).

> *A teacher becomes an important role model for the students which means that teachers have to perform a good manner, conversation, etc. in order to motivate their students to make good progress in their character.*

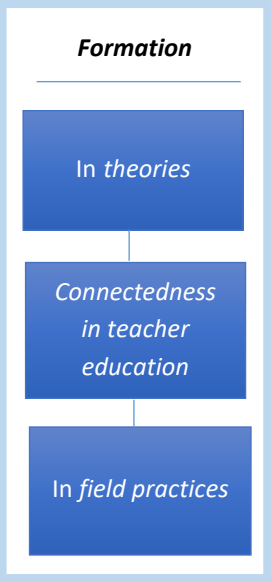
In Javanese philosophy, a *guru* is an acronym of *digugu lan ditiru*. These two words convey the meaning that teachers are people who should be able to provide examples, who are listened to and whose attitudes and behaviours should be examples for others, as identified in the quote from the open-ended survey. This old Javanese philosophy shows that, culturally, the Javanese people commonly place teachers in a highly respected position. Furthermore, in Indonesia, teachers are labelled as 'a hero with no reward'. It implies that teachers refer to esteemed people who have important roles and make a contribution to society; therefore, their lesson is valuable and should be obeyed. However, the present finding has also identified an opposing view about teachers in Indonesia, as exemplified in this quote: *"Teaching may not be interesting but still important."* This quote acknowledges the essential position of the teaching profession but it also raises a concern in terms of financial security. Richardson and Watt (2006) reveal a similar concern among pre-service teachers in Australia.

Prior research has indicated that teachers' dedication to educating people in Indonesia is not evenly rewarded. Chang et al (2014) suggest that the standard of teachers' income in Indonesia is lower than in the neighbouring countries, such as Singapore and Malaysia. Teachers' social status is not as high as it used to be, especially from the economic point of view. Indonesian teachers' take-home income is still considered lower than other professions with a similar level of educational background, even though in the post-reformation era, the Indonesian government has gradually increased attention towards teachers' quality in terms of professionalism and salary. Consistent with previous findings, the current investigation also reveals the same concern, as exemplified in this quote: *"I see that being a teacher requires much effort, but [teachers] don't get as much as they deserve like money."*

This study identifies positive and negative beliefs about teachers' social status in Indonesia. The quantitative and qualitative data shows that most of the participants believe that teaching is an important and respected profession, but they have concerns about teachers' salaries despite the Indonesian government's efforts to enhance teachers' quality of life. These interesting findings, however, were weak predictors for pre-service English language teachers' feeling of preparedness.

6.3.2. Formation: The initial teacher education program

> *Teaching is [a] good profession. Being a teacher also [requires you to]be an expert on the subject. In this case, the teacher should understand the subject very well. So, the teacher can explain the material and give a correct example to the students. (Mawar)*



This study strongly emphasises the contribution of teacher education as a formation place that shapes pre-service teachers' professionalism. Teacher education is the third prominent factor that plays a major role in the formation of pre-service teachers' feelings of preparedness for teaching t as revealed by the data. The current research findings support previous investigations that reported that the processes student-teachers experienced during teacher education possibly shaped and reshaped their perceptions, which included motivation, self-efficacy as well as social interactions (see Balli, 2014; Yuan & Zhang, 2017).

Accordingly, Palmer (2007) argues that good teachers are expected to work with their hearts, in which they have the capacity to connect and unite cognitive and affective domains. This implies that knowing themselves is important for teachers. Further, in the context of teacher preparation, Gordon (2008) emphasises that it is essential for pre-service teachers to be able to recognise their own capacity, including beliefs and attitudes about teaching, so that they have their own identity. Therefore, they may be able to connect and engage themselves with others, which include students and colleagues. This underlines the importance of building an effective connection between teacher and student, as it may affect learning success.

This research suggests that meaningful experiences occur throughout the training process during the four years. Participants' connectedness becomes a key concept relating to meaningful coursework and teaching practicum experiences. Research (see Ambrosetti & Dekkers, 2010; Devos, 2010; Fantilli & McDougall, 2009; Penuel, 2009) has also suggested that connectedness is a crucial aspect of pre-service teachers' professional growth. For example, Ambrosetti & Dekkers

(2010) suggest that effective interactions between mentors and mentees would enhance pre-service teachers' professional growth.

Highlighting the significance of connectedness in pre-service teachers' professional journey, the current research has found that various types of connectedness which occur during teacher training, or the formation phase, have the capacity to influence and shape pre-service teachers' views about the teaching profession and about themselves more comprehensively. Figure 7.3 illustrates the professional connectedness that takes place in the pre-service teachers' formation phase.

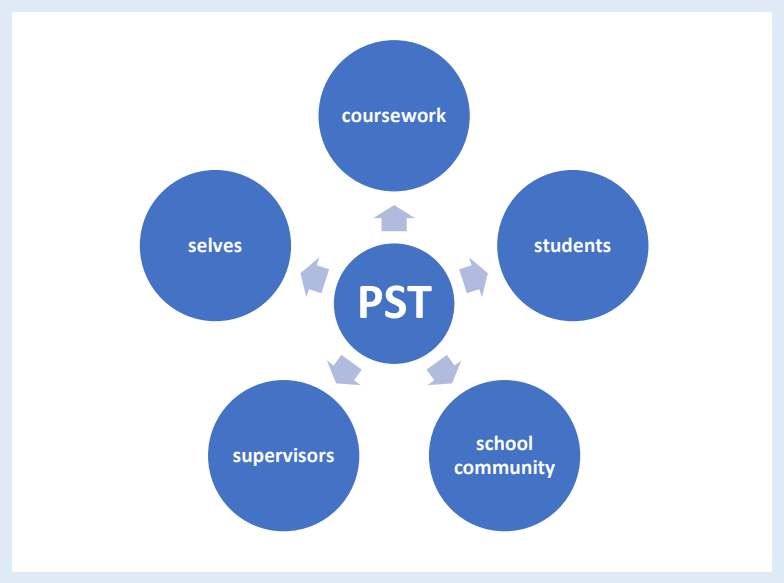


Figure 6-3 Professional connectedness

This figure explains that pre-service teachers in this study experience various connections during teacher training, which include relationships with peers, lecturers, supervisors, the school community, and to have a deeper understanding of self through self-reflection. The elaboration of this formation phase is organised into two sections to represent the chronology of the teacher training program, namely coursework experiences and fieldwork experiences.

6.3.2.1. Coursework experiences

This section discusses the participants' perceptions about the required coursework offered in the undergraduate teacher education program and connectedness occurring before teaching practicum in school. According to the current higher education policy in Indonesia (the Higher Education Ministry Regulation number 44/2015), the students of the undergraduate teacher education

program are required to complete 144-160 credits, which consist of coursework and practice, over eight semesters (4 years) to obtain a Bachelor of Education degree. On average, they should take 18-20 credits per semester, so they can finish the Bachelor program on time. When this study was undertaken, the participants were in their final year and had completed their coursework and teaching practicum.

A substantial number of investigations have been conducted to examine the contribution of teacher education, particularly required knowledge for teachers in the professional development of pre-service teachers. Ball, Thames, and Phelps (2008) argue that content knowledge is foundational for teachers. Further, they explain that teachers who do not know the subject matter well may not be able to teach well. Accordingly, the findings suggest that pedagogical knowledge, content knowledge, and teaching practicum, as well as non-curricular activities, significantly affect pre-service teachers' preparedness to teach (see Table 4.13), this was also demonstrated by a study in the US (Menon & Sadler, 2016). More importantly, the present study confirms that the coursework experiences, including pedagogical and subject matter coursework, contribute to the participants' sense of preparedness for the teaching profession.

Relationships between pre-service teachers and their peers, lecturers as well as the theories they learn, are common examples of connectedness occurring in pre-service teachers' learning. The present findings suggest that collegial interactions that pre-service teachers have experienced within the teacher education community, including peers and lecturers, potentially influence their professional journey. This quote below is from an interviewee who shared her experience in a micro-teaching class in which her peers and lecturer inspired her to improve herself.

> *... I saw my friends' performances and I [felt that I could] learn from their performance and from the feedback that the lecturer gave to me. And in the process of micro-teaching, I felt that I could develop myself to be better ... (Celline)*

For this participant, her experiences with her peers and lecturer helped to develop her professional capacities. In the early stage of preparing themselves to become teachers, student teachers are on the journey of seeking for self-identity. Therefore, to understand the context, they commonly observe people around them including their former teachers, lecturers, and peers. Observing

others, or '*vicarious experience'* (Bandura, 1977, 1982), when performing expected actions will strengthen their endeavours. Mohamed, Valcke, and De Wever (2017) claim that teacher educators play a significant role in shaping pre-service teachers' professional competencies and readiness for the profession. In relation to experiences with peers, Liou et al (2017) conducted a survey with elementary teacher education students in the US, the findings suggested that *peer trust* is a form of social and emotional support that is extremely important for pre-service teachers' professional practice.

The evidence emerging from this study has demonstrated that learning experiences in teacher education are crucial to enable pre-service teachers to prepare for the theoretical foundation. Further, this investigation emphasises the significance of interactions between pre-service teachers and others, including lecturers and peers, to develop teaching competencies. This finding supports prior research (see Tang & Cheng, 2014) which also emphasises the significant role of others in pre-service teachers' professional development.

6.3.2.2. Field experiences

A considerable amount of research has investigated the contribution of in-school teaching practicums to pre-service teachers' professional growth. Preceding explorations have identified benefits and challenges that pre-service teachers commonly experience during teaching practicum. Sinclair (2008) claims that the teaching practicum is an important time in which pre-service teachers experience various kinds of connectedness, which may later influence other aspects, including their motivation and commitment to teaching. Other research (see Ambrosetti, 2010; Liou et al., 2017) highlights the significant influences of social relations, trust between peers, and self-efficacy of pre-service teachers' professional growth. Furthermore, Vidergor et al (2018) who conducted a survey study among teacher trainees in Israel suggest that mentoring is the most important factor that links curriculum and practicum. With regard to challenges, some investigations (such as Fika, 2018; Heikonen, 2017; Vidergor et al, 2018) have revealed common issues faced by pre-service teachers, such as applying theories into practice, engaging students in a class, and selecting suitable teaching strategies to cope with students' diversity.

In line with prior research, the current research confirms that pre-service teachers' field experiences significantly contribute to their professional development towards becoming a teacher,

especially their feeling of preparedness for teaching. There are two dominant aspects of teaching practicum to be elaborated further, namely challenges and supports.

a. Challenges

This section discusses some challenges pre-service teachers face, both inside and outside the classroom, in regard to their fieldwork. There are three major challenges that have emerged from this research namely: classroom management, the gap between theory and practice, and administrative work.

> *I [still find it] difficult to manage the classroom (the students are naughty and cannot be controlled, they only want to watch a movie).*

First, the current research shows that classroom management is considered an important issue for the student-teachers, as exemplified above. According to O'Neill and Stephenson (2012), classroom management can be a challenge for pre-service teachers and can possibly influence their confidence and feeling of preparedness due to their limited teaching experience. Further, O'Neill and Stephenson (2012) suggest that it is necessary that pre-service teachers are trained to identify common problems in class, so they will be more prepared to cope with problems in a real classroom.

> *… [my motivation] changed slightly in the middle because too many theories to learn and sometimes the theories could not be applied in real life.*

Another concern which has emerged for pre-service teachers through the data in this investigation is the translation of theories into practice as exemplified by the quote above. This example indicates the challenge to link theories to practice might influence pre-service teachers' motivation, sense of self-efficacy, and feeling of preparedness. This finding aligns with a qualitative study conducted in Salatiga, Indonesia (Ragawanti, 2015), and a study conducted in the US that reported the existence of a gap in pre-service teachers knowledge of classroom management (Poznanski, Hart, & Cramer, 2018); the quote shows the participant's disappointment with her experiences. She felt that what she had learned before was not directly applicable in the school contexts and because of this she felt discouraged and this decreased her motivation to teach. This appears to be a very common problem as revealed by previous research in different countries, including in

Ireland (Dillon, Tannehill, & O'Sullivan, 2017), in Canada (Kartchava et al., 2018), and China (Ping, 2015)

> *…administrative processes which teachers should complete … in fact, changed my intention to teach.*

Third, this research found teachers' administrative work appeared to be another challenge for some participants. Yuan and Lee (2016) suggest that recognising unexpected constraints that pre-service teachers encounter in the school environment can also cultivate negative feelings and affect their exploration of self-identity. In the current research, non-teaching responsibilities of teachers seem to undermine the pre-service teachers' interests in this profession, as shown in the quote above.

The evidence from this exploratory study highlights the significant influence of practical experiences inside and outside the classroom in regard to pre-service teachers' professional growth, particularly their feelings of preparedness to teach. To cope with those challenges, interactions with more experienced teachers, such as school-based supervisors and university-based supervisors are very necessary and helpful. This study suggests that professional supports, including discussions, suggestions, constructive feedback, and mentoring, appear to be important for pre-service teachers and can be a way in which to bridge the gap between theory and practice. These are elaborated in the next section.

b. Professional supports

Professional supports are extremely crucial to develop pre-service teachers' professional competencies. The results of the present investigation have suggested that interactions with others, including university-based and school-based supervisors, and students, as well as other school staff, are an important factor that affects pre-service teachers' feelings of preparedness to teach.

Supports from supervisors

The results of the research analysis have demonstrated that the closest professional support comes from a fieldwork supervisor. Supervisors' duties are to guide, monitor, and assess pre-service teachers when conducting teaching practices. Furthermore, the current research highlights that communication with supervisors and other teachers during teaching practicum is an important element in the student-teachers' professional journey, especially to help shape their feeling of

preparedness to teach. This finding aligns with a previous investigation in Australia with pre-service teachers who were in the final stage of the teacher education program (Stahl, Sharplin, & Kehrwald, 2016) and a study in Norway (Christophersen et al., 2016). Stahl et al (2016) reported real-time coaching had an impact on pre-service teachers' affective dimensions including efficacy and resilience. Similarly, Christophersen et al (2016) found that supervisors' support had a positive influence on the student-teachers' efficacy beliefs.

There are two important roles of supervisors identified in this current investigation, namely as a source of constructive feedback and as an example or teaching role model through observation. When the pre-service teachers feel that their supervisors give them adequate feedback and encouragement, their level of professional self-efficacy increases, as well, they feel more prepared for teaching responsibilities and possibly their commitment to teaching. Conversely, less constructive guidance and feedback from supervisors may possibly lessen their professional self-efficacy, and sense of preparedness for teaching, as well as commitment to teaching. The following example illustrates what a pre-service teacher feels about her supervisor:

> *She asked about how we feel. I feel like the lecturers [university-based supervisor] really encourage us to do what we want to do in the classroom. And that's really, I find it helpful for me.*

A fieldwork supervisor, who is commonly an experienced teacher or lecturer, plays an important role in this situation. Supervisors' suggestions and encouragement, or *'verbal persuasion'* (Bandura, 1977, 1982) are likely to make pre-service teachers believe that they can cope with the challenges that eventually may increase their perceived efficacy (Christophersen et al., 2016). Accordingly, Johnson (2009, p.63) suggests "teaching as dialogic mediation involves contributions and discoveries by learners, as well as the assistance of an 'expert' collaborator, or teacher". This statement highlights the significance of supervisor and pre-service teacher connections to developing their professionalism.

Furthermore, interactions with more experienced teachers may also enhance pre-service teachers' experiential knowledge as well as a sense of belonging (Johnson, 2009; Manuel, & Hughes, 2006). Previous research has investigated the roles of mentoring in the formation phase of future teachers. Mena, Hennissen, & Loughran (2017), in the context of primary education in

the Netherlands, suggest that mentoring is an essential factor to consider in supporting pre-service teachers' professional growth:

> *Supervisor's feedback and suggestions are very important and valuable to improve my teaching quality in the future …*

Dixon et al. (2012) suggest that feedback from more experienced people (mentors, teaching practicum supervisors) to those with less experience develop their mentees' personal and professional growth, which includes self-efficacy and motivation to teach (see Lee & Yuan, 2014; Rots, Kelchtermans, & Aelterman, 2012). The evidence of this research suggests that feedback is a crucial issue raised by the participants in this formation phase. Juuti et al (2018) argue that a supervisor's feedback is an important factor in the development of pre-service teachers' professional competencies, as revealed in their recent study that included Finnish pre-service teachers. In their quantitative study, Juuti et al (2018) found that supervisors' feedback and practical examples in general pedagogical knowledge were effective in helping the pre-service teachers to cope with students' misbehaviour in class. These opportunities potentially help pre-service teachers to gain a clear picture of the teaching profession as exemplified by the following quote:

> *… we learned about good teaching, how to train students' discipline in class, how to integrate social media in learning.*

This quote revealed that the participant acknowledged how she benefited from observing an experienced teacher in class. The opportunities to observe experienced teachers or the apprenticeship of observation (Lortie, 1975) are a form of Bandura's vicarious experience. According to Johnson (2009), teachers' competencies are basically shaped by the social activities occurring around them. The current research notes that pre-service teachers' cognition is influenced by the experiences they encounter in teacher education and field practice. Learning to teach from more experienced teachers or even from their former teachers in their schooling time is a very natural process in teachers' professional development, which may impact on pre-service teachers' decision to pursue teaching.

Research has shown that role models seem to be an essential support for pre-service teachers' professional journey. Tang, Cheng, and Cheng (2014), for example, conducted an in-

depth investigation of student teachers' professional learning experiences in Hong Kong. They found that modelling by mentors and teacher educators was one of the influencing factors for pre-service teachers' motivation for teaching and their self-belief about teaching. Observing teaching practices by an expert can assist pre-service teachers to learn practical teaching experiences in class. Further, Lockwood and Kunda (1997) argue that role models possibly influence self-perceptions when they are relevant. In relation to teaching, pre-service teachers or early-career teachers will possibly teach as their former teachers taught them. They may imitate their former teachers' strategies that they think will work well in their own class. By doing similar teaching strategies, the pre-service teachers and early-career teachers may expect that they will be able to achieve success in their teaching by obtaining students' attention and engaging students in the class. This study confirms the importance of observing experienced teachers to support pre-service teachers' teaching competencies.

... the process grew my motivation, I want this. My motivation was bigger.

This quote comes from a student-teacher who had no intention of becoming a teacher. This respondent's motivation appears to increase because of her experiences with her teaching practicum supervisor who continuously guides and monitors her progress. In such a situation, she feels appreciated and even encouraged to improve herself. This finding indicates how teachers' attitudes influence the student-teachers' views about their professional development. This finding then shows that when the student-teachers feel that experienced teachers treat them as colleagues, as well as guiding them and giving feedback, they may feel more encouraged to do better. However, disappointment sometimes comes when student teachers are not supervised properly or have no opportunities to observe teachers or lecturers who are more experienced in class. This finding is consistent with the finding of a previous qualitative study in Australia revealing that mentoring possibly either assisted or prevented pre-service teachers' professional development (Izadinia, 2017).

Support from students during the teaching practicum

The present research indicates that students are another crucial element that has an influence on pre-service teachers' feeling of preparedness for teaching, as indicated by an interviewee.

> *Because the students enjoyed my teaching and they understood it as it gave me the courage to explain.*

This quote exemplifies an encouraging interaction between teacher and student. This example emphasises the importance of others' acceptance in pre-service teachers' professional growth. The participant feels accepted and welcomed by his students, which enhances his confidence. His direct interactions with schools during teaching practicum have changed his views about the teaching profession as well as his teaching competencies. This finding aligns with a case study conducted in Beijing (Yuan & Lee, 2016). This case study noted that students' recognition and support reduced anxiety and enhanced confidence.

Support from other school members

> *... the teachers, other school staff and students at the junior high school were very friendly and they had very good relationships, so I easily adapted to the new situation.*

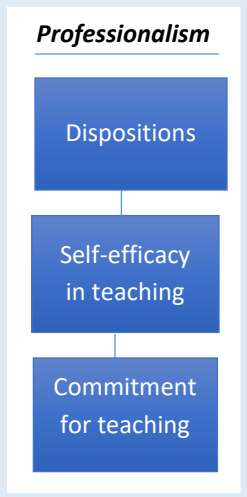
During the fieldwork, pre-service teachers also experience a wider context of the teaching profession, as exemplified by the quote above. This investigation reveals that it is important for pre-service teachers to have a broader context of school settings. Outside classrooms, pre-service teachers meet other members of the school community, such as school principals, other teachers, administrative staff and librarians. For example, from the present data, the participants were assigned to help the school librarian, to assist other teachers, and to be a duty teacher. Those assignments widened the student-teachers' views of the teaching field and helped them to form greater awareness regarding the profession. This research result indicates that the feeling of being welcomed by the school community, in general, increases pre-service teachers' feelings of being accepted in the new environment—the school community contributes to the pre-service teachers' professional journey. Pickett, Gardner, and Knowles (2004) highlight the importance of the sense of belonging to increase social sensitivity. Being part of the community will help them shape their perceptions of the teaching profession in a broader context.

This study verifies that the formation phase, which includes theoretical learning and fieldwork experiences in the teacher education program, significantly shapes pre-service teachers' perceptions about their personal intentions for teaching, the teaching profession and their sense of

preparedness for teaching. The present study also affirms the contribution of social contexts in pre-service teachers' professional journey (see Le Cornu, 2009; Mansfield et al, 2016). Therefore, there is a need to transform all of these experiences into a meaningful understanding of the process of becoming a teacher.

After going through the formation phase, pre-service teachers come into the professionalism phase. It is a stage in which student-teachers make reflections as well as self-assessments for their professional growth, and they connect their past experiences and present conditions to reach a higher level of meaningfulness. Choy, Yim, and Tan (2017) suggest that the ability to make reflections is necessary and very important for pre-service and in-service teachers' professional development as it can lead to self-efficacy, self- assessments and self-awareness. In this exploration, pre-service teachers' professionalism is reflected in their sense of self-efficacy in teaching, commitment to teaching, perseverance, and resilience. The following section further discusses pre-service teachers' professionalism phase after undertaking the formation phase.

6.3.3. Professionalism



This section discusses three important aspects of professionalism that have a significant influence on pre-service teachers' feeling of preparedness to teach as revealed in the current research, namely pre-service teachers' personal dispositions, sense of self-efficacy in teaching, and commitment for teaching

6.3.3.1. Dispositions: How did you manage challenges?

Being persistent and resilient is another essential factor in this study and indeed required for teachers. In a growing body of literature, persistence and resilience are personal factors that are essential for pre-service and in-service teachers' professional journeys. These two personal dispositions are crucial for teachers in Indonesia. In Chapter 1, it has been introduced that education in Indonesia faces some challenges in terms of geography, population, as well as teaching and learning quality (see section 1.5). Furthermore, as critically discussed in Chapter 2 of this thesis, English language teachers within EFL contexts experience bigger challenges as English is mostly used inside classrooms, not a daily language. This situation adds more challenges for English language teachers for they should be able to motivate their students to learn a foreign language. In addition, prior studies (see

Marcellino, 2008; Yulia, 2013) have identified common issues among English language teachers in EFL contexts including having low efficacy with their English language mastery and low motivation in teaching (for more detail see section 2.4). Bandura (1977) argues, "persistence in activities that are subjectively threatening but in fact relatively safe produces, through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behaviour". This factor is important for pre-service teachers to support their professional development.

The findings have demonstrated the significance of these two personal factors, perseverance, and resilience, in pre-service teachers' professional development, especially their sense of preparedness for teaching. Kim and Corcoran (2018) also investigated factors that are able to predict pre-service teachers' persistence. Other research revealed the contribution of teacher education to teachers' resilience (Mansfield et al., 2016), the importance of understanding personal factors to build resilience (Dinham, Chalk, Beltman, Glass, and Nguyen, 2017), and including resilience as a non-cognitive aspect in the Teacher Capability Assessment Tool (TCAT) to assess pre-service teachers in Australia (Clinton and Dawson, 2018). Accordingly, the research findings have demonstrated that these two factors appear to play an important role in pre-service teacher's professional journeys to accomplish their feeling of preparedness for teaching.

Resilience requires a condition that associates selves and their external surroundings, and its manifestation varies across individuals (Gu & Day, 2007). According to Pickett et al (2004), social relatedness will lead to perseverance and persistence to complete their responsibility. Without strong perseverance and resilience, it will be very hard for them to complete all the required responsibilities during this phase. Furthermore, Doney (2013) suggests resilience can only occur when pressure occurs. The current research notes various stressful academic and non-academic incidents faced by student teachers in developing their professionalism, which require them to be tough and resilient. This implies that their perseverance and resilience certainly contribute to their professional journey, particularly during the formation and professionalism phase.

> *… I just need to train my teaching strategies and so I started to do a brief of research in teaching ... I saw that being a teacher is like this, … so I tried to use*

that in teaching in PPL [teaching practicum] and it works a bit well. It worked better than micro-teaching.

This quote exemplifies a pre-service teacher who has made an effort to improve his teaching competencies. The example shows that entering a new environment, and shifting from being a student to a teacher is challenging. His attempts to cope with the problems by doing research on teaching by himself, indicates his perseverance:

I was struggling… I need to experience a few failures to succeed.

From the very beginning, some participants have shown their strong sense of professionalism. Those student teachers show their persistence and resilience to complete the program even though they face various adversities as exemplified above. In this case, the participant joined the English language teacher education program because her mother asked her to, despite her lack of interest. This example indicates that this participant is persistent and resilient to cope with the challenges she faces in the formation phase. This finding adds in the importance of such personal traits in teachers' professional development, particularly in coping with adversity, similar to studies by Bowles & Arnup (2015); Castro, Kelly, and Shih (2010) and Clara (2017). More importantly, Mansfield et al (2016), based on the systematic review focusing on building resilience in teacher education, found that some of the resources of resilience, including personal and contextual, can be developed in teacher education.

The findings of the current study emphasise that the pre-service teachers' persistence and resilience are crucial factors to determine their journey to become a teacher. Further, these two personal factors are very likely to affect pre-service teachers' feeling of teaching preparedness and commitment to the teaching profession. Within the Indonesian contexts, considering that not all prospective English language teachers have intentions of becoming a teacher, as revealed in this study, the teacher training program needs to give more attention to student teachers' professional growth, particularly their perseverance and resilience.

6.3.3.2. Self-efficacy in teaching

The second personal factor that influences pre-service teachers' feelings of preparedness is self-efficacy. In the current research, professional self-efficacy is defined as a situation where pre-

service teachers consider themselves as having the capabilities to successfully perform specific tasks as teachers. According to Bandura (1993, 2014), self-efficacy beliefs affect human functioning through cognitive, motivational, affective and selection processes. With regard to cognition, self-efficacy has the ability to enhance or undermine execution. Research in the fields of teacher professional development and self-efficacy have become a crucial focus to be examined. Depaepe and Konig (2018) reported the results of their investigation on self-efficacy and instructional practices of a big cohort of pre-service teachers in Germany. The findings indicated that teachers' self-efficacy was a significant predictor for instructional practices, such as motivating students and coping with students' diversity.

Brown et al (2015) revealed the significant relationships among teacher candidates' self-efficacy, sense of preparedness, and teaching practicum. Accordingly, the existing findings reveal that professional self-efficacy contributes to the sense of preparedness for teaching. Prior research (see Giallo et al, 2003; Kim et al., 2018), which included teachers and student teachers as the participants, has also highlighted the significant influence of professional self-efficacy and the sense of preparedness for teaching.

Bandura (1982) claims that "perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations". The quote implies that self-efficacy is generally contextual and ungeneralisable. Further, Bandura (1982) explains that if people are very aware of their strengths to perform one action, they will possibly have a high level of self-efficacy in that specific action. On the other hand, if they realise that they do not have adequate abilities to perform one action, they will likely have lower perceived self-efficacy. Consistent with Bandura's self-efficacy, Caprara et al (2006), based on a survey study of over 2000 Italian junior high school teachers, claim that personal self-efficacy potentially affects teachers ability to promote a learning atmosphere, which will then influence students' achievement. Accordingly, this condition applies to this study—when the pre-service teachers feel successful in their teaching practicum, their sense of self-efficacy increases. Conversely, when they realise that they lack knowledge and skills, their self-efficacy decreases and may not be ready to become teachers.

In line with prior studies, the current research has demonstrated that pre-service teachers' self-efficacy in teaching significantly contributes to their professional competencies and feeling of

preparedness for teaching. As a result of the factor analysis, professional self-efficacy includes three underlying factors, the pre-service teachers' confidence in professional expertise, instructional strategies, and students' engagement. However, further analysis of this study has also indicated that not all the underlying factors of self-efficacy significantly influenced the respondents' sense of preparedness for teaching. The results showed that only two of the underlying factors, professional competencies, and students' engagement, played important roles in shaping the pre-service teachers' preparedness. The perceptions of their proficiency on required knowledge and teaching capabilities had a significant impact on the feeling of preparedness for professional engagement, while their competencies in engaging students affect their preparedness to recognise the contexts; these findings are elaborated further in the succeeding sections.

a. Self-efficacy in professional expertise

It is well noted that a sense of self-efficacy in professional expertise, particularly related to knowledge of teaching, significantly influences pre-service teachers' feeling of preparedness on professional engagement. As presented previously in Chapter 4, preparedness regarding professional engagement covered in this investigation includes classroom practices, and the ability to integrate technology into learning, as well as to collaborate with professional colleagues.

Pre-service teachers' expertise in this case is associated with the processes they have undergone in teacher education where they learn the theories about teaching and practice the teaching skills. Research strongly suggests that the mastery of teaching competencies is required in the early phase of their professional journey as future teachers, which possibly affects the pre-service teachers' professional efficacy and their feeling of preparedness for teaching. Previous research reported that teacher training was positively related to pre-service teachers' efficacy (see Pigge & Marso, 1990) and their knowledge proficiency (see Mahalingappa et al., 2018). Furthermore, teacher education is a place in which pre-service teachers experience Bandura's sources of efficacy, which include vicarious and verbal experiences (Clark & Newberry, 2018). However, this finding contradicts a prior study, which included pre-service teachers from a Master's program in Germany (Depaepe & König, 2018). The study reported that there was no significant association between professional knowledge and professional efficacy.

The current research finding notes that when student-teachers consider their teaching competencies, which include theoretical and practical capabilities, at an adequate level and above,

their perceived teaching efficacy to perform particular actions tends to be high. Conversely, when their perceptions of their knowledge mastery are low, their perceived efficacy is also low and they tend to feel less prepared; this is actually in line with a research report that revealed the positive association between pre-service teachers' perceptions of their competencies and perceived efficacy (Sivri & Balcı, 2015).

It is obvious that pre-service teachers' self-efficacy has a crucial role and impact on preparedness for teaching. In the case of English language teaching within EFL/ESL contexts, self-efficacy can be a major concern among pre-service English language teachers (Atay, 2007; Liaw, 2009; Malmir & Mohammad, 2018). Teaching a language in which their mother tongue is not their targeted language increases the teaching complexities and the level of anxiety. In Indonesia, English language teachers are expected to deliver the lessons in English. Nugroho (2017) suggests that one of the factors that significantly influence pre-service English language teachers' self-efficacy in Indonesia is anxiety. Insufficient English language proficiency is one the causes of anxiety. Further, Daud et al (2019), who also conducted a mixed-method investigation in Indonesia, claim that there are three potential interrelated factors affecting pre-service English language teachers' speaking anxiety. They are social (e.g. speaking in front of people), linguistic (e.g. grammar, pronunciation), and personal elements (e.g. motivation). The following example indicates how the perception of knowledge adequacy affects the feeling of preparedness:

> *My English skill is just fair, not that good enough yet. Need to learn more and more. (Kamboja)*

This finding supports prior studies regarding teachers' competencies and the sense of preparedness (Albion, 1999; Brown et al., 2015). It is very likely from this example that the mastery of content subjects, which is essential for teachers, relates to measuring their preparedness. The current data indicate that when pre-service teachers' perception of self-efficacy in content knowledge mastery is low, it may influence their teaching in class. Furthermore, they may not be able to create an effective learning atmosphere, which activates and promotes students' learning curiosity. However, considering the complexity of teaching (Darling-Hammond et al. 2010), it may take substantial time to develop such teaching quality. It is a long-life journey and requires hours of experience. It is understandable when pre-service teachers feel less confident and less prepared about when they should practise their teaching skills during their teaching practicum.

> *I am always afraid I cannot teach well. I always feel nervous every time I teach in front of the class I also have difficulties in finding the correct method to teach and lack of understanding of the never-ending curriculum change. (Soka)*

These expressions such as *afraid*, *nervous*, *difficulties* and *lack*, as shown in the example above, appear frequently when research participants share their prior teaching experiences. Such expressions indicate their level of anxiety that may actually cause lower self-efficacy, as shown in the above example. Prior research suggests self-anxiety influences pre-service teachers' professional development, particularly their self-efficacy in teaching (see Dogan & Coban, 2009; Gresham & Burleigh, 2018; Pigge & Marso, 1990). Moreover, Depaepe and Konig (2018) claim that the sense of self-efficacy in teaching has a significant effect on teachers' instructional practices. Consequently, the feelings of having the insufficient capability to teach will lessen readiness to teach and possibly lessen a commitment to teaching, moreover pre-service teachers may think that teaching is not right for them.

b. Self-efficacy in classroom practice

A sense of self-efficacy in classroom practice, particularly in association with the ability to engage students in the class, is an important issue that has emerged from the data. This study shows that this factor can predict pre-service teachers' feelings of preparedness to teach. Further, the present finding suggests that self-efficacy to engage students in class significantly contributes to the feeling of preparedness to teach:

> *It changed my mind when I realised that teaching was not so easy as I thought. Probably… I thought I had been already expressive, but people thought I was too flat or stiff. (Hanes)*

This example describes a situation when the participant realised that his performance was not as good as he expected, despite his excellent academic achievement—this quote shows his low level of self-efficacy in the task and consequently in his feeling of preparedness to teach. Prior research suggests that self-efficacy is extremely crucial for teachers. Ashton (1984) argues teachers with high self-efficacy tend to be more open to students' ideas and feelings than teachers with low self-efficacy. Furthermore, the teachers' openness will influence the class atmosphere and the level at which the students will be enthusiastic and engaged in the classroom.

Self-efficacy is very context-specific or closely related to the specific situation (Ashton, 1984; Bandura, 1982, 2006). Research has explored pre-service teachers' sense of self-efficacy in various situations, such as self-efficacy in managing students' diversity in terms of learning styles, misbehaviour, and social and cultural backgrounds. Siwatu (2011), for example, found that pre-service teachers who taught in a suburban school felt more prepared and confident than those teaching in an urban school.

The online survey illustrated that most of the participants had a moderate level of self-efficacy in engaging students, particularly in terms of teaching strategies and knowledge mastery (see Table 4.7). Their self-assessment indicates that they have doubts about their teaching competencies and this then influences their feeling of preparedness to apply the abilities, including having the ability to recognise the class situations, and to select appropriate teaching strategies in the classroom, as shown in the following example*, "I feel unprepared to understand the students' needs in learning English …".* According to Marcellino (2008) and Yulia (2013), students' lack of motivation to learn the English language in Indonesia is a common issue faced by school teachers. This phenomenon is likely to occur often as English is not a language that students commonly use in their daily life. For some students, learning English is only for the sake of school exams, thus making student engagement particularly challenging.

Managing a class with diverse needs, such as different preferences in learning, can be very challenging for inexperienced teachers. Prior research has suggested that classroom management can be a serious concern for pre-service teachers (see Dicke et al., 2015; Poznanski, Hart, & Cramer, 2018). Christophersen et al. (2016) argue that students' misbehaviour in class affect pre-service teachers' self-efficacy. Drawing upon the results of a large-scale study, Rowan and Townend (2016) indicate that there are three areas where beginning teachers feel less prepared, namely coping with the diversity of students' abilities, facilitating students with disability, and discussing sensitive matters with parents. Further, O'Neill (2014) proposes the need to include classroom-based management practices within initial teacher education.

> *… I [still find it] difficult to manage the classroom because the students are naughty and cannot be controlled, they only want to watch a movie. (Amarilis)*

This example reveals that the awareness of the students' diversity makes the pre-service teacher question his or her ability to be prepared for all situations. In Indonesia, the average number of students is commonly 30 students per class or can be larger in some schools. This study has shown that students' misbehaviour, which emerged in the open-ended survey, can be a challenge commonly encountered in class. However, pre-service teachers appear to be unprepared to deal with this situation due to the lack of opportunities to learn more about relevant issues in school before conducting their teaching practicum. As discussed previously, unexpected situations can be very overwhelming for pre-service teachers and potentially decrease their self-efficacy and feelings of preparedness. Similar findings were also revealed in investigations conducted in Finland and Australia. Savolainen et al. (2012) reported that the Finnish teachers considered their ability to manage behaviour as their weakest, while O'Neill & Stephenson (2012) revealed that the final-year pre-service teachers in Australia felt somewhat prepared to cope with students' misbehaviour. The previous discussion on self-efficacy highlights the essential influences of pre-service teachers' self-efficacy regarding their professional competencies and their feeling of preparedness for teaching. Further, the present research has demonstrated that even though pre-service teachers are mostly confident that teachers have a key role in students' success, their belief has no significant influence on their preparedness for teaching, as discussed in the following section.

c. Self-efficacy in teachers' important roles

This factor includes self-beliefs about teachers' roles in facilitating students' success. Ashton (1984) suggests that teachers with high self-efficacy commonly believe that students' success or failure is greatly associated with the teachers' own performance. Therefore, efficacious teachers will always make efforts to improve their competencies to optimise their students' achievement. The current research reveals that most of the participants believe that teachers are responsible for their students' achievement and show a willingness to improve their teaching competencies (see Table 4.7). This shows that teachers are agents of change for their students, but it does not relate to pre-service teachers' feeling of preparedness to teach.

> *It is a really important-serious-noble profession because a part of the student's future is in their hands. (Kamboja)*

This perception implies that the pre-service teachers participating in this investigation are aware that teachers carry huge responsibilities in their hands, as exemplified. Undergoing teaching practices in schools gives pre-service teachers more understanding and awareness about the actual duties teachers must fulfil. The current research has demonstrated that, for some pre-service teachers, such awareness may lift their efforts and motivation to enhance their competencies (e.g. "*I try to test myself whether I am able to teach or not*"). However, for others, their real experiences, which cause their disappointment, frighten, and discourage them (e.g. "*I still see that teachers have to work very hard*"). While there is some inconsistency, the research results suggests that the sense of self-efficacy on teachers' role can play a positive or negative role in pre-service teachers' preparedness.

This study emphasises the significance of self-efficacy from the early days of the pre-service teaching journey. The feelings of having sufficient theoretical and practical foundations are extremely crucial for pre-service teachers because those feelings potentially lead to their feeling of preparedness to teach.

6.3.3.3. Commitment to teaching

Previous research has revealed that professional self-efficacy, as well as pre-service teachers' sense of satisfaction towards their future work, has positive correlations with a commitment for teaching (see Chestnut, 2017; Chestnut & Burley, 2015; Moses, Berry, Saab, & Admiraal, 2017). Employing a meta-analysis to review research on the effects of self-efficacy beliefs and commitment, Chesnut and Cullen (2014) also reviewed 33 qualitative studies that included over 16,000 pre-service and in-service teachers. The finding confirms that self-efficacy beliefs in teaching have an influence on the commitment to the teaching profession. Similarly, Pfitzner-Eden (2016), conducted a study that included advanced and beginning pre-service teachers, and reported that an intention to teach was much affected by pre-service teachers' efficacy, particularly when undertaking teaching practicum. Further, the research finding showed that commitment to teaching developed after the pre-service teachers experienced the formation phase in which they had obtained their theoretical and practical bases. Consistently, the analysis results also identify the significant relationships between the sense of self-efficacy in teaching and commitment to the teaching profession.

> *Throughout these times of teaching, I [have] felt that I love to share my knowledge [with] other friends, students, and I also learn from my students. I don't know why but I think when teaching I can share my happiness. (Kristi)*

Commitment towards teaching emerged as a key theme in the current research, especially after participants experienced their teaching practicum as exemplified above. The quote describes an increasing interest in teaching after practical experiences in school. This underlines a study conducted in Ireland by Hennessy (2016), which revealed the influences of prior teaching and learning experiences on pre-service teachers' decisions to become teachers.

Interestingly, current research finding has suggested that those who are prepared for teaching do not always have an equivalent commitment to teaching. Analysis of the results of this study indicated that even though some of the respondents consider themselves as very well prepared, they do not show their interest in working as future teachers. In other words, it suggests that a sense of preparedness for teaching is not directly connected to commitment for teaching as a career but a sense of accomplishment within their course. This is supported by a prior study that reported commitment to teaching is not always linear or in line with exploration paths into the teaching career (see Hong, Greene, Roberson, Cross Francis, & Rapacki Keenan, 2018). Further, Hong et al (2018) explain that pre-service teachers need to explore potential careers, evaluate, and reflect on experiences as well as all the possible consequences before they can choose their career. The non-linearity of the pre-service teachers' professional growth actually supports the complex process of the teaching profession (see Ell et al., 2019).

Moses, Berry, Saab, and Admiraal (2017) argue that exploring pre-service teachers' intentions to go into and stay in the teaching profession is important for improving teacher preparation. Considering that the students of the teacher education program have various motivations for entering, this study highlights that commitment towards teaching among teacher education students is an important factor to consider as part of their process to become a teacher, especially in the contexts of preparing prospective English language teachers in Indonesia.

The integrated model was developed from a mixed methodological lens, and in an effort to illustrate the model, a number of case profiles were developed from data collected. These case

profiles, presented in the following section, provide a means of not only exemplifying the model from the participants' lenses but also in some way verifying the authenticity of the model.

6.4. Case profiles

To exemplify the interplay among the factors which impact on pre-service English language teachers' sense of preparedness for teaching, narratives have been constructed of cases developed through this study. As illustrated in Figure 6.2, this model shows the interactions of the key components, namely personal foundations, formation, and professionalism, which impact on pre-service teachers' sense of preparedness for teaching. The four cases below were developed from the following data sources: the survey, interview transcripts, and written reflections are included here to illustrate the integration model. The cases represent different types of motivation among pre-service teachers to enter the teaching profession. The first and second profiles are student-teachers who originally had no intention of becoming a teacher, while the other two profiles are highly motivated student teachers.

6.4.1. Case 1: Arsa

Arsa had a very strong determination to become a Catholic priest when he was a boy. It had been his dream for a long time. He showed his determination by being actively involved in church activities, such as becoming an altar server and joining a youth organisation. His dream was of serving villagers and living a simple life. Therefore, he went to a seminary for three years. However, his mother did not let him continue his intention of becoming a priest because he was the only son in his family. Instead, she wanted Arsa to study in the English language teacher education program. Despite his lack of interest in becoming a teacher and in the English language, he agreed with his mother and enrolled in the program. He did it because he wanted to make his mother happy because he knew that becoming a teacher had been his mother's dream when she was young, but her parents had not been able to afford to support her to follow this vocation. Despite his loyalty to his mother, Asra was ***unmotivated*** to become an English language teacher when he first came into the program, which was also identified in the survey. He responded to the survey item saying "I wanted to become an English teacher" with a score of 2 out of six.

Due to his lack of interest and intrinsic motivation (*"Actually, I don't really like English ..."),* Arsa's four years in the teacher education program were very challenging. The survey data

also indicated his lack of interest in English as he scored very low (2 out of six-point scale) for his passion in the language. He realised that his English language proficiency was very low: *"I think my knowledge especially structure (of English language) is not enough to [teach] with."* This impacted on his ***self-efficacy*** *of his English language proficiency*.

> *When I entered this university, I must learn more and more about English, but until now I still survived even though English is not my priority in my dreams. I'm still staying here because my parents paid me to (study) here. And then I'm now in the eighth semester then if I feel regret with my decision; it is too late. I must finish it.*

Arsa's reflections demonstrate his ***determination*** and his ***perseverance*** to stay in the program and complete the degree as well as to show respect to his parents.

After completing his required courses, in his seventh semester, Arsa did his teaching practicum in one senior high school for about four months. His teaching experiences increased his ***awareness*** of teachers' responsibilities, such as being a role model for students and assisting them to learn and grow. Realising that teachers had an important duty, Arsa felt encouraged to improve his English proficiency so that he could help his students to learn.

> *I want to become a good teacher for the children because I know that they will get many assignments or tests in the future especially in English. And when the teacher gave me some tasks to be explained for the children, I learned in the library and I get some sources about the materials.*

Feeling accepted as a teacher by the students became a strong encouragement for him. It made him aware that he could become a good teacher as his students understood his lessons well and obtained good achievement in the subject. This acceptance brought him into a higher level of teaching ***efficacy*** and his perceived ***preparedness*** for teaching slightly changed. The survey data showed that his sense of preparedness was 4.19.

> *When I heard about that I felt happy ... they still understand my explanation, they follow my rules and then do my assignments and that made me happy and their scores are also good and make me feel proud.*

The positive experiences during his teaching practicum made him think that there was a possibility of becoming a teacher: *"If there's no other choice, I will be a teacher.*"

Arsa is an example of a pre-service teacher who started his professional development with positive perceptions about towards teaching and teachers, but no motivation to become a teacher. However, he had a strong will to complete his study (*formation*) because of his sense of responsibility to his parents. He indicated his perseverance and resilience in facing challenges during his study in the teacher education program, which are important *dispositions* to shape his professionalism as a teacher. At the end of his teacher education (*consolidation*), his interest in teaching grew as he had opportunities to experience a school situation. Arsa's academic journey is evidence of the interrelatedness between personal characteristics, such as his motivation to please his parents, his belief towards the teaching profession, and his self-efficacy in managing the class, and experiences in the teacher education program. The field practice gave him opportunities to experience authentic teaching and helped him to be aware of his professional capabilities, increase his self-efficacy in teaching, and feeling of preparedness to teach.

6.4.2. Case 2: Ita

Initially, Ita thought of studying in Pharmacy school because she wanted to follow her mother, who worked in a hospital. Yet her mother did not recommend it as she thought this field would not suit her daughter. One day, her tutor in English language suggested she should consider taking an entrance test for an English language teacher education program and her parents agreed encouraging Ita because they thought the program would give their daughter a bright future. Even though Ita felt that her English language proficiency was average, she accepted her ***parents' advice***. The survey data consistently indicated that her decision to join the English language teacher education program was much influenced by other people. She agreed (score 5) to the survey item *"Someone I highly respected including my parents told me I would be a good teacher."* In other words, the English language teacher education was not her priority, as she said,

> *Before I came into this program, I did not have any thought (of coming here) because I was from the science department (in secondary school).*

Even though the initial teacher education program was not her own choice, Ita felt fortunate because she was surrounded by classmates who were motivated to become teachers – thus the peer

support factor, identified as a key component of the pre-service teacher education program, increased her motivation for the profession. This situation illustrates the importance of social connectedness in the formation of future teachers.

> *… [being] surrounded by people who wanted to become teachers. Friends … I was encouraged to be like them. I came here to be a teacher. So, I really thought how [can I] be a good teacher?*

In her third year in the program, like Celline, Ita undertook Micro Teaching class. She experienced an unexpected incident that made her disappointed and discouraged about becoming a teacher. One of the tasks in Micro Teaching involved teaching her junior peers in the department. At that stage, Ita had ***difficulties communicating with her supervisor***. She was not receiving much guidance and feedback from her supervisor and as a consequence, her assessment result was very poor. Ita thought that she had failed and would not be a good teacher.

> *… [with] Micro-teaching, I really felt down, I mean, I didn't want to become a teacher. My motivation to become a teacher was gone.*

Ita's previous experience in Micro Teaching class was a traumatic part of her teaching practicum. She became very ***anxious*** about experiencing another failure in the next teaching practicum and, as a result, she had no further motivation to become a teacher. Therefore, Ita postponed her school teaching practicum for another semester to give herself some time after her negative experience. However, when she did complete her teaching practicum in school she had a very positive experience. Ita felt very fortunate to have ***a very understanding school supervisor*** and ***cooperative partner***. In fact, her experiences teaching in school cured her disappointment and hesitation.

> *… but it was cured when I did PPL [Program Pengalaman Lapangan/Field Practice Program] … Luckily, I had a good (teaching) peer. I mean, she was very cooperative. The school-mentor was also supportive. Before teaching assessments, we (my partner and I) could work collaboratively.*

During her teaching practicum in school, Ita enjoyed being part of the school community. She felt that she could engage her students well during the teaching and learning processes and built good

relations with them. However, her ***self-efficacy*** in the subject content mastery was slightly ***low***, which sometimes made her hesitant.

> *When I wanted to introduce something in English, I always felt afraid. I was worried to speak in English incorrectly.*

Ita's journey towards becoming a teacher was challenging. However, she could demonstrate her ***strong determination*** to complete her study by facing all the problems and finding ways through them with the right attitude.

> *I have a motto: you can complain but you can't regret. So, it's alright to complain, it's part of the process. But it's too late to regret.*

After all the ups and downs Ita faced, she thought that she had developed more interest in teaching and the survey results showed that she was moderately prepared to teach with a mean of 3.97.

Ita's story reveals the importance of the factors of self-determination and social connectedness (*formation*) in shaping pre-service teachers' feeling of preparedness for the teaching profession. She started her professional journey as a future teacher as suggested by her parents. In the formation phase, she showed her dedication to her parents and resilience (*disposition*) by making efforts to complete her study. She was able to manage her difficult time in the teacher education program and learn from others. This case profile shows that personal dispositions and social interactions during teaching practicum are essential components that shape pre-service teachers' professionalism, which impact on their feelings of preparedness for teaching.

6.4.3. Case 3: Hanes

Unlike Arsa and Ita, Hanes was ***highly motivated*** to become a teacher from the time he was very young. The six-point Likert scale survey results also indicated his high motivation with a mean of 5.3. Teaching had already become his dream profession as in his mind teachers were intellectual people who liked to study. At that time, Hanes thought the profession suited him because studying was his hobby.

Even though he came from a teaching family (both parents were teachers), the idea of becoming a teacher did not derive from them. Hanes' parents let him decide how and where to

continue his education after high school. The idea came from his own reflections. He realised that he had a passion for the English language since he was in junior high school and studied hard in school so that he could be accepted into a university to learn more about the subject. Hanes remembered that in school he liked to help his classmates when they were having difficulties with English and naturally enjoyed being around young children, and these were signals for him that teaching talents existed within him. This awareness made him determined to continue his study in the English language teacher education program.

> *…since I was in Grade 9 I wanted to become a teacher and I also liked the English language. At that time, some of my friends liked to study with me. Then, they asked me to explain.*

The teacher education program was Hanes' own choice. He did not find many obstacles during his study, and some courses, such as English grammar and teaching methods, inspired and motivated him even more to become a teacher. He was ***very confident*** with his knowledge of the English language and his capability to teach the subject to his students. Hanes thought that the AMT (Teaching Approaches, Methods, and Techniques) course equipped him well so that he felt very excited about the teaching profession:

> *That was my first pedagogical course. That course made me highly motivated … and I thought that I would become an English language teacher in the future.*

After completing the required courses to qualify to start the teaching practicum, Hanes underwent his teaching practicum at a vocational high school in his fourth year. His level of self-efficacy in the subject matter, in this case, the English language, was very high, as he said, *"My content knowledge was very good. I even had the courage to teach difficult lessons, such as (English language) grammar."*

Positive feedback from students was an indicator that Hanes was acknowledged as their actual teacher in the class. His patience in explaining the lesson and assisting the students made the students feel comfortable during his class. This acceptance was a source of encouragement for him during his teaching practicum.

Kalau kata anak-anak PPL saya itu sabar. Sabar dan mau nunggu. Ya, itu juga sempat meningkatkan (motivasi saya) (Eng: The students said I was patient. Patient and willing to wait. It increased [my motivation]).

However, Hanes' ***high motivation in teaching slightly decreased*** when he realised that teaching was not as easy as he had imagined. His ***practical experience of teaching*** in schools brought an awareness that he found it hard to express himself adequately. He and his students felt that his facial expressions, in particular, were too flat and boring.

It was very challenging for Hanes to build an enjoyable atmosphere for students and he felt that it was not easy for him to communicate in the classroom as he could not articulate very well what he meant. He was worried that his students would misunderstand him. In this situation, it seemed that his efficacy in communication skills was low. His awareness of his weaknesses made him think that he was not ready to become a good teacher in the future. Furthermore, the survey results also revealed that his feeling of preparedness for teaching was low. In the six-point Likert scale, the mean of his perceived preparedness for teaching was 2.9.

This example shows that Hanes set a high standard for himself. When he thought that he was not able to achieve his own standard, he was very upset and thought that he would not be a good teacher. Hanes, in this case, exemplifies the connection between self-beliefs, self-efficacy and the sense of preparedness to teach. Despite his high motivation (*personal foundation*) to become a teacher, Hanes considers himself having inadequate teaching competencies after undertaking teaching practicum. This feeling obviously influences his self- efficacy (*professionalism*) and sense of preparedness for teaching (*consolidation*). Hanes' case is an example that being highly motivated to become a teacher in the beginning positively supports his formation stage in the teacher education program, but it is does not guarantee a high level of preparedness for teaching.

6.4.4. Case 4: Celline

Celline frequently asked her father, who was an academic, about teaching, and she reflected: *"I think from my father's story I came to have [an] interest in teaching."* Furthermore, prior schooling experiences and an excellent teacher inspired Celline to consider the profession:

> *I was interested in becoming an English teacher because of my English teacher in my middle school. She really inspired me to be a great teacher just [through] the way she taught us. After that, I realised that [the] teaching profession really [caught] my eye. After that I came [to the English language education program] four years ago and [learned] English, becoming a teacher is really my passion.*

Celine's ***high motivation***, with a mean of 5.08, brought her feelings of excitement while attending the courses in the English language teacher education program. Her parents also supported her decision to study in the program. She enjoyed the teaching and learning processes, reflecting on her four years: *"I really enjoy my time here and I learn a lot. I can come here [to become] a teacher from the subjects, lecturers and my friends…"*

In the third year of her education, Celline undertook a Micro Teaching class where she applied her knowledge to teach other student teachers. Celline realised that she should ***persevere*** with all the challenges she faced in the class. One difficulty she experienced was time management and it made her very nervous and less confident. However, she found that she could learn from other student teachers to improve her time management. *"I saw my friends' performances and I can learn from that. In the process of Micro Teaching, I felt that I can develop myself to be better."*

Then, Celline brought her experiences of Micro Teaching with her when she completed her teaching practicum at a senior high school and she seemed to have ***a higher level of teaching efficacy***. She felt that her teaching skills improved after Micro Teaching, as she explained:

> *…everything I learn in Micro Teaching really influenced [me]. I could implement the good things from Micro Teaching [in] class ... like the way I teach the students [and help] them understand.*

Celline enjoyed her time at school as a teacher and her students' acceptance of her made her feel appreciated: *"They (the students) really respect me and they joined every activity that I did, very enthusiastic and I'm really happy because of their attitude in the classroom."* Acceptance created a feeling of ***connectedness*** that was very encouraging and motivating for this pre-service teacher on her journey to becoming a teacher.

Celline's relationship with her students also brought an ***awareness*** of the importance of understanding her students' situations. She realised the diversity of her students' characteristics,

not only in terms of the pace of their learning but also their personality. She learned how to approach her students appropriately.

> *Then I realized that every student has different levels of understanding. I cannot say 'is it understood?' and everyone must when they say yes I cannot [take it for granted] after I saw the score then I gave more attention to the students, as I guide them more.*

Connectedness with supervisors was another source of reassurance. During her teaching practicum, Celline had good communication with her university supervisor. She felt much appreciated when having a discussion with her supervisor, who was willing to listen and give her opportunities to explain her ideas. This implies that ***mentorship and trust*** are very valuable for her professional development.

> *She asked about how we feel. I feel like the lecturer [university-based supervisor] really encourage us to do what we want to do in the classroom. And that's really, I find it helpful for me. We can have a good discussion.*

Celline had been very determined to be an English language teacher since she was young. She was very consistent in maintaining her career pathway until her final year in the teacher education program. Celline's academic and non-academic experiences strengthened her motivation and she felt even more ***prepared*** than she had ever been.

Celline is an example of pre-service teachers who are consistently committed to teaching. Her high motivation, positive perceptions about the teaching profession (*personal foundations*) and her encouraging experiences during her time in the teacher education program (*formation*) increased her self-efficacy in teaching (*professionalism*) as well as her feelings of preparedness to teach (*consolidation*). She was able to counter feeling of inadequacy during the teaching practicum. This case indicates that strong personal dispositions, which are complemented with social connectedness, enable to address the issues that emerge in the formation phase. Furthermore, it is worth noting that these dispositions are able to support the attainment of a sense of self-efficacy in teaching as well as preparedness for teaching.

The case profiles suggest that a model that provides an understanding of the way key factors are integrated in pre-service teachers' experiences offers a realistic view of the significance of those factors that relate to a pre-service teacher's sense of preparedness. Furthermore, these profiles show that pre-service teachers' professional development is dynamic and not linear through cases. It really depends on the dominant factors that interplay when undergoing the professional journey.

6.5. Summary

The current research strongly confirms that becoming a teacher is a complex process, especially for non-native English language teachers, and one that involves multiple interdependent factors. To ensure the future development of quality teachers, we must take into account a prospective teachers' sense of preparedness as it appears it is a crucial factor in a teachers' professional journey.

As illustrated in the integrated model (see Figure 6.2), the interaction between personal factors and teacher education experiences then forms pre-service teachers' professionalism, and the sense of self-efficacy in classroom practices and their professional dispositions leading to practice solving problems as a teacher. This study emphasises that pre-service teachers' sense of preparedness to teach particularly depends upon on personal foundations and the pre-service teachers' experiences of teacher education programs.

The interplay between pre-service teachers' personal foundations and experiences in teacher education is exemplified by the case profiles. It is obvious that those case profiles are able to demonstrate the overall model by articulating the relationships and consequences of the key components to shape pre-service teachers' sense of preparedness for teaching. Furthermore, the profiles also show that every pre-service teacher has his or her dominant factors that may demonstrate different strengths of influence on their feelings of preparedness for teaching.

Chapter 7 **Conclusions and Recommendations**

This final chapter presents the conclusion of the current research and recommendations for the initial teacher education program, pre-service teachers and suggests some future research.

7.1. Conclusions

Prior research has strongly highlighted the complexities of becoming a teacher. The complex process increases when dealing with preparing a foreign language teacher (see Hu & McKay, 2012; Moussu & Llurda, 2008; Pakir, 2010). As this thesis has shown, this is particularly complex for those pre-service teachers becoming English language teachers.

This study highlights that developing adequate teaching competencies is foundational for teachers. Not only do teachers' competencies refer to the mastery of knowledge in subject contents and pedagogy, but also include personal and social competencies. Subsequently, it has become clear that understanding of student teachers' sense of preparedness for teaching will uncover a range of factors and dimensions.

It has been demonstrated that a pre-service teacher's sense of preparedness to teach is affected by a number of interrelated factors. It appears that these factors are interdependent from the commencement of the pre-service teachers' professional journey, and shape a sense of preparedness for teaching. Those factors can be classified into three components, namely personal foundation, formation, and professionalism. The developmental model, which illustrates the three phases of pre-service teachers' professional journey, is presented again in this section to remind the readers that the interplay of these three components is likely to affect pre-service teachers' sense of preparedness for teaching.

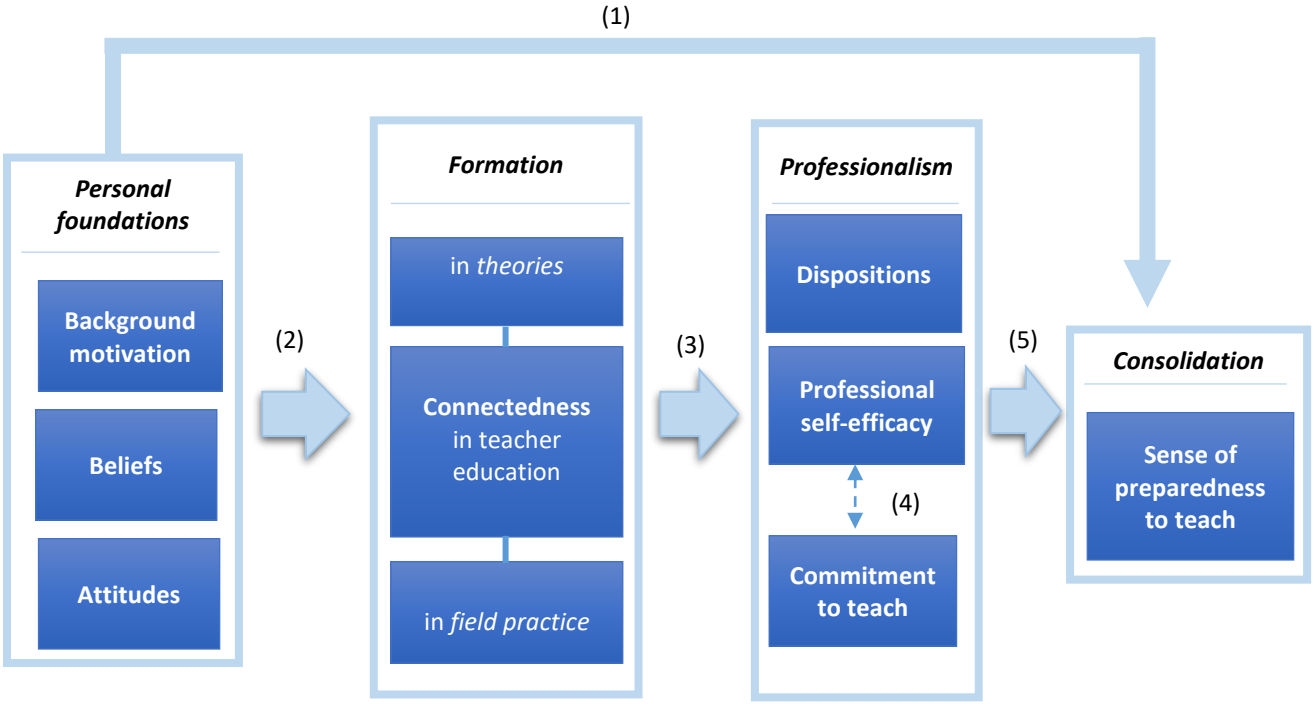


Figure 7-1 A model of pre-service teachers' preparedness for teaching

Personal foundations are the first component of the pre-service teachers' professional journey. The background motivation, beliefs, as well as attitudes towards the teaching profession are important factors to be considered as an early stage of professional growth. This study highlights that understanding prospective teachers' personal factors is crucial to understand their initial sense of preparedness for teaching. Motivation, for example, significantly influences their academic progress as well which in turn influences a sense of preparedness for teaching. Within the Indonesian contexts, teaching appears to be a less interesting profession compared to other jobs with an equal academic qualification due to several reasons, including social and economic factors (Chang et al., 2014; Suryani, 2017). Consequently, teacher education appears to be less interesting than other disciplines for high school graduates. Most of the participants of this research revealed that teacher education was not their first choice but they were aware that this English language teacher education program was the gateway through which different futures, including travel, might be accessed. This information is important for the teacher education program as well as teacher educators to administer the academic process.

Formation, the second component, consists of a complex process where learning and fieldwork experiences occur. This thesis corroborates that this stage is crucial for pre-service teachers as it provides them with very rich and meaningful encounters, which require them to be persistent. Research suggests pre-service English language teachers in Indonesia tend to have high anxiety dealing with their English language proficiency. Daud et al. (2019) claim that this anxiety is influenced by three factors, namely social, linguistic, and personal factors. Further, Daud et al. explain that the social aspect has a dominant effect on pre-service teachers' self-efficacy. This signifies the existence of professional supports during the formation phase to improve self-efficacy and implies that there is a significant correlation between the formation phase and a sense of self-efficacy in teaching.

This study has strongly emphasised the importance of connectedness between pre-service teachers and other aspects, including peers, students, and supervisors. Moreover, this investigation suggests that the connections among personal factors, coursework, and teaching experiences are very strong in shaping pre-service teachers' early development of professionalism, especially to introduce the complexities of teaching. See (2014) suggests that mentoring is an essential and effective support for beginning teachers, particularly to enhance their self-confidence in pedagogical content knowledge. This finding emphasises the importance of connectedness between experienced and less experienced teachers during teaching practices.

Professionalism – It is a period of time when pre-service teachers are expected to be able to reflect on experiences they have accomplished in their formation as pre-service teachers. Reflections are a way to understand pre-service teachers' views about positive aspects of their prior experiences as well as challenges they face as future teachers (see Ward, 2004; Yunus et al., 2010). In this case, the pre-service teachers reach their final year of teacher education where they have learned and completed the required preparation, theory and practice as future teachers. The sense of self-efficacy in teaching and commitment to teaching appear to be dominant factors in this phase for those who experience a high level of feelings of preparedness. It is clear that pre-service teachers' sense of self-efficacy in teaching gradually develops more fully after fieldwork practicum.

It is found out that pre-service teachers' perceptions of their self-efficacy in teaching has a connection to their commitment to teaching and their feeling of preparedness to teach either

positively or negatively. It is interesting to know that perceived commitment to teaching does not always go along with the sense of preparedness for teaching. This may explain some of the results with pre-service teachers going into or even being committed to the teaching profession, but feeling unprepared.

In addition to self-efficacy and commitment, the model conveys that pre-service teachers' perseverance and resilience appear to be crucial in building their preparedness for teaching. In Indonesia, prospective English language teachers, whose first language is mostly the Indonesian language, are often challenged by teaching the English language in English. The pressures do not only come from themselves (e.g. self-efficacy) but also from others (e.g. distrust). Therefore, pre-service teachers who have strong, resilient dispositions will be able cope with these personal and social pressures as well as feel more prepared to teach.

The model suggests that the final component is *consolidation*. This is a phase where pre-service teachers may be able to do self-assessment and decide whether they are prepared or unprepared to become a teacher after going through all the processes.

This study strongly highlights that becoming a teacher involves a long path that is also non-linear. Furthermore, the data reveal that pre-service teachers' feeling of preparedness for teaching involves personal, social, and academic dimensions. The connections among these three dimensions shape pre-service teachers' perceptions on their preparedness for teaching. Interestingly, the interplay of these factors is different for each candidate as every pre-service teacher has different dominant factors.

7.2. Recommendations

This research has contributed towards understanding the factors that lead to pre-service teachers' preparedness for teaching. This has implications for training teachers – in that we would like to have more pre-service teachers who feel prepared, as we know that this means student-learning experience will be enhanced and teachers are more likely to stay in the profession. Accordingly, this section presents recommendations for (1) the teacher education program; (2) pre-service teachers; and (3) future research.

7.2.1. Teacher education programs

Initial teacher education plays a number of very important roles in shaping the pre-service English language teachers' perceived preparedness for teaching, including to enhance self-efficacy in teaching and to help form empowering professional relationships, as demonstrated by the current research. A teacher education program is the place where teachers' professional journey begins, teaching competencies are first introduced, learned, trained, and practised. The program significantly shapes the students' persona in their final year of the teacher education program. Furthermore, the teachers of these programs are expected to serve the national education agenda. This research illustrates the interactions happening across a period of four years and the important influences on the student teachers' professional development; which may include their professional efficacy and, in the end, their sense of preparedness for teaching. Therefore, recommendations are addressed to the teacher education program, particularly in the contexts of Indonesia.

Admission Test –In Indonesia, an admission test to initial teacher education generally relies on academic competencies, including applicants' senior high school GPA and the results of national exams. It is very rare for a teacher education institution to include non-academic factors in the admission test. Considering the complex process of becoming a teacher, academic competencies should not be the only source of consideration. It is strongly recommended to include non-academic dimensions relevant to the field of teacher education, such as motivation to attend the teacher education program and personal beliefs about the teaching profession, in the test. This non-academic aspect may inform the teacher education program about general profiles of future student-teachers so that the program can prepare effective instructional strategies. For example, Clinton and Dawson (2018), based on research conducted in Australia, suggest that the Teacher Capability Assessment Tool (TCAT) is an effective assessment tool that measures cognitive and non-cognitive aspects of teacher candidates. This tool includes three dimensions, namely cognitive, self and social aspects.

Academic processes –Connectedness is considered a crucial component to support pre-service teachers' early professional growth. This includes relationships between pre-service teachers and coursework lecturers, pre-service teachers and field-practice supervisors or mentors, as well as pre-service teachers and peers. This study reveals that connectedness that occurs during

initial teacher education significantly impacts on pre-service teachers' feeling of preparedness for teaching. It should, then, be prioritised in preparing future teachers. It is strongly recommended that the teacher education program should expose student teachers to real situations of school as early as possible during their academic preparation. As this research has revealed, the student teachers commonly consider the teaching practicum to be a very challenging period. Their anxiety to bring the theories they have learned in the teacher education program into real practice in school tends to be high. Such problems are shared among teachers with few field experiences. Introducing common problems encountered in schools and discussions of possible solutions while pre-service teachers are in the teaching program is critical. It is a way to make classroom management visible for the prospective teachers. Moreover, systematic and continuous exposure to real situations, such as student diversity, collegial collaborations, and professional development, may expand student teachers' understanding of real teaching conditions, which they may possibly face in the future. Having the ability to recognise what counts in advance can build and grow pre-service teachers' resilience when they come into the real field (see Beltman et al., 2011; Dinham et al., 2017; Le Cornu, 2009) and ensure they feel more prepared to cope with the teaching practicum.

Second, in addition to teaching practicum, school-internship programs, which are conducted in stages during the four years of teacher education, are alternative ways to provide opportunities for pre-service teachers to understand more about teachers' responsibilities and actual school life. The internship program, in which prospective teachers have opportunities to meet school stakeholders, allows student teachers to have more understanding of the teaching profession, as shown in this study. The introduction of the internship program is not limited to the class scope only, but also the activities outside classrooms. Early exposure to school life will give them more time to prepare themselves psychologically and socially (see López Solé et al, 2018; Trent, 2014; Willemse, 2017). They will be able to adapt to the new environment and build professional connections with the members of the school community. Therefore, student teachers can feel that they belong to the community.

Another important influence on pre-service teachers' preparedness for teaching comes from teacher educators. Teacher educators are responsible to assist pre-service teachers to bridge their coursework learning and in-field experiences as revealed in this present study. The gap between theory and practice frequently appears to be one problem shared among student teachers and new teachers (see Lawson et al, 2015; McLean-Davies et al, 2015). Within the teacher

education program in Indonesia, the amount of coursework tends to be extensive, compared to the teaching practicum. Teaching practicum is normally a final-year program after all pre-requisite courses are completed. The opportunities for pre-service teachers to stay in school and do teaching practicum are normally less than four months in a four-year teacher education program. To minimise the gap, an integration of coursework and teaching practice can be one way of addressing this problem. When student teachers attend coursework in the program, teacher educators directly and intentionally show and train them on how to teach particular subjects to their future students. In this case, teacher educators become role models and mentors for student teachers (see Achinstein & Davis, 2014; Ambrosetti & Dekker, 2010; Lockwood & Kunda, 1997). Besides, introducing a real school-life as early as possible can be an option to enhance pre-service teachers' feeling of preparedness.

Additionally, teacher educators should be aware of the influence of connectedness on pre-service teachers' self- awareness to search for self-identity. In the initial phase, the student teachers observe their role models' attitudes, and then possibly imitate their role models in their early years of teaching. Introducing professional communication in a variety of forms is extremely important (see Arslan & Ilin, 2018; El Kadri & Roth, 2015). This study has demonstrated that social and professional connectedness during teacher formation contributes significantly to pre-service teachers' feeling of preparedness for teaching. Demonstrating effective teaching strategies, giving constructive feedback and emphatic guidance are examples of meaningful experiences that can help the student teachers to shape and develop their own capacities as they emerge from the collected data. This implies that teacher educators are expected to provide opportunities for pre-service teachers to observe class practices and to be familiar with school programs as well as to facilitate communications and professional connections between pre-service teachers and schools. Inviting school principals, school-teachers, and policy makers to give lectures can be a way to introduce school life to student teachers. Another alternative is by conducting collaborative research between school-teachers and student teachers to explore challenges in class practices.

It is important to encourage the implementation of reflective pedagogy, which connects experiences, reflections, and actions (Jesuit Institute, 1993, 2013) in teacher education. This pedagogical approach, which emphasises a more personal teacher-student interaction, is relevant for teacher education to prepare future teachers. In practice, teacher educators should create conditions that enable student teachers to learn new knowledge and connect it to what they have

known before in order to obtain a better and thorough understanding. This means that the learning experiences should be meaningful and contextual for the student teachers. Then, teacher educators should facilitate student teachers to recall, feel, and imagine the important values of what they have learned through writing personal reflections. Those written reflections can be more meaningful when they are shared among student teachers and teacher educators in a forum group discussion. Listening to others' reflections is a moment when pre-service teachers can learn from others, particularly how to overcome challenges as future teachers. Research has suggested that reflections may elevate the student teachers' understanding of new knowledge (Rauduvaitė, Lasauskienė & Barkauskaitė, 2015; Ward & McCotter, 2004). This better understanding is likely to lead the student teachers to feel prepared to perform some actions in class.

Evaluation – It is essential that the effectiveness of the teacher education program be continuously monitored and evaluated. Despite its complexity, Thomson and Hillman (2019) argue that measuring the quality of teacher preparation is strongly suggested because it potentially influences the quality of graduates. Accordingly, the next recommendation highlights the importance of assessing pre-service teachers' sense of preparedness for teaching, as also suggested by Darling-Hammond, Chung, and Frelow (2002). Pre-service teachers' sense of preparedness is an essential indicator to assess the effectiveness of teacher education (Stites, Rakes, Noggle & Shah, 2018). Further, Stites et al. (2018) underline that this indicator may enhance the coursework and teaching practicum program. Therefore, it is necessary for the teacher education program to assess student teachers' sense of preparedness progressively to understand the development of student teachers in each stage. Therefore, the teacher education program can identify the student teachers' common problems at every level as early as possible and find the solutions to overcome them.

7.2.2. Pre-service teachers

Based on the findings of this present study, there are three recommendations that are addressed to the students of the teacher education program. As this study was set in the context of a program for English language teaching, the following are specific recommendations for pre-service English language teachers.

It is important for pre-service teachers to understand the importance of a sense of preparedness for teaching for their future career. The current research reveals that the students

attend the initial teacher education program with diverse motives. Some students are very aware of their strong interest in becoming future teachers, some others intend to improve their proficiency in the English language, which will give them broader opportunities in the future, while some join the program to please others. However, those reasons do not have significant influence on their sense of preparedness for teaching when they reach their final year of teacher education. This implies that despite the different reasons the student teachers have brought into the program, their preparedness for teaching can still be formed during the four years in the teacher education program. It means that students of teacher education should be committed to their learning in order to accomplish preparedness for teaching.

This study has demonstrated that having good proficiency in the English language increased their self-efficacy and feeling of preparedness for teaching. Research suggests that pre-service teachers should have a good mastery of knowledge for teaching, including pedagogy and subject content (Darling Hammond, 2006; Depaepe & König, 2018). Being proficient in teaching competencies has been demonstrated as crucial (Hattie, 2009; Poznanski et al, 2018; Richardson et al., 2018), and we now know that the lack of perception of preparedness will influence overall confidence for self-efficacy in teaching. This will, at a later stage, influence their teaching practices.

In the context of becoming English language teachers in Indonesia, this study shows that common concerns among pre-service teachers are low efficacy in the English language and teaching capabilities. This implies that student teachers should actively engage in improving their own teaching competencies. Presenting a paper in English at a conference or becoming English language tutors, for example, may enhance their self-confidence.

7.2.3. Future research

Indonesia has continually developed a good education system to participate in this 21st century global society. At present, the Indonesian government has developed more concerns and supports in various sectors of this field to obtain and advance the quality of citizens' education. The government has given more attention to improving the educational systems, school management and teachers' quality, as these are believed to have very important roles in promoting the quality of the nation. Accordingly, teacher education is one of the key sources to produce teachers with quality. In other words, it has a key responsibility for contributing to the achievement of the

national goals. Therefore, more research in the field of teacher education in the Indonesian context is necessary.

An exploration in the future on whether these factors impact on teachers' on-going commitment to the profession or whether they remain teachers will add to the literature in this research area. Therefore, further studies are still needed to provide a more comprehensive picture of the pre-service teachers' professional journey. Cross-sectional and longitudinal methods with observation can be alternatives to gain broader and more in-depth findings.

In the future, it will be essential to investigate larger samples across different cohorts, different subjects, and different teacher education programs throughout the country to ensure a national perspective. Having the bigger picture of teacher education in Indonesia will potentially provide more comprehensive profiles of the programs, as well as the prospective teachers while at the same time informing policy. Furthermore, researching the actual situations of student teachers from their first year of initial teacher education until the final year will provide a perspective and view of the complete processes across the professional journey. It will be important for further research to follow the development of student teachers from their first year until their final year to grasp the dynamics happening in the four years of teacher education. Subsequently following up across the programs to understand impact.

As a final remark, this study shows that relevant and impactful teacher education programs, and meaningful and transformative practicum experiences are crucial to support pre-service teachers to be able to understand the way personal and academic factors influence their development as a teacher and preparedness for teaching.

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Appendices

Appendix A: Plain Language Statement

PLAIN LANGUAGE STATEMENT

Project: "Exploring the Factors that Impact Pre-service Teachers' Perceptions of Preparedness in Indonesia"

Introduction

We would like to invite you to participate in our research project. This study aims to explore the factors impacting on the perceived preparedness of pre-service English language teachers in one Initial Teacher Education program in Indonesia. This project has been approved by the Human Research Ethics Committee at the University of Melbourne (HREC: 1648184).

What will I be asked to do?

Should you agree to participate, we would ask you to complete a 30-minute questionnaire, at a time convenient to you. This questionnaire would ask you to identify your experiences during your study and training in the teacher education program.

How will my confidentiality be protected?

We intend to protect your anonymity and the confidentiality of your responses to the fullest possible extent, within the limits of the law. The data will be kept securely in the researchers' personal computer in accordance with The University of Melbourne's Management of Research Data and Records Policy (MPF 1242).

How will I receive feedback?

Once the thesis arising from this research has been completed, the findings will be presented at academic conferences and published in academic journals.

Will participation prejudice me in any way?

Please be advised that your participation in this study is completely voluntary. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice. Your decision to participate or not, or to withdraw, will be completely independent and we would like to assure you that it will have no effect on any assessment.

Where can I get further information?
Should you require any further information, or have any concerns, please do not hesitate to contact Caecilia Tutyandari. You are also welcome to contact the supervisors Professor Janet Clinton (jclinton@unimelb.edu.au, +61 3 90353697) or Associate Professor Larissa Mclean Davies (l.mcleandavies@unimelb.edu.au, +61 3 8344 8610).

This research project has been approved by the Human Research Ethics Committee of The University of Melbourne. If you have any concerns or complaints about the conduct of this research project, which you do not wish to discuss with the research team, you should contact the Manager, Human Research Ethics, Office for Research Ethics and Integrity, University of Melbourne, VIC 3010. Tel: +61 3 8344 2073 or Email: humanethics-complaints@unimelb.edu.au. All complaints will be treated confidentially. In any correspondence please provide the name of the research team or the name or ethics ID number of the research project.

How do I agree to participate?
If you would like to participate, please indicate that you have read and understood this information by confirming the research consent in the following section.

Caecilia Tutyandari (Ph.D. Student)
mobile: +61 420 625 875/+62 8156856349
email: ctutyandari@student.unimelb.edu.au

Research Consent

I have read the plain language statement and give my consent for the information collected in my application to be used for this research.

Signature _____ Date _____

Appendix B: Survey

Introduction

You are invited to participate in our survey which aims to explore the factors that impact pre-service teachers' perceptions of preparedness to become teachers in Indonesia. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions.

Your survey will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential.

Thank you very much for your time and support.

Personal Data

Please complete the following section

Your date of birth : _____

Your place of origin (province) : _____

What year did you enter the English language education program? _____

Gender : F / M

I give my consent to be contacted for an interview Yes / No

If yes, please enter your email address:

_____

SECTION 1

A belief is an acceptance that something exists or is considered true. This section relates to your thoughts and beliefs about teaching and teachers

This section asks you to indicate your level of agreement with a series of statements about teaching. Please tick (✓) the response that best reflects your beliefs; the responses range from strongly disagree to strongly agree.

I think or believe that . . .	**strongly disagree**	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
teaching requires high levels of expert knowledge						
teachers need highly specialised knowledge						
teachers have a heavy workload						
teaching is emotionally demanding						
teaching is hard work						
teachers are perceived as professionals						
teaching is perceived as a high-status occupation						
teaching is a well-respected career						
teachers are valued by society						
teachers have high social status						
teachers earn a good salary						
teaching is a suitable career for a woman						
teaching is a suitable career for a man						

Do you have any other comments on teaching and teachers?

SECTION 2

This section relates to your personal attitudes towards the teaching profession

Please indicate your agreement or disagreement towards the following statements. Tick (✓) the appropriate response that most describes your thoughts

	strongly disagree	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
I highly respect the teaching profession						
I appreciate the teaching profession						
I believe that the teaching profession is a noble profession						
I think that the teaching profession requires dedication						
I believe that teaching is beneficial to society						
I believe teaching is a serious profession						
In my opinion, teaching requires specific expertise						

What other personal opinions towards the teaching profession do you have?

SECTION 3

This section relates to your teaching efficacy or confidence for teaching.

Please tick (✓) the most appropriate response describing your thoughts.

	strongly disagree	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort						
I will continually improve my skills to teach English						
When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy						
I know the various methods to teach English effectively						
I am worried I will teach ineffectively						
Effective teaching can overcome students' diverse background knowledge						
The low subject achievement of students cannot generally be blamed on their teachers						
My knowledge of English language is sufficient to teach the subject effectively						
Increased effort in teaching produces little change in students' achievement						
The teacher is generally responsible for the achievement of students						

	strongly disagree	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
I will always be able to answer students' questions about my subject						
I often have difficulties in helping students to understand a concept						
When teaching, I will usually welcome students' questions						

What other teaching aspects do you think you are good at or lack of?

SECTION 4

This section relates to what has driven you to choose the teacher education program

Indicate your agreement or disagreement with the following statements. Please select the items that most describe your motivation to enter the teacher education program.

I decided to enter the teacher education program because . . .	**strongly disagree**	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
Teaching allows me to experience the love and respect of children						
Teaching gives me a lifelong opportunity to learn						
I can bring a positive impact on the issues in the educational system						
Teaching gives me a chance to make an impact on society						
I like the thought of being the centre of attention in a room of people						
Teaching gives me an opportunity to demonstrate leadership						
Teaching is a job I am most suited for						
I feel a personal “calling” to teach						
I have always wanted to teach						
Teaching offers me a good opportunity for career advancement						
Teaching can help me develop character						
I will have a chance to earn a good salary as a teacher						
I like the work hours and vacation time of a teacher						
Teaching offers me a job with security						
The teaching profession offers me a work-life balance						
Teaching is a career where I can balance the demands of work and family						
Some of my friends have studied in the teacher education program						
Someone I highly respected including my parents told me I would be a good teacher						

I decided to enter the teacher education program because . . .	**strongly disagree**	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
Teaching gives me an opportunity to interact and belong in the school community						

What other reasons do you have for entering this program?

SECTION 5

This section relates to your motivation to choose the English language education program

Please indicate your agreement or disagreement with the following statements

I decided to choose the English language education program because . . .	**strongly disagree**	**disagree**	**somewhat disagree**	**somewhat agree**	**agree**	**strongly agree**
I am passionate about the English language subject						
I want to improve my English proficiency						
I want to become an English language teacher						
My English proficiency provides me with broad employment opportunities including non-teaching professions						
My English proficiency supports me to pursue further education internationally						
My English proficiency supports me to travel overseas						
My parents/relatives advised me to choose the English language education program						

Other reasons:

SECTION 6

This section relates to the roles of the teacher education program.

Indicate your response to the following statements. Please select the option that describes your views most appropriately.

	not at all important	not very important	a little important	moderately important	very important	essentially important
My coursework on language skills and elements (such as grammar, pronunciation, speaking, writing) has positively affected my confidence for teaching						
My linguistics coursework has positively affected my confidence in teaching						
My pedagogical coursework has positively affected my confidence in teaching						
My literature coursework has positively affected my confidence for teaching						
My teaching practicum experiences have positively affected my confidence in teaching						
Non-curricular activities (e.g. committee members, choirs, sports) have positively affected my confidence for teaching						

Please mention specific coursework or activities in the institution which you think significantly contribute to your development as a prospective teacher

SECTION 7 (Part 1)

These questions relate to your feeling of preparedness to teach.

Indicate your response to the following statements. Please select the item that describes your feeling most appropriately.

I feel prepared to . . .	**not at all**	**a little prepared**	**fairly prepared**	**well prepared**	**very well prepared**	**fully prepared**
Teach subject matter concepts, knowledge, and skills in ways that enable students to learn						
Understand how different students in my classroom are learning						
Set challenging and appropriate expectations for the learning and performance of students						
Help all students achieve high academic standards						
Use instructional strategies that promote active student learning						
Relate classroom learning to the real world						
Understand how students' social, emotional, physical, and cognitive development influences learning						
Understand how students' family and cultural backgrounds may influence learning						
Identify and address special learning needs and/or difficulties						
Teach in ways that support new learners						
Choose teaching strategies for different instructional purposes						
Choose teaching strategies to meet different students' needs						
Help students become self-motivated and self-directed						
Develop a classroom environment that promotes social development and group responsibility						

I feel prepared to . . .	**not at all**	**a little prepared**	**fairly prepared**	**well prepared**	**very well prepared**	**fully prepared**
Develop students' questioning and discussion skills						
Engage students in cooperative group work						

SECTION 7 (Part 2)

I feel prepared to ...	**unprepared**	**poorly prepared**	**fairly prepared**	**well prepared**	**very well prepared**	**fully prepared**
Engage students in independent learning						
Use effective verbal communication strategies to guide student learning and behaviour						
Use questions to stimulate different kinds of student learning						
Use nonverbal communication strategies to guide student learning and behaviour						
Help students learn to think critically and solve problems						
Encourage students to see, question, and interpret ideas from diverse perspectives						
Plan instruction by using knowledge of learning subject matter, curriculum, and student development						
Understand how factors in the students' environment outside of school may influence their life and learning						
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs, and programs						
Help students learn how to assess their own learning						

I feel prepared to ...	**unprepared**	**poorly prepared**	**fairly prepared**	**well prepared**	**very well prepared**	**fully prepared**
Evaluate and reflect on your practice to improve instruction						
Resolve interpersonal conflict in the classroom						
Maintain an orderly, purposeful learning environment						
Discuss and solve problems with colleagues						
Integrate technology in teaching and learning						
Overall, how prepared do you feel to become an English language teacher?						

What other aspects of teaching do you feel prepared or unprepared to do?

Thank you for taking our survey. Your response is very important to us. Should you have any question, please feel free to contact me at ctutyandari@student.unimelb.edu.au

Appendix C: Interviews

INTERVIEW PROTOCOLS

OPENING

Project: ***Exploring the Factors that Impact on Pre-service Teachers' Perceptions of Preparedness/Confidence for Teaching in Indonesia***

Aims: to explore how personal factors and experiences impact on their feeling of preparedness for teaching and how the initial teacher education program supports or limits their preparedness to teach the English subject.

Methods: interviews or focus groups; recorded; written reflections (if possible)

Language of delivery: Indonesian or English

Consent: to sign a consent form

LIST OF QUESTIONS

PERSONAL QUESTIONS

- Why did you decide to become an English language teacher?
- How confident/prepared are you to become an English teacher?
- What do you think is the most influential factor (self and others) which supports or limits your confidence?
- How does it affect your confidence?
- What aspect of your Initial Teacher Education Program was most valuable in supporting you to become a teacher?
- What would you like to know more about in terms of English language teaching?

ROLES OF ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM

- What coursework do you think support your professional development?
- How does the coursework support your confidence/preparation to become teachers?
- How does the university and school staff support your professional development?

- What about non-curricular programs? Is there any program which supports you to become teachers? How?
- What experiences during your education do you think are influential for you?

RECOMMENDATION

What recommendation do you have to support your professional development as future teachers?

What needs improvement?

Appendix D: Glossary of terms

a sense of preparedness for teaching	a personal perception or feeling that reveals how ready or prepared a pre-service teacher is to perform a specific teaching task
belief and attitude towards the teaching profession	a personal view that shapes pre-service teacher's understanding and judgement about the teaching profession
fieldwork supervisors	a university-based lecturer and a school-based teacher who are responsible to guide, mentor, and evaluate student teachers during teaching practicum.
initial motivation	something/a reason that drives a pre-service teacher to enter the teacher education program
perseverance and resilience	personal dispositions which are required by teachers to cope with adversities
pre-service teachers	students who are enrolled in the teacher education program. They are also called 'student teachers' in this thesis.
self-efficacy in teaching	a personal perception of pre-service teacher's confidence to perform a specific teaching task
teaching competencies	required abilities for teaching, which include knowledge, skills, social, and personal dimensions
the initial teacher education program	a four-year university-based initial teacher education program that prepares students to become teachers