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Novice English Teachers' Initial Career Motives and Demotivation in South Korea

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This study explores the initial career motives and demotivation of novice English teachers in Korea. A questionnaire survey was conducted with 63 novice English teachers to determine the factors influencing their initial career motives and demotivation. The results indicated that six factors influenced teacher motivation: *ideal L2 self, ideal L2 teacher self, job security, fear of having other careers, ought-to L2 self,* and *altruism*. Among them, ideal L2 self and ideal L2 teacher self were found to be the most influential motivation for novice teachers to become English teachers. In terms of demotivation, the imposition of too many administrative tasks on teachers, in addition to the activity of teaching English, and students' disinterested and indifferent attitudes in English classes were the most detrimental and demotivating factors for teachers. The results also suggested that novice English teachers' motivation was significantly different depending on their gender and school type. The results imply that it is important that educational authorities devote careful attention to pre-service teachers and provide opportunities for them to reflect upon their initial career motives as well as ensure equal rights for the teachers.

[Novice English teacher/Novice English teacher career motive/Novice English teacher demotivation]

I. INTRODUCTION

Teacher motivation is a very important issue in the field of education. Although there has

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been a lot of attention and research about student motivation (e.g., Dörnyei & Ushioda, 2011; Flout, Elwood, & Hood, 2009; Sampson, 2016), teacher motivation has become an important issue recently as it is being newly regarded as important as student motivation and necessary to be further researched (Song & Kim, 2016).

Studies abroad indicate that the most influential motivation factor among foreign language teachers is intrinsic value (Kassabgy, Boraie, & Schmidt, 2001; Koran, 2015; Topkaya & Uztosun, 2012). When one considers intrinsic value as an important factor, that person does something due to the pleasure and psychological reward that stems from him/herself. Teachers' intrinsic value of teaching can be observed in South Korea (henceforth Korea) where teachers play a significant role in education and largely influence students. English teachers in Korea tend to value their intrinsic motivation most when they choose their careers (Kim & Y.-K. Kim, 2015a; Kim & Y. Kim, 2016). Kim and Y.-K. Kim (2015b), for example, conducted a research about pre-service English teachers' motivation. The result showed that pre-service teachers are motivated through ideal L2 self, which reflects their positive attitudes toward English and communication in English.

However, for the last few years, schools are going through fundamental changes. Teachers feel emotional exhaustion from various factors such as heavy workload, classroom management, and lower job satisfaction, resulting in drastic demotivation with the stress and burnout from their school (Bae & Uhm, 2016; E.-J. Kim, 2017; Klassen & Chiu, 2010). This phenomenon can cause teachers to perceive their teaching profession as a job for a living, which provides them with a suitable amount of money and free time without considering that they are carrying out an important educational mission in caring for the next generation. According to Han (2003), teachers do not perceive their job as a sacred profession. Rather, they view it as an expert profession.

What teachers value the most and the least when they choose to become a teacher should be taken into consideration since these factors will give a huge impact on teacher motivation and demotivation (Koran, 2015; Topkaya & Uztosun, 2012). Although there are some studies about Korean English teachers' initial career motives and demotivation (Kim & Y.-K. Kim, 2015a; Kim & Y. Kim, 2016), these studies focused on the initial career motives and demotivation of English teachers regardless of the service period and studies about novice Korean EFL teachers are still scarce. Furthermore, only a few studies exist internationally (Kumazawa, 2013; Kyriacou & Kunc, 2007). Given this, the current study aims to find out factors that affect novice Korean English teachers' initial career motives and distinguishing demotivating features when compared to experienced teachers. The research questions are as follows:

1. What are the factors of novice English teachers' initial career motives and demotivation?

2. What are the influences of individual difference on novice English teachers' initial career motives and demotivation?

II. LITERATURE REVIEW

1. English Teachers' Initial Career Motives

There are a lot of research findings regarding motivation (e.g., Dörnyei & Ushioda, 2011; Gardner, 2010; Kormos & Csizér, 2008), but teacher motivation needs to be further investigated and there are not much research about it to date. There are two areas of investigating initial career motives of English teacher: examining pre-service and in-service teachers' cases.

In case of pre-service teachers, Topkaya and Uztosun (2012) examined pre-service EFL teachers' career motivation in Turkey. They found that social utility values and intrinsic values were top two motivation factors. Items such as altruism contributing to society and giving a positive influence on the students which are our next generation were included in social utility values. Intrinsic values include intrinsic interest and longing to teach.

As an effort to take in-service teachers into account, Igawa (2009) investigated three countries (i.e., Japan, Cambodia, and the U.S.) to find out initial job motives of in-service teachers. The results were intriguing since national differences were identified among the participating countries. Japanese teachers emphasized their enthusiasm toward English as *"I liked English"*. Cambodian teachers chose social utility values and enthusiasm toward teaching and English. On the other hand, U.S. teachers showed such a different pattern as *"Other"*, which refers to *'interests in foreign cultures'*, and *'to live or travel abroad'*. Furthermore, Koran (2015) found out the underlying career choice structures of EFL teachers. A total number of 37 in-service English teachers in Iraq participated in the study. Results showed that intrinsic rewards and altruistic reasons were the most popular factors when they chose their career as a teacher. For example, teachers were motivated as they recognized that they could change students' lives and contribute to society with their job. Moreover, English teachers chose their careers as a teacher due to its positive social recognition and job security function.

In the similar vein, there are some studies conducted in Korea (e.g., Kim & Y.-K. Kim, 2015a; Kim & Y. Kim, 2016). Kim and Y.-K. Kim (2015a) studied Korean EFL teachers' initial career motives and demotivating factors by employing the survey questionnaire with 94 in-service teachers. Four factors emerged from the factor analysis in teachers' initial career motives. The first factor was global orientation and it was a distinguishing feature that was not found in Koran's (2015) study. English is a communication tool in the

globalized world and teachers wish to help students learn English and use it for their global communication. Furthermore, researchers found that global orientation can be only found in specific language teachers, especially English, because English is used worldwide as a tool of global communication among people from various countries. On the other hand, in teachers of different subjects, more prominent are other factors such as job security, altruism, and ought-to-self.

The study about initial career motives and demotivation was further investigated by Kim and Y. Kim (2016). They focused on individual differences. A total number of 153 in-service teachers participated in the study and five constructs were found in their initial career motives: expected intrinsic rewards, ideal L2 self, ideal L2 teacher self, pressure on career choice, and monetary rewards. Among them, expected intrinsic rewards that had items such as *'had a talent for English teaching'*, and *'enjoyable to teach English to students'* were found to be the most dominant reason for choosing their career. As for individual differences, there was significant difference in English teachers' initial career motives in terms of gender in two factors: ideal L2 self and pressure on career choice. Female teachers showed greater initial career motives in ideal L2 self which indicated their willingness to learn English to communicate in English with a positive attitude. Moreover, female teachers were found to have more pressure on career choice than male teachers.

2. Demotivation of English Teachers

Since teacher demotivation is one of the newly researched areas in L2 motivation, relatively recent studies focus on teachers' demotivation (Kim & Y.-K. Kim, 2015a; Kim & Y. Kim, 2016; Kumazawa, 2013; Sugino, 2010). Previously, Bennell (2004) and Kiziltepe (2008) found out demotivating factors for teachers in general. In Bennell's study, low motivation level of teachers in public schools came from a combination of many factors: low morale and job satisfaction, poor incentives, and inadequate teacher training. In Kiziltepe's study, the result indicated that student-related factors were very influential with regard to teacher demotivation among five categorized factors: students, structural and physical characteristics of classes, working conditions, financial problems due to the low salary, and lack of opportunities for the research owing to committee meetings and long teaching hours.

This demotivation research about English teachers was initiated from the studies above. Sugino (2010) conducted study with 97 English teachers in universities in Japan. The questionnaire consisted of four demotivating factors: students' attitudes, students' abilities and school facilities, working conditions, and relationships with colleagues. Among them, the most demotivating factor was related to students and especially, students' negative attitudes and behaviors were revealed as the most powerful demotivating issue. In addition,

insufficient administrative support and paperwork burden affected English teachers' demotivation.

Kumazawa's (2013) research also showed English teachers' demotivation. She adopted qualitative research in examining four novice Japanese EFL teachers and analyzed the difficulties they have in their careers with the possible selves. The result indicated that teachers were going through a lot of difficulties because of the gap between their expectations and the reality and therefore adequate solutions should be provided for novice teachers as following: Pre-service teachers should be notified of the likely gap between their expectations and the reality of schools. Novice teachers should be assigned to schools that have less problems. School administrators should reconstruct school environment for novice teachers and help them match their ideal selves with the reality. A friendly environment should be provided so that they can get used to their school lives as a teacher.

At a national level, some studies dealt with motivational factors that influenced pre- or in-service teachers' initial career choice, and few studies dealt with demotivation. In Korea, some studies (Kim & Y.-K. Kim, 2015a; Kim & Y. Kim, 2016) investigated English teachers' demotivation factors along with initial career motives in Korea. For example, Kim and Y.-K. Kim (2015a) identified three detrimental factors that affected Korean English teacher motivation: obstacles to communicative language teaching, inadequate administrative support, and lack of social recognition. Among them, obstacles to communicative language teaching was the most influential demotivating factor. This is important given the characteristics of English as a school subject. The goal of English teaching is to attain sufficient proficiency for global communication. Therefore, teachers endeavor to implement diverse teaching techniques and practices in their classroom. However, despite these efforts, the test-oriented education environment in Korea discourages teachers. English education in Korea has been focusing heavily on English for tests. Thus, students are not likely to form positive attitudes toward this practical type of class and are instead eager to focus mostly on preparing for English tests. In this situation, it would be difficult for teachers to feel the need of implementing various teaching techniques or improving themselves. As a consequence, this may result in helplessness and demotivation in teaching English.

Reflecting upon the aforementioned study, Kim and Y. Kim (2016) investigated both initial career motives and demotivation in Korea. Results indicated that the burden from school administration and learners' lethargic attitudes dominantly caused teachers' demotivation. Their study revealed individual learner difference among those demotivating factors, and it was found that participants having four to six years of teaching experience were likely to be demotivated. The result showed that teachers' affective aspects should be considered in teacher education and there should be careful attention to teachers with less than six years of teaching.

There are a few studies regarding novice English teachers' initial career motives or (de)motivation. In Kyriacou and Kunc's (2007) study, novice teachers in a training course for their postgraduate certificate in education were the participants. The researchers prepared a questionnaire survey about the expectations of teaching as a career. Researchers conducted two years of e-mail interviews with 28 selected teachers to observe any changes or differences in their motivation that they had gone through. Results indicated that the most positive factor was the pleasure generated by students' success while the most negative factor was excessive amount of workload.

Novice teachers have knowledge of English as a teaching subject, but most of them do not have real teaching experience in schools except for a month-long teaching practicum. They are easily affected by their environment and people around them (Zhang, 2013). That is why novice teachers' initial career motives and demotivation should be investigated apart from that of experienced teachers.

3. English Teachers' Individual Differences in Initial Career Motives and Demotivation

Previous studies in English teacher motives also investigated individual difference factors among English teachers. In Koran's (2015) study, Iranian people perceived that a teaching job is more recommended for women than for men. Therefore, in the Iranian context, parents expected their daughters to have education-related occupation. According to Kim and Y. Kim's (2016) study, similar phenomena are found in the Korean context because teachers in Korea have guaranteed maternity leave, and for this reason female teachers do not need to worry about their career break.

Kim and Y. Kim (2016) conducted a survey study to identify the individual differences among teachers and the result indicated that teachers' initial career motives showed significant differences depending on their gender, the location of the school, and school type. Specifically, female teachers exhibited higher levels in two factors of initial career motives than male teachers: ideal L2 self and pressure on career choice. Also, the mean score of teachers' ideal L2 self in schools located in rural areas was statistically significantly higher than the schools in the capital city. The findings of the study indicated that public school teachers had stronger initial career motives related to the pressure of career choice than private school teachers implying possible reason as the influence of competitive teacher certification examination environment for the public teachers. Their research also found significant differences in English teaching demotivation depending on the teachers' teaching experience.

In addition to the aforementioned studies, there was a study about English teachers' initial career motives focusing on gender differences in Korea (S. Kim, 2011). This

research investigated factors that construct in-service teachers' motivation and other individual factors that influence their motivation through survey. Kim found out that the gender exerted only a minimal impact on teacher motivation. However, she pointed out that her survey was limited to teachers who voluntarily participated in an optional teacher training program, and for this reason, such results showing no gender differences were somehow expected. Therefore, she suggested that there should be more research in normal school settings.

Even though these research deal with initial career motives and demotivation of English teachers, this study differs from other studies in that it focuses only on novice English teachers. It is also assumed that this research data have less distortion because the participants were not restricted to a certain type or group of teachers, but rather targeted at all English teachers who work in various types of secondary schools.

III. METHOD

1. Participants

In this study, novice teachers are teachers who are in their first year to their sixth year of teaching. It was important to consult definitions of the novice teachers in previous studies and to include appropriate years for the investigation of initial career motives and demotivation. In the previous study, Kang and Kim (2006) saw novice teachers to have less than five years of teaching experience. Adding to that, the study conducted by Kim and Y. Kim (2016) indicated that teachers experienced their demotivation in their fourth to sixth year of teaching. To take a closer look at both initial career motives and demotivating factors, novice teachers in this study are defined as teachers having less than seven years of teaching experience.

In order to investigate novice English teachers' initial career motives and demotivation they experience when teaching, a total number of 63 teachers in Korea participated in the survey: 39 middle school teachers (62%), 22 high school teachers (35%), and 2 teachers who each responded that they teach in an alternative school, and teach both in middle school and high school. The age of the participants ranged from 23 to 38. Seventy-six percent of the participants consists of female teachers. The average teaching experience was 2.5 years. There were 40 teachers (64%) on regular tenure-track and 23 teachers (36%) on contract including temporary, part-time, and English conversation instructors. In terms of qualifications, 21 of the participants (33.3%) were first-year teachers who just graduated from their university and 10 teachers (15.9%) were in their fifth or sixth year teaching

English. Fifteen of the participants (23.8%) were in graduate school or had a master's degree.

2. Data Collection

According to Cho and Kim (2018), the investigation of English language teacher motivation has increased domestically since 2011. For example, Song and Kim (2016) investigated two Korean English teachers' values, beliefs, and (de)motivation by adopting semi-structured interviews. Similarly, Lee and Kim (2016) studied two teachers' motivation qualitatively. To date, most teacher (de)motivation studies in Korea were conducted qualitatively and only few studies adopted quantitative methods. Therefore, given the need of quantitative research, this study investigates novice English teachers' initial career motives and demotivating factors through questionnaire survey.

This study used the online questionnaire survey method to investigate initial career motives and demotivation factors that novice English teachers have. The questionnaire items were constructed by referring to Kim and Y.-K. Kim's (2015a) previous research. The questionnaire underwent the step of modification through the pilot study. In the pilot study, two novice teachers were recruited and asked to write down the factors that motivated them to become an English teacher and the factors that demotivate them. The pilot study showed that all factors stated by the two participating teachers were already included in the existing survey questionnaire. Therefore, the researchers decided to use the items without major modification.

The questionnaire items are comprised of three sections, referring to Kim and Y.-K. Kim's (2015a) study. The first section asked about the reasons novice English teachers chose their job as an English teacher. There were 21 items, and an additional open-ended question to find out any additional reasons why the participants decided to become a teacher. The second section was about demotivating factors, and there were 10 items asking about the possible reasons or factors of teacher demotivation. After the second section, there was an open-ended question about other reasons of their demotivation. A five-point, Likert-type scale was used to measure each item ranging from disagree strongly (1) to agree strongly (5).

3. Data Analysis Method

Factor analysis (SPSS 20.0) was conducted for the items about both initial career choice motives and demotivating factors to find out the underlying constructs. Varimax rotation was used in order to perform principal component analysis. Internal consistency of each factor was examined by using Cronbach's alpha. To calculate the mean and standard

deviation that respective factors of initial job career choice motives and demotivation have, a series of descriptive analyses were conducted. Furthermore, an independent samples t-test was carried out to find out the influence of individual differences in novice English teachers' initial career motives and demotivating factors.

IV. RESULTS AND DISCUSSION

1. Initial Career Motives of Novice English Teachers

In Table 1, Factor 1 includes three items (α = .819), and they are labeled as 'Ideal L2 self'. Ideal L2 self indicates teachers' positive attitudes toward English especially in communication and their ideal self-images as English speakers. According to Dörnyei (2005, 2009), one can put more effort to achieve his/her goal by having a clear and ideal blueprint of the future. From this factor, it is assumed that participants were motivated to become a teacher by having a clear ideal self-image as an English speaker.

They were interested in foreign culture and people, which can be found in other studies as well. Igawa (2009) and Kim and Y.-K. Kim (2015a) studied ESL/EFL teachers' motivation and both research identified that teachers have an interest in foreign culture and communication with others. They thought that they could meet a lot of people by using English in a globalized world. Moreover, they considered communicating with other people as important and wanted to be recognized as competent and proficient English speakers. Therefore, the items in Factor 1 represent teachers' desire to perceive themselves as an ideal English competent speaker with high level of language proficiency.

Factor 2 is different from Factor 1 to some degree, in that items in this factor represent teachers' perception of themselves as an ideal English teacher: 'Ideal L2 teacher self' (α = .736). All items were related to teaching English. To be specific, teachers actively engaged themselves as English teacher and perceived teaching English as enjoyable and wonderful. They liked English and thought that it would be enjoyable to teach English to their students. In addition, this factor shows their thought that it is important to teach English in a globalized world. Furthermore, they thought they had talent in teaching English. In Kim and Y.-K. Kim's (2015a) study, one dominant factor, global orientation, explains both Factor 1 and Factor 2 in the present study. Global orientation reflects teachers' perception of English as a global language and ideal L2 teacher self. However, in Kim and Y. Kim's (2016) study, ideal L2 self and ideal L2 teacher self were identified as distinct factors, which is similar to the present study.

TABLE 1

Factors for Initial Career Motives of Novice English teachers

Factor No.	Factor	Item No.	Factor loading	Item
1	Ideal L2 self (α = .819)	14	.890	I have had lots of interest in foreign culture and people.
		06	.836	I thought it was wonderful to communicate in English.
		20	.745	I thought I could meet a lot of different people around the world through English.
	Eigenvalue			4.393
2	Ideal L2 teacher self (α = .736)	19	.822	I thought I had a talent for teaching English.
		13	.693	I thought it was wonderful to be able to teach English.
		01	.590	I liked English.
		07	.466	I thought it was important to teach English in a globalized world.
	Eigenvalue			3.184
3	Job security (α = .676)	04	.787	I thought I could be paid for appropriate level of income.
		09	.746	I thought teaching English could be a lifelong career with no sexual discrimination.
		17	.609	I thought I could support my family.
	Eigenvalue			1.460
4	Fear of having other careers (α = .816)	12	.924	I was afraid of choosing another career unrelated to my undergraduate major.
		18	.823	I thought it would be difficult to find another job other than as an English teacher.
	Eigenvalue			1.378
5	Ought-to L2 self (α = .785)	02	.907	My parents advised me that being an English teacher is a good job for both men and women.
		05	.813	My parents would have been disappointed if I hadn't chosen to become an English teacher.
	Eigenvalue			1.242
6	Altruism (α = .620)	10	.878	I wanted to contribute to our society.
		16	.545	I wanted to contribute to education in Korea.
	Eigenvalue			1.021

Nevertheless, difference exists between Kim and Y. Kim's (2016) study and this study. In the previous research, researchers considered that teachers show their positive images of teaching based on altruism at both classroom level and society level. Such altruistic reasons are found in Topkaya and Uztosun (2012) and Koran (2015) as well. These studies explained the factor which includes items such as helping learners' communication in English and contributing to society. Items in this study, however, rather reflect teachers' focus on their selves as an English teacher. Teachers tended to focus on their own feelings and thoughts in becoming a teacher. Such tendency of teachers' focusing on personal fulfillment and meaning has also been shown in Manuel and Hughes' (2006) research. Manuel and Hughes focused on whether their participants liked and enjoyed teaching, and

whether they had talent in teaching English. This indicates that novice teachers are inclined to think about themselves as an English teacher while teachers in previous research focused on altruism toward the society and students.

Factor 3 is about the 'Job security' (α = .676). This factor explains novice English teachers' extrinsic motivation. They wanted to become a teacher due to monetary rewards: they could be paid for appropriate level of income, and they could support their family. Furthermore, teachers chose the job because teacher is a lifelong career and there is no sexual discrimination. This factor shows that one of the motives of becoming a teacher is socioeconomic condition.

Factor 4 includes items related to teachers' fear of choosing jobs other than teaching (α = .816). Thus, this factor was labeled as 'Fear of having other careers'. When students enter university, they choose their major. If they want to become an English teacher, they are required to major in English education and go through the specialized curriculum designed for pre-service teachers. According to B.-C. Kim (2003), students choose English education as their major for various reasons. Some of them want to become a teacher while some simply choose their major considering their score gained from College Scholastic Ability Test (CSAT). Also, some students attributed the reputation of the university to the reason of choosing College of Education where department of English education is located. This makes students give up on finding other careers, which motivates them to become teachers in the end.

Items 2 and 5 in Factor 5 are related to ought-to L2 self (α = .785). In many cases, parents engage in their children's education and help decide their future careers. Students might think that becoming an English teacher is beneficial for them because influential people such as parents and teachers strongly recommend the teaching job for a better quality of life. Therefore, it is assumed that parental recommendation, expectation and disappointment affect novice teachers' initial career choice. Since those two items reflect a less-internalized type of instrumental disposition, Factor 5 exhibits ought-to L2 teacher self. In Kim and Y. Kim's (2016) study, researchers integrated fear of having other careers and ought-to L2 self and label the items as pressure on career choice. In this study, however, they are considered separately because those two factors have different causes: the former comes from the social environment especially in college while the latter originates from the parental issues.

Factor 6 shows altruism that teachers have for the society (α = .620). In the survey, they answered that they wanted to contribute to the society and to education in Korea. There are some studies that chose altruism as a career motives in teaching (Bastick, 2000; Kim & Y.-K. Kim, 2015a). However, the eigenvalue indicates that the altruism is the least influential factor among six factors. The eigenvalue expresses the amount of information that a factor captures and if the factor has the largest eigenvalue, it means that the factor indicates the

most variance (DeVellis, 2012; Kim & Y.-K. Kim, 2016; Tabachnick & Fidell, 2012). The result of Factor 6 goes with the result of Factors 1 and 2 that teachers now focus on the development of themselves more than contribution to the society when choosing their job. From the results about Factor 1, 2, and 6, we can conclude that those three factors reflect intrinsic motivation whereas Factors 3, 4, and 5 show extrinsic motivation with less internalization in oneself.

Table 2 indicates the mean and the standard deviation of the teachers' responses. The mean of ideal L2 self and ideal L2 teacher self are the highest, with 4.05 and 4.01 respectively while the mean score of altruism is 3.40, which is 0.59 lower than ideal L2 teacher self. The items with corrected item-total correlation under .200 among the 21 items were deleted. After this modification, the factors were analyzed again. Corrected item-total correlation indicates each item's point-biserial correlation, and Oller (1979) suggests that items whose corrected item-total correlation is under .25 should be deleted due to its low reliability. In order to minimize the item deletion for the factor analysis, the researchers first deleted three items, which had corrected item-total correlation under .200, and tested the reliability of the remaining items again. After performing the final analysis, the researchers found that all items indicated corrected item-total correlation over .25. Seven factors were extracted from the factor analysis on novice English teachers' initial career motives. The factors are as follows: ideal L2 self, ideal L2 teacher self, job security, fear of having other careers, ought-to L2 self, altruism, and others. However, the factor 'others' was deleted due to the low reliability (α = .559) which consisted of two items; *I expected the extra income*, and *I wanted to be recognized as being a good English speaker*.

TABLE 2

Descriptive Statistics for Initial Career Motives

	Min.	Max.	M	SD
Ideal L2 self	1.67	5.00	4.05	.73
Ideal L2 teacher self	2.25	5.00	4.01	.63
Altruism	1.50	5.00	3.40	.88
Job security	1.00	5.00	3.30	.83
Fear of having other careers	1.00	5.00	2.71	1.16
Ought-to L2 self	1.00	5.00	2.53	1.08

2. Demotivation of Novice English Teachers

Although novice English teachers have their initial career motives, they are sometimes demotivated by various factors. Table 3 reveals the factors that demotivate teachers. The most demotivating item is excessive administrative tasks imposed other than teaching

English. Teachers face an overwhelming amount of administrative tasks once they work as a teacher. However, this might not be what they expected. As Kumazawa (2013) explained, teachers are likely to feel discrepancy between what they expected and the reality, which leads to an increasing degree of demotivation. The difficulty with too much administrative work acted as demotivating factor in other studies as well (e.g., Kim, Kim, & Zhang, 2014; Kim & Y. Kim, 2016). Considering that their prime motivating factor is related to ideal L2 self and ideal L2 teacher self, the discrepancy between their initial job motives and demotivation can induce disappointment, which cannot be overcome.

In addition to the administrative work, teachers consider students' attitude in class as another demotivating factor. Teachers spend tremendous amount of time in school with their students, and if students' attitudes are lethargic and indifferent, teachers feel demotivated. Previous studies by Sugino (2010) and Kumazawa (2013) had similar results. They found out that learners' negative attitudes demotivated English teachers. In addition, teachers' little or lack of opportunities for autonomous and diverse ways of teaching was one of the strong demotivation factors found among novice English teachers.

TABLE 3

Demotivation of In-service English Teachers

	Item	M	SD
2	Too much administrative tasks imposed besides teaching English	4.10	.88
6	Students' bored and indifferent attitudes in English classes	4.08	.94
9	Lack of opportunities for an autonomous and diverse ways of teaching	3.73	1.05
8	A lot of students in one class for a teacher to handle	3.70	1.24
1	Lack of social recognition and respect for teachers	3.46	.91
3	Lack of confidence when teaching English	3.32	1.12
4	Lack of appropriate rewards for work done in school	3.30	1.10
5	No for little support or understanding in school regarding English Education	3.25	1.00
7	Uncooperative attitudes of co-workers such as principal or fellow English teachers	3.22	1.20
10	Excessive expectations or interference of parents	2.89	1.17

3. Individual Differences of Novice English Teachers in Initial Career Motives and Demotivation

When teacher participated in the survey questionnaire, they were asked to fill out their gender, age, service type, school type, and years of teaching experience. Based on the categorization of features above, an independent-samples t-test was conducted. The results show that there were significant individual differences regarding gender and school type among factors about novice English teachers' initial career motives.

Regarding gender, female teachers' initial career motives in job security and fear of having other careers were significantly higher than male teachers as presented in Table 4. This might be due to the perception that female college students have more difficulty in getting a job than their male counterparts (Chang et al., 2004). Therefore, female teachers have more fear of having other careers. Moreover, their career motives regarding job security is significantly higher than that of male teachers. This result can be explained by guaranteed maternity leave and parental leave. In Korea, female teachers are guaranteed with three years of parental leave for each child without any limits on the number of leaves while other employees in different occupations can only take one-year parental leave once for each (Ministry of Employment and Labor, 2018). Although the mean score of female teachers' initial career motives was higher in almost all factors, it was not significantly different among other factors. In the result of an independent-samples t-test regarding novice English teachers' demotivation, there was a significant difference between male and female teachers on demotivation regarding inappropriate rewards. Inappropriate rewards affected female teachers' demotivation more than male teachers in a statistically significant manner.

TABLE 4

Independent Samples T-test for Initial Career Motives between Male and Female

	Gender	N	M	SD	*T*	*Sig.*
Ideal L2 self	Male	15	4.02	.66	-.184	.855
	Female	48	4.06	.76		
Ideal L2 teacher self	Male	15	4.12	.55	.765	.447
	Female	48	3.97	.65		
Job security	Male	15	2.76	.81	-3.054**	.003
	Female	48	3.46	.77		
Fear of having other careers	Male	15	1.90	.83	-3.340**	.001
	Female	48	2.96	1.13		
Ought-to L2 self	Male	15	2.30	.75	-1.186	.243
	Female	48	2.60	1.16		
Altruism	Male	15	2.60	.97	-.904	.369
	Female	48	2.82	.79		

Note. ** $p < .01$

Participants' school type also exerted significantly different results in three factors in their initial career motives: job security, fear of having other careers, and ought-to L2 self. Public school English teachers' initial career motives were significantly higher than that of private school teachers (see Table 5). Similar results were found in the study of Kim and Y.

Kim (2016). Their study indicated that teachers working at public school had more strong pressure on career choice in their job selection compared to those working at private school.

The similar result of both studies reflects the unique environment that Korea bears in the process of becoming a teacher. The reason that public school teachers have more fear of having other careers and ought-to L2 teacher self is because they passed the national teacher certification examination. In Korea, teachers cannot work in public schools unless they pass the teacher certification examination. Public school teachers are likely to have strong pressure on their career choice because they perceived teaching as a secure job and went through a difficult and competitive process to pass teacher certification examination. (Kim & Y. Kim, 2016). Furthermore, in this study, job security was found to have a significant difference on the school type. In Korea, the board of directors in private school has the authority of hiring and firing of the teacher. In public school, however, teachers have the right to ask for the transfer when they cannot adapt to their environment in their school without worrying to lose their job. Therefore, public school teachers are likely to be motivated by job security than private school teachers as shown in Table 5.

TABLE 5

Independent Samples T-test for Initial Career Motives between Public and Private School

	School type	N	M	SD	*T*	*Sig.*
Ideal L2 self	Public	43	4.13	.71	1.257	.214
	Private	20	3.88	.77		
Ideal L2 teacher self	Public	43	4.02	.68	.282	.779
	Private	20	3.98	.52		
Job Security	Public	43	3.52	.72	3.485**	.001
	Private	20	2.80	.84		
Fear of having other careers	Public	43	2.91	1.17	2.073*	.042
	Private	20	2.28	1.03		
Ought-to L2 self	Public	43	2.74	1.11	2.371*	.021
	Private	20	2.08	.88		
Altruism	Public	43	2.85	.78	1.107	.273
	Private	20	2.60	.93		

Note. ** $p < .01$; * $p < .05$

V. SUMMARY AND IMPLICATIONS

This study has conducted the survey questionnaire about novice English teachers' initial job motives and demotivation. The results suggest that there are six factors that construct

novice English teachers' initial career motives and their ideal L2 self and ideal L2 teacher self are dominant initial career motives. Even though the factor seems to reveal the same result as the previous study (Kim & Y. Kim, 2016), it is noticeable that the items related to altruism constructed different factor and were not reflected in ideal L2 teacher self. It implies that novice teachers focus on themselves rather than the society or the children when choosing a job. Besides, extrinsic motives such as job security, fear of having other careers, and ought-to L2 self affected novice teachers' career motives as well. The individual differences are shown regarding gender and school type. In demotivation, teachers were demotivated by factors such as administrative work, students' negative attitudes, and lack of autonomy in class. In individual difference, there was a school level difference and gender difference regarding the relationship with colleagues and inappropriate rewards, respectively.

Based on the findings in this study, some implications can be suggested. For pre-service teachers, providing opportunities for them to reflect upon their reasons they want to become a teacher is very important. Even though the results of this study indicated that novice English teachers' initial career motives are largely affected by ideal L2 self and ideal L2 teacher self, they were influenced by various demotivating factors as well. Therefore, educational authorities need to provide them opportunities to reflect upon the reasons and motives of becoming a teacher. In addition, both male and female teachers should be provided with equal opportunities in job application considering that female teachers are greatly affected by job security and fears of having other jobs compared to male teachers when choosing their careers. Careful attention should be made for novice English teachers as well. The result showed that teachers' initial career motives such as job security and fear of having other careers were significantly different depending on whether they work in public school or private school, which displays the unequal rights and welfare. Therefore, it is suggested to help teachers to be guaranteed with equal welfare system without an issue of the school type. For example, teachers should be guaranteed with their holidays such as maternity leave and parental leave regardless of their school type.

Despite these implications, this study has the following limitations. In the present study, English teachers with less than seven years of teaching are defined as novice teachers and the average teaching year of participants are shown to be 2.5 years. Since the teaching period from five to six years differ greatly from the average teaching year, there exists a probability that participants with longer years of teaching might have affected the result of the study. In addition, this study has only focused on the survey and it is difficult to capture diverse aspects of initial career motives and demotivation that novice English teachers have. Further research should include in-depth research about novice teachers' initial career motives and demotivation with shorter teaching experience. For example, case study about novice teachers' (de)motivation would be helpful to identify emerging themes in novice

teachers' initial career motives. In addition, regarding that this study could not consider motivation change that novice teachers go through, a longitudinal study will be beneficial to observe novice English teachers' dynamic motivation change depending on diverse experiences and teaching years. Furthermore, follow-up research should include factor analysis about demotivation considering that this research only provided descriptive statistics due to the limited number of questionnaires related to demotivation.

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