Pre-service Teachers' Perspectives on English Education in the amid and post-Pandemic Era

Hideyuki Kumaki

Abstract

Many previous studies have focused on the topic of why people are interested in becoming a teacher (see Heinz, 2015); however, there is a lack of research on pre-service teachers' envisioning of English language teaching (ELT). This study provided a glimpse of Japanese pre-service teachers' envisioning of ELT regarding the amid and post-COVID-19 pandemic era. Twenty-five university students who were in the teacher training course in 2021 participated in this study. The study revealed two major findings. First, compared to some previous studies, a larger percentage of participants regarded choosing a teaching job as a fallback career. Second, the participants perceived and envisioned ELT with emphasis on human interactions and technology use. These findings suggest that teacher education should consider the needs and prospects of pre-service teachers in the uncertain circumstances in the pandemic / post-pandemic era.

Introduction

Until April 13, 2020, approximately 1.725 billion learners were affected due to closure of schools in response to the COVID-19 pandemic. Consistent with UNESCO monitoring, 192 countries have implemented nationwide closure of academic institutions, impacting about 99.9% of the world's student population (UNESCO Report, 2020). A strategic move named as "Suspending Classes without Stopping Learning" was initiated by the Chinese Government (Zhang et al., 2020) and later followed by governments of other countries to shift to online teaching. The transition to the online social environment has been happening at a particularly rapid pace in education (Leonardi, 2020). Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching / learning (Dhawan, 2020).

This situation caused a significant paradigm shift in instructional delivery mode which caused disturbances in many aspects of language learning and teaching (Richards, 2020) and made students hesitate to become a teacher.

According to a report published by MEXT in 2022[1], in the 2021 academic year, there was a shortage of 2,558 teachers at Japan's public elementary, junior high, and high schools. A survey found that a total of 1,897 schools, or 5.8%, did not have enough teachers. By school type, the required number of teachers fell short by 0.32% at elementary schools, 0.40% at junior high schools, and 0.14% at high schools.

Needless to say, one underlying factor for this status quo is the large-scale retirement of teachers of the baby-boom generation. The system which voids teaching licenses for education professionals that do not undergo training once every ten years has also been a contributing factor[2].

In addition, the fact[3] that fewer members of the younger generation are interested in pursuing a career in education will surely make the situation even worse. Coming up with solutions to teaching staff shortages is imperative to maintaining children's studies in addition to their English proficiency. Therefore, focusing on those who are in the English teaching program, this paper sheds light on how pre-service English teachers engage in the development and implementation of ELT in the pandemic / post-pandemic era.

Literature Review

So far, few studies (Karimi et al., 2021; Kim, 2020; Sepulveda-Escobar and Morrison, 2020) focused on pre-service teachers' perceptions and reflections on teaching and learning experiences during the pandemic. Kim (2020) showed that pre-service teachers had opportunities to interact with children online and reflect on children's cognitive and affective development and learning with online learning tools. Sepulveda-Escobar and Morrison (2020) focused on Chilean pre-service teachers' online teaching pedagogy to explore the challenges and opportunities of virtual teaching during COVID-19. The findings demonstrated that pre-service teachers were significantly influenced by the sudden shift to online teaching and a lack of interaction with learners. Karimi et al.'s (2021) study explored pre-service teachers' beliefs and challenges during teacher education in Iran and identified challenges of demonstrating instructional abilities from theory to practice, and the struggle to develop a professional identity. These studies provide some insights into pre-service teachers' challenges and constraints in practice. Therefore, in this study, focusing on the juniors and seniors who experienced both online and face-to-face learning and teaching styles, I

would like to observe how they regard teaching as their future career.

Methodology

One of the widely cited models on teaching motivations is the tripartite framework noted by Kyriacou and Coulthard (2000) and Moran et al. (2001). As the name indicates, this framework consists of three motives: 1) intrinsic motives which concern a person's liking of teaching as an activity and the profession in general (e.g., enjoy working with children, or love teaching in general); 2) altruistic motives which concern the person seeing teaching as a socially worthwhile and important job, such as a desire to help learners and a desire to contribute to society; and 3) extrinsic motives which concern aspects of the job which are not inherent in the work itself, such as level of salary and employment opportunities (e.g., compensations, social status and prestige, working conditions and environment, vacations, etc.). However, Alvariñas-Villaverde et al., (2022) say that these three broad categories do not seem to be able to capture the intricate and interrelated influences on one's teaching choice.

Instead, another taxonomy of teaching motivations used is the Factors Influencing Teaching Choice (FIT-Choice) framework proposed by Richardson and Watt (2006) and Watt and Richardson (2007). The FIT-Choice framework is based on the expectancy-value theory[4] (Wigfield and Eccles, 2000). The FIT-Choice framework includes several key components: task perceptions (e.g., task demand (i.e., expertise, difficulty) and task return (i.e., social status, salary)), self-perceptions (i.e., perceived teaching ability), value of the task[5], fallback career, and expectations and beliefs about the profession (Watt and Richardson, 2007; Eren and Tezel, 2010; Klassen et al., 2011).

Context and Participants

This study was conducted during the "English Teaching Methodology I, II and III" courses at a mid-sized university in Japan. A total of twenty-five pre-service teachers (five males and twenty females) and who were sophomores and juniors took these courses. All of these classes were required in order to obtain a teaching certificate. The main objective of the courses was to get them ready to become junior high school and high school teachers. Data were collected from two sources including interviews with the respondents. First, a questionnaire was given based on the FIT-Choice framework [6]. Then, interviews were conducted at least once with them either in-person or via ZOOM depending on their schedule. The interview asked about their (ideal) English teachers' views and thoughts on two major themes regarding English language teaching in the post-pandemic era: their envisioning of (1) ELT, and (2) the roles of English language teachers. The details of the questionnaire and interview questions are shown in Appendices A and B. Data were analyzed qualitatively and inductively.

Findings

In this study, thirty-four items (in ten different factors) of the FIT-Choice scale inventory based on König and Rothland (2012) were applied in order to measure motivation for teaching and perceptions about teaching. They were asked to continue after the introductory sentence, "I chose to become a teacher because…". Item response options ranged from 1 ("not at all important") to 7 ("extremely important"). Perceptions about teaching were measured by four items with response options from 1 ("not at all") to 7

("extremely") after the introductory sentence, "Do you think…" (for details, see Richardson and Watt, 2006; Watt and Richardson, 2007).

The internal consistency reliability for each factor was measured by Cronbach's alpha. It ranged from 0.64 to 0.89, indicating a very high level of reliability for the instrument (Cohen et al., 2007).

Analysis

1. Based on the questionnaire

Table 1 Descriptive statistics on pre-service teachers' motivation to become teachers

Factors	M	SD
1. Perceived teaching abilities	4.89	1.02
2. Intrinsic career value	5.01	1.35
3. Fallback career	4.42	1.22
4. Job security	5.16	0.97
5. Time for family	4.07	1.64
6. Shape the future of children	5.35	0.75
7. Make social contributions	4.83	0.89
8. Work with children	5.04	1.44
9. Social influences	4.62	1.23
10. Prior teaching and learning experiences	5.56	0.77

Table 1 shows the ratings on the factors influencing the participants' motivations for choosing teaching as a profession. The results indicate that the highest-rated motivation that influenced pre-service teachers for choosing teaching as a profession was their prior teaching and learning experiences (M = 5.56, SD = 0.77). This was followed by other factors such as to shape the future of children (M = 5.35, SD = 0.75), job security (M = 5.16, SD = 0.97), working with children (M = 5.04, SD = 1.44), and intrinsic

career value (M = 5.01, SD = 1.35). Mean scores yielded by the FIT-Choice scale suggest that these five categories were deemed important by the respondents in the study since these factors received a rating of greater than 5 on a 7-point scale.

Regarding prior teaching and learning experiences, Low et al. (2017) said, antecedent beliefs and perceptions about teaching, which are formed by socialization factors can result in a positive or negative view of the teaching career. In fact, some of the respondents decided to become a teacher because they did not have a good teacher at school. They expected (good) teachers to care about the students and their subject, and inspire them to be better.

Low et al. (2017) also called prior teaching and learning experiences 'triggers', which can indirectly cause a person to join (or not join) the profession. In other words, one's prior learning and teaching experiences, whether formal or informal, could deter or encourage individuals to go into teaching.

Previous studies also recognized job security as one of the influential factors of career selection among students (Liaw et al., 2016); however, as TALIS[7] Report (2018) revealed, the total work hours per week of Japanese teachers is prominently longer than in the other countries / regions participating in the study. Japanese junior high school teachers worked the longest among the forty-eight participating countries / regions (56.0 hours), followed by Kazakhstan (48.8 hours), England (46.9 hours), and the United States (46.2 hours); the average working hours for participating countries were 38.3 hours. For elementary school teachers, Japan had the highest average of 54.4 hours among the fifteen participating countries / regions, followed by England (48.3 hours), Vietnam and Australia (43.7 hours), Sweden (42.7 hours), etc.

In contrast, the lowest-rated motivation for choosing teaching among the pre-service teachers was time for family (M = 4.07, SD = 1.64). As TALIS Report (2018) indicated, in Japan, teachers are required to do an immeasurable amount of work, such as career guidance and lifestyle guidance for students, interviews with parents, management of club activities, in addition to teaching. Therefore, this result shows that the pre-service teachers have already realized how busy teachers are.

The factors that received low rating were fallback career (M = 4.42, SD = 1.22) and social influences (M = 4.62, SD = 1.23). Interestingly enough, in some research (Topkaya and Uztosun (2012) and Başöz (2021)), fallback career was also the least motivating factor for pre-service EFL teachers. However, the mean score of that in this research was much higher in previous studies.

According to Tomšik and Gatial (2018), the specific motive for choosing the teaching profession as a fallback career is characterized as an alternative choice of profession, or it can be defined as a second occupational choice, if one of the first choices of the profession is for some reason unavailable. Those who gave high scores on this said they chose teaching as an alternative profession for various reasons such as indifference to nature of other professions, university availability, or the uncertainty of their future career. I believe that professional teachers should be the ones who have sought out teaching as a vocation, not as a fallback plan, but considering the current unstable and unpredictable circumstances it could not be helped.

According to Manuel and Hughes (2006), there are gender differences on the fallback career: females choosing teaching as first-preference occupation whereas males preferring teaching as second or later career option ("fallback" in nature); however, in this study due to the inequality of

the number of the participants, I cannot fully agree nor disagree with this.

Paying attention to career choice in other countries, the participants from the United States are more satisfied with their career choice. In a recent study conducted in Nigeria (Akpochafo, 2020), social utility values (See the footnote 5) were the most influential in university students' choice of teaching as a career. In Turkey, the Kılınç et al. (2012) study also highlights altruistic social usefulness values as the most influential motivations of the future teachers followed by the desire for a steady job (job security).

Table 2 Descriptive statistics on pre-service teachers' perceptions to become teachers

Factors	M	SD
1. Expert Knowledge	6.03	1.19
2. High Demand	5.56	0.98
3. Social Status	4.52	1.50
4. Salary	3.88	1.34

For their perceptions to become teachers, as Table 2 clearly indicates, expert knowledge received the highest score (M = 6.03, SD = 1.19), which indicates that they think it is the most important for them to have expert knowledge in subject content, English. A lot of them also think they will be required to engage in new experiences and encounter the complex and demanding requirements of teaching thanks to the paradigm shift. On the other hand, task return (i.e., social status and salary) received significantly low ratings. The Varkey Foundation (2018) ranked the social prestige of teachers in 35 OECD member nations[8].

Japan ranked 18th. For comparison, Korea ranked sixth, and the United States 16th, respectively. Regarding the status, according to the

first Global Teacher Status Index conducted by the Varkey Foundation in 2013, teachers occupied amid ranking of status, with teachers recording the highest status in China, and lowest in Israel and Brazil. Teachers in Japan were most commonly thought to be similar to social workers in terms of status. As the score obviously shows, salary received the lowest. Earning a salary for the successful completion of tasks has been considered an important example of extrinsic motivation in the workplace. In that respect, most of the pre-service teachers chose this job not because of salary since this received the lowest score (M = 3.88, M = 1.34).

2. Based on the interviews

During interviews, the participants revealed divergent opinions on the necessary changes in ELT through experiencing both face-to-face and online style lessons. First, all the participants agreed with the necessity of human interactions in ELT. Also, it was essential to wear a mask in order to reduce the risk of spreading COVID-19; however, many of them felt wearing a mask posed a lot of challenges on not only daily face-to-face communication but also language learning, especially because emotions and intentions were hidden. This issue was recently described by Freud et al. (2020). They evaluated how face masks change the ways in which faces are perceived on a large sample of adults and provided evidence of a quantitative decrease of face processing abilities in the presence of a face mask and an indication of qualitative changes in face processing (i.e., the process of face features becomes less holistic).

Some of the respondents said:

Wearing face masks covers not only our noses and mouths but also our emotions. They hinder the ability of seeing and understanding people's

expressions during conversations, and drop the impact of communication.

As this quote indicates, they perceived maskless interaction as essential in English language teaching and learning during and after the COVID-19 pandemic.

Regarding the changes in terms of teaching and learning, another interviewee stated:

Especially from the COVID-19 pandemic experiences, I realized that language teaching and learning has to be interactive. Initially, I thought recorded online learning was very convenient, but it turned out that it made me become extremely lazy and passive and tend to procrastinate what I was supposed to do. Taking lessons via ZOOM is slightly better than simply watching video lessons at home alone. Yet, it simply made me miss face-to-face lessons even though it means it takes time and costs money to go to school. I didn't need much time to realize how important and precious for me to talk to my friends and ask teachers questions on campus.

As this quote shows, individualization was another keyword that emerged from the study. During the COVID-19 pandemic, students were asked to manage their own learning by attending online classes at home. Many students were expected to be more independent and self-regulated in learning; however, it did not work as expected. Regarding the role of the teachers, ten of them talked about the necessity of technology use in English language education. They believed that future English language learning and teaching will heavily rely on technology. Some participants argued that there will be a paradigm shift in language learning, such as

technology-related instruction becoming dominant in language learning. Their envisioning of heavy technology use for ELT could be attributed to their beliefs in the benefits of technology use.

Another participant stated:

Pre-service teachers need to develop a variety of materials and use teaching methods to increase students' attention, interest, and active participation (even remotely).

This statement illustrates that the participants perceived digital and technology literacy as a skill that should be acquired in order to become a successful English language teacher in the post-pandemic era. Khan et al. (2021) pointed out that inadequate teacher preparation, lack of familiarity with online pedagogy, and limited knowledge of online assessment were reported to be the major threats in the school context. Falloon (2020) argued that teacher educators should guide pre-service teachers to develop digital and technology literacy and competence in using new and emerging technology in future classrooms. The COVID-19 pandemic may be the trigger to place technology at the center of instruction for both pre-service and in-service teachers.

Limitations

It should be noted that this was a small-scale study that may be limited and not generalizable due to insufficient data sources and a limited number of participants. Also, this research was carried out in Japan and hence is particular to the context of Japan. Furthermore, I believe that a longitudinal survey needs to be conducted on the same subjects in order to

avoid lack of reliability and validity, as some of the questions are subjective in nature. However, these limitations can be addressed in future large-scale studies.

Implications

Implications of this research are three-fold. First, it was found that more students viewed teaching as a fallback career than in previous studies. Second, teacher education in the post-pandemic world has to be re-envisioned. Most participants regarded effective use of technology as a required skill for pre-service teachers. Whether they like it or not, thanks to COVID-19, many classes will be very different from the classes the students themselves attended when they were at school. Finally, this research shows that participants were influenced by their prior teaching experiences to join teaching. Those prior experiences have made them realize the impact that they can and should make on the students. These findings are illuminative with respect to future research on teaching as a career choice.

For future research, I would like to briefly introduce two more studies. Kavanoz and Yüksel (2017) aimed to see whether pre-service teachers' motivations to become an English teacher changed according to their grades, and they found that sophomores and seniors were mostly motivated by altruistic factors while juniors were motivated by extrinsic ones. Arfiandhani and Lestari (2019) inquired whether there was a gender-based difference in terms of their entry motivations and found that there was no significant difference between female and male pre-service teachers. Also, Ekin, Yetkin and Öztürk (2021) examine another variable, grade. It is no exaggeration to say that COVID-19 has brought English education to a

major conversion point. There is room for further research not only to identify differences by grade level and gender, but also to improve the teaching of English in the future and to prepare more students for the teaching profession.

Appendix A: Questionnaire 1

FIT-Choice Questionnaire: Respondents were asked to indicate their strength of agreement on a Likert scale from 1 (not at all important) to 7 (extremely important).

Motivations for Teaching	Example Statements
1. Perceived teaching abilities	I have the quality of a good teacher.
2. Intrinsic career value	I am interested in teaching.
3. Fallback career	I was unsure of what career I wanted.
4. Job security	Teaching will be a secure job.
5. Time for family	As a teacher, I will have longer holidays.
6. Shape future of children	Teaching will allow me to influence the next generation.
7. Make social contributions	Teaching allows me to provide a service to society.
8. Work with children	I like working with children.
9. Social influences	My friends (family) think I should become a teacher.
10. Prior teaching and learning experiences	I have had inspirational teachers.

Questionnaire 2

FIT-Choice Questionnaire: Respondents were asked to indicate their strength of agreement on a Likert scale from 1 (not at all) to 7 (extremely).

Perceptions about Teaching	Example Questions
1. Expert Knowledge	Do you think teaching requires high levels of expert knowledge?
2. High Demand	Do you think teachers have a heavy workload?
3. Social Status	Do you believe teachers are perceived as professionals?
4. Salary	Do you think teaching is well paid?

Appendix B: Interview Questions

1. Do you think if there will be any changes in terms of teaching and learning English in the amid and post-COVID-19?

2. Have you thought if perhaps the role of English teachers would be different in post COVID-19? What would be the role of English language teachers?

References

Akpochafo, G. O. (2020). Factors influencing undergraduates' choice of teaching as a career (FIT-Choice) in Nigeria. *Int. J. Educ. Pract. 8*, 121-133.

Alvariñas-Villaverde M, Domínguez-Alonso J, Pumares-Lavandeira L and Portela-Pino I. (2022). Initial Motivations for Choosing Teaching as a Career. *Front. Psychol. 13*: 842557.

Arfiandhani, P. & Lestari, I. W. (2019). Pre-service English as a foreign language (EFL) teachers' motives to become teachers: A comparative study. *ETERNAL (English Teaching Learning and Research Journal), 5*(2), 306-317.

Başöz, T. (2021). "I've decided to become an English teacher": Pre-service EFL teachers' reasons for choosing teaching as a career. *Kastamonu Education Journal, 29*(5), 813-821.

Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education.*

Routledge.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems, 49*(1), 5-22.

Ekin, S., Yetkin, R. & Öztürk, S. (2021). A comparative study of career motivations and perceptions of student teachers. *Turkish Studies-Educational Sciences, 16*(1), 505-516.

Eren, A. and Tezel, K. V. (2010). Factors influencing teaching choice, professional plans about teaching, and future time perspective: a mediational analysis. Teach. *Teach. Educ. 26*, 1416-1428.

Falloon, G. (2020). From digital literacy to digital competence: The teacher digital competency (TDC) framework. *Educational Technology Research and Development, 68*, 2449-2472.

Freud, E., Stajduhar, A., Rosenbaum, R. S., Avidan, G., and Ganel, T. (2020). The COVID-19 pandemic masks the way people perceive faces. *Sci. Rep. 10*: 22344.

Heinz, M. (2015). Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching. *Educational Research and Evaluation, 21*(3), 258-297.

Karimi, F., Fakhri Alamdari, E., and Ahmadian, M. (2021). Giving voice to the voiceless: Probing current issues for student teachers in EFL teacher education program in Iran. *Journal of Language and Education, 7*(2), 140-154.

Kavanoz, S. and Yüksel, H. G. (2017). Motivations and concerns: Voices from preservice language teachers. *Australian Journal of Teacher Education, 42*(8), 43-61.

Khan, R., Basu, B. L., Bashir, A., and Uddin, M. E. (2021). Online instruction during COVID-19 at public universities in Bangladesh: *Teacher and student voices. TESL-EJ, 25*(1), 1-27.

Kılınç, A., Watt, H. M., and Richardson, P. W. (2012). Factors influencing teaching choice in Turkey. *Asia Pac. J. Teach. Educ. 40*, 199-226.

Kim, J. (2020). Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. *International Journal of Early Childhood, 52*, 145-158.

Klassen, R. M., Al-Dhafri, S., Hannok, W., and Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the teachers' ten statements test. Teach. *Teach. Educ. 27*, 579-588.

König, J. and Rothland, M. (2012). Motivations for choosing teaching as a career: Effects on general pedagogical knowledge during initial teacher education. *Asia-Pacific Journal of Teacher Education, 40*(3), 289-315.

Kyriacou, C. and Coulthard, M. (2000). Undergraduate's views of teaching as a

career choice. *Journal of Education for Teaching, 26*(2), 117-126.

Leonardi, P. (2020). You're going digital–Now what? *MIT Sloan Management Review, 61*(2), 28-35.

Liaw, S. Y., Wu, L. T., Holroyd, E., Wang, W., Lopez, V., Lim, S., and Chow, Y. L. (2016). Why not nursing? Factors influencing healthcare career choice among Singaporean students. *International Nursing Review, 63*(4), 530-538.

Low, E., Ng, P., Hui, C., and Cai, L. (2017). Teaching as a Career Choice: Triggers and Drivers. *Australian Journal of Teacher Education, 42*(2).

Manuel, J and Hughes, J. (2006). 'It has always been my dream: exploring pre-service teachers' motivations for choosing to teach'. *Teacher Development, 10*(1), 5-24.

Moran, A., Kilpatrick, R., Abbot, L., Dallat, J., and McClune, B. (2001). Training to teach: Motivating factors and implications for recruitment. *Evaluation & Research in Education, 15(*1), 17-32.

Richards, J. C. (2020). Reflections on teaching and publishing in the field of TESOL during COVID-19. *RELC, 51*(3), 333-336.

Richardson, P. W. and H. M. G. Watt (2006). "Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities". *Asia-Pacific Journal of Teacher Education 34*, 1, 27-56.

Sepulveda-Escobar, P. and Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education, 43*(4), 587-607.

TALIS Report (2018). TALIS 2018 Technical Report. Retrieved from: https://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf

Tomšik, R. and Gatial, V. (2018). Choosing Teaching as a Profession: Influence of Big Five Personality Traits on Fallback Career. *Problem of Education in the 21st Century, 76*(1), 100-108.

Topkaya, E. Z. and Uztosun, S. (2012). Choosing teaching as a career: Motivations of pre-service English teachers in Turkey. *Journal of Language Teaching and Research, 3*(1), 126-134.

UNESCO Report. (2020, March 4). COVID-19 educational disruption and response. UNESCO.

Varkey Foundation. (2018). Global Teacher Status Index 2018. London, UK. Retrieved from https://www.varkeyfoundation.org/media/4790/gts-index-9-11-2018.pdf

Watt, H. M. G. and P. W. Richardson. (2007). "Motivational factors influencing teaching as a career choice: development and validation of the FIT-Choice Scale". *The Journal of Experimental Education 75*, 3, 167-202.

Wigfield, A. and Eccles, J. (2000). The development of achievement task values: A theoretical analysis. *Development Review, 12*(3), 265-310.

Zhang, W., Wang, Y., Yang, L., and Wang, C. (2020). Suspending classes with-out stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management,13*(3), 55.

1   https://www.mext.go.jp/content/20220128-mxt_kyoikujinzai01-000020293-1.pdf

2   It is expected that the system will be abolished in the 2022 academic year.

3   https://www.asahi.com/ajw/articles/14695297

4   The theory postulates that achievement-related choices are motivated by a combination of people's expectations for success and subjective task value in particular domains. For example, children are more likely to pursue an activity if they expect to do well and they value the activity.

5   This is further divided into three types: the intrinsic value of the career refers to the interest in the profession; the value of personal utility is represented by job stability, labor mobility, and work-life balance; and, finally, the value of social utility is divided into the children's future, social equity, social contribution, and work with children / youth (Alvariñas-Villaverde et al., (2022)).

6   In the original questionnaire developed for an Australian context where teachers are known to geographically relocate not only within Australia but also overseas, the FIT-Choice scale had included job transferability and other categories; however, since I did not think some of these items really fit the situations in Japan, it was altered for the Japanese context.

7   Teaching and Learning International Survey

8   This Global Teacher Status Index survey in 2018 went to 35 countries (instead of 21 countries as in 2013) and administered a questionnaire to over 1,000 members of the public in each country.