NOVICE EFL LECTURERS' MOTIVATION, COMMITMENT, AND ANXIETY IN TEACHING PROFESSION

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Abstract: People may have different reasons or motives about why they have decided to become a lecturer. Some experts stated why people could choose the teaching career were because of three main categories, they are altruistic, intrinsic, or extrinsic reasons. Accordingly, this study would investigate the motivation, commitment and anxiety of the novice EFL lecturers from three different institutions, South Sumatera, Indonesia. The investigation applied a combination of quantitative and qualitative methods. To obtain the quantitative data, three different ready-made questionnaires were used and to enrich the findings, the interview was used to collect the qualitative data. The results revealed that (1) Multiple factors of motivations occurred, (2) commitment to teaching and commitment to students were rated as high scores in this study, (3) there are nine various factors of anxiety that occurred in this study, and (4) all participants encountered three similar challenges, related to their teaching activities, research, and community service. This research can be the start point to do a depth investigation of motivation, commitment, and anxiety. Limitations and suggestions for future studies are discussed.

Keywords: Novice EFL lecturers, motivation, commitment, anxiety, challenge

INTRODUCTION

Novice lecturers, also known as beginning lecturers, are those who have just completed their teacher-education program and newly enter the new teaching environment. Helms-Lorenz, Slof, Vermue, and Canrinus (2011) defined novice lecturers as the employees who just recently got their teacher qualification and had less than three-year teaching experience. Related to determining the career, research showed that not every single person has similar motivation to teach, but there are some motivations or reasons that framed the person choose teaching as his/her career.

There may be many different reasons why a teaching career is interesting for some people. They may view this profession as a prestige profession and a comforting job due to the wide-scale decline in the availability of professional work. Kyriacou, Hultgren and Stephens (1999) concluded the reasons why people choose teaching as their career into three main categories, they are (i) altruistic reason – it deals with a desire to help children, to improve the society, and to view teaching as a worthy and crucial profession, (ii) intrinsic reason – it relates to self-interest to teaching activities, such as teaching the students, delivering knowledge and expertise, (iii) extrinsic reason – it

relates to which is not inherent to teaching aspects, such as incomes, status, and long holidays.

Similarly, one thing that plays a very important role that has immersed her/himself in a teaching profession is work motivation. Work's motivation means the level of pleasure, direction, and the existence of effort in a workplace that a person tries to work hard and well (Rainey as cited in Rasheed, Aslam, & Sarwar, 2010). Workers' motivation is also about the willingness to urge to perform excellent work and this will only come when they receive that their attempt will result in their need satisfaction (Robbins & Coulter, 2012). Rasheed, Aslam and Sarwar (2010) argue that any universities will not be last longer if there are no lecturers with a high motivation that cannot be denied for high demand and competition in the world.

Meanwhile, teaching is not only a matter of activity of knowledge-transfer in the class but also outside the class, for example, sometimes teachers or lecturers take home their works. Teaching also requires teachers to be ready physically and emotionally. Lecturers have commitments to ensure that their students get the knowledge they need to be educated and successful people. For most teachers and lecturers, anxiety is a part of the job – the late-night worries. However, for new teachers or lecturers, the anxiety they feel may be due to entering the new field: working in a new environment, meeting new colleagues, having adult-students, having meetings, joining training, doing the research, and devoting to the community.

Since a lot of young people took their formal higher education, especially their educational Master and applied as novice lecturers. It would be an interesting topic to discuss their motives about why they wanted to become lecturers. Then research involved motivation and commitment related to novice lecturers may tend less in numbers that that related to teachers. The studies focusing on novice lecturers were few in number as in 2008 (Remmik, 2013). Therefore, it is hoped that this study would enrich the existing literature provided psychological issues of the novice lecturers. This study would investigate the motivation framed when they chose a teaching career, what commitment they had about their job as lecturers and whether or not they experienced anxiety and challenges during their initial years of teaching.

LITERATURE REVIEW
Motivation, Commitment, Anxiety and Challenges in Teaching Profession

Motivation involves much energy and drives to learn more, work more effectively and achieve potentially. According to Martin (2003), motivation plays a large part in the interest and enjoyment of study. In terms of teaching and teacher education, motivation may determine what individual attract to teaching, how long the new lecturer remains in education courses and subsequently the teaching profession and the extent to which he engages with or concentrates on courses and profession.

However, for this teaching profession, motivation may not be enough; there should be a determination, i.e. commitment toward this profession. Motivation and commitment should work hand in hand. Motivation is residing on lecturers' action that contributes to its quality and effects on their students (Bollough & Hall-Kenyon, 2012), while Cox, n.d. argued that commitment requires their vision and active participation in the teaching profession. Furthermore, Serow (1994) explains that lecturers who see the teaching profession as a calling in their life show their better enthusiasm and commitment for their teaching career, more sensible of teaching effectiveness to people, and less concerned on sacrifices that this career demanded, and free to accept much duty accompanied their role as lecturers. Lecturers may have some types of commitment that relate to their psychological matter or identification of

their focuses on commitment. Their focuses may refer to teaching as their willingness or engagement to work, students' development, school as an organisation, and the profession as their work or vocational goals.

Additionally, some relevant psychological theories offer some important insights into lecturers' motivation and commitment. According to Guajardo (2011), lecturers' basic needs must be met before they can be motivated to fulfil their higher-order needs, such as self-recognition and professional teaching development. Others, when the extrinsic basic needs and environmental factors are sufficiently met, the intrinsic factors will strongly motivate their teaching effort, performance, and professional researcher.

Related to receiving their new role and duties, a novice lecturer might have less teaching experience. Showalter (2003) says most lecturers begin their teaching career through painful experience, and just teach as alike what their lecturers have taught them at the university. Novice lecturers borrow ideas and methods from their colleagues, imitate or copy to raise their confidence and make the classroom alive. For the first time, new lecturers may stumble into their first classroom, do any best effort they can, and shape their teaching style that looks fit for their personalities and environments. Teaching training may be available not in the entry of their teaching, but at a certain time during their teaching career.

One of the activities that cause most lecturers anxious is grading. Grading may become a great issue for most universities. It is considered that grading points are an important thing to record the students' academic that reflects the precise single number and judged at a glance (Schneider & Hutt, 2013). Further, they emphasize that grades become a deep and lasting consequence; it becomes a key to success, a passing requirement which university and employers examine the individual's academic achievement. However, Showalter (2003) personally says that grading is an activity for most lecturers that produce anxiety as well as students. Showalter further suggests that it more emphasizes how lecturers plan assignments and construct tests that meet up the objectives of the evaluation and find some ways to challenge students without giving them terrible administrative pressure to fight grading inflation without concern for learning and teaching.

To be experts as lecturers in their field, new lecturers must encounter many challenges, especially in the three main areas, relating to their roles and responsibilities: teaching and non-teaching activities, research and community service. Universities expect that novice lecturers conduct their roles as well as experienced lecturers. When they become a member of the faculty in a university, they are expected to be involved in many responsibilities, such as transferring knowledge, improving the students' skills, conducting research, and increasing the teaching and learning quality for national education.

Related to this profession, teaching is not an only primary activity, but there are some consulting and administration tasks the lecturers have to involve in. Various tasks are expected to influence their teaching motivation (Bailey as cited in Visser-Wijnveen, States, & Petegem, 2014). Some researchers emphasize that research and teaching goals have to be accomplished at the same time. They add that research and teaching have various potential relations: they are integrated or independent, where both teaching and research shape a positive or negative impact on one other.

Teaching and Learning in Higher Education

Higher education institution in Indonesia applied three main pillars and are known as Tridarma Perguruan Tinggi. Higher education must do three main important activities, they are to conduct education, research, and community service. To increase the quality of education, the academic should be engaged in the professional development and learning

needs of new lecturers. Here the new lecturers have to understand that the development of teaching-learning is very important for them. Denicolo and Pope (2001) say that the development of those is a vital requirement for their professional teaching. For the next action, the assessment of teaching quality is needed to achieve successful student learning outcomes. Hubberman (as cited in Nicholls, 2005) suggests that lecturers are not viewed as the subjects, but the objects of their professional growth; how they develop teaching, learning, and research must go in line with the induction courses that required to change teaching and learning strategies. It is hoped that the lecturers have to engage through their practices into developing theories from what they do on research and finally develop a meaningful practice. If it occurs, the quality of education will be increased, she adds that higher education practitioners must carefully examine the nature, context, and conceptualization of the types of induction courses that the beginning lecturers have to engage with, not just what the practitioners in higher educations should engage with.

METHODS

A mixed-method, a combination of quantitative and qualitative method, was implemented in two stages in this study where the primary emphasis was on the quantitative method. The writer began to conduct the quantitative data, e.g., collecting and analyzing the data followed by the qualitative data collection and analysis. It is possible to use a combination of qualitative and quantitative findings (Creswell, 2014).

> To collect the quantitative data, three different questionnaires for each different variable (motivation, commitment, and anxiety) were used. The participants were asked to decide the response based on their preference, responding to the written tasks. They would provide the answers as authentic as what they experienced and felt. Afterwards, the

> data were tabulated and subjected to statical analysis.

Next, the qualitative data is used to follow up the findings of quantitative data, for example, to help explain, elaborate or interpret the previous findings. As McMillan and Schumacher (2010, p. 396) explain, "By combining quantitative data with qualitative data, a more complete understanding of the relationship between high-stakes testing and dropping out can be developed". Flick (2013) adds that qualitative researchers study things in their natural setting, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them. The qualitative data were collected by interviewing the participants. The interview helped to enrich and explain more about the findings. The data from the questionnaires and interview were interpreted carefully to get meaningful inferences to answer the research questions.

The Site and Participants

Typical sampling was applied in this study. It is a strategy to intentionally select individuals and sites to learn or comprehend the central phenomenon (Creswell, 2005). This study got involved three different higher education institutions. Two of them are private institutions and one is the state university in Palembang, South Sumatera (Indonesia); they are Taman Siswa University, STIE Aprin, and UIN Raden Fatah Palembang. Those three higher institutions were selected because they had novice EFL lecturers who met the criteria for this present study. The criteria in choosing those three institutions were because those institutions provided each two novice EFL lecturers who had less than three years in teaching at their recent higher education and they were non-native English lecturers who taught English as their educational field. In other words, there were six participants involved in this study.

All 6 participants were enrolled as the EFL lecturers who taught less than three years in their current teaching works. Most of the participants are female (83.3%), while

the male is (16.7%). The participants are predominantly between the age of 30 – 39 with teaching experience in the recent institution for ≥ 2 – 3 years (66.7%) and are between the age of 26 – 29 with teaching experience in the recent institution for ≥ 1 – 2 years (33.3%). Besides, all the participants received a magister degree for their educational background (100%).

DATA COLLECTION AND ANALYSIS

In this study, the writer used questionnaires and interview as the instruments to collect the data. A questionnaire was used to obtain the quantitative data in terms of motivation, commitment and anxiety; while the interview was used to explain more the answers from the questionnaires.

Motivation

This variable applied Motivational Orientation to Teach Survey (MOT-S) using LISREL version 8.72, a ready-made questionnaire taken from the study of Sinclair, Dowson, and McInerney (as cited in Sinclair, 2008). Furthermore, motivation to teach is multidimensional and hierarchical, consisting of 11 factors (dimensions), six of which are categorized into intrinsic motivations and five of which are categorized into extrinsic motivations. The intrinsic motivations are related to working with children, intellectual stimulation, altruism, authority and leadership, self-evaluation, personal and professional development, while extrinsic motivations are related to the career change, working conditions, life-fit, the influence of others, and nature of teaching work. The total of statements that were responded to in the motivation questionnaire is 50 items. The survey items used Likert scales ranging from 1 to 5 "strongly disagree" to "strongly agree". The scales would show the description as shown in Table 1

Table 1. Rating Scale and Description of Motivation Questionnaire

Interval Scale	Description
4.20 - 5	Very high
3.40 – 4.19	High
2.60 – 3.39	Moderate
1.80 – 2.59	Low
1 – 1.79	Very low

The Source is Adapted from Note on the Usage of Likert Scaling for Research Data Analysis (Pimentel, 2010).

Commitment

This variable is measured using a teacher commitment survey analyzed by using SPSS version 17.0, a ready-made questionnaire taken from the work of Thien and Razak (2014). There are four factors (dimensions) in the commitment questionnaire, namely commitment to students, commitment to teaching, commitment to school, and commitment to the profession. The total of items is 17, in which 5 items related to commitment to students, 4 items related to commitment to teaching, 5 items related to commitment to school, and 3 items related to commitment to the profession. The Interval scale and description were available below in Table 2.

Table 2. Interval Scale and Description of Commitment Questionnaire

Interval Scale	Description
5.20 - 6	Very High
4.36 – 5.19	High
3.52 – 4.35	Moderately high
2.68 – 3.51	Moderate
1.84 – 2.67	Low
1 – 1.83	Very low

The Source is adapted from a Note on the Usage of Likert Scaling for Research Data Analysis (Pimentel, 2010).

Anxiety

The questionnaire for anxiety is also a ready-made one which is adapted from the study of Omoniyi and Iyabo (2013). A Self Perceived Stress Assessment Questionnaire (SRPSAQ) were applied in this study, in

which the content validities were ensured and a test-re-test reliability coefficient of 0.86 was obtained. The questionnaire items were carefully constructed with the help of counselling psychology.

The instruments consist of 30 items on various factors of stress to which the participants were required to select the responses ranging from 1 "Strongly disagree" to 4 "Strongly agree" to 30 various items of stress factors. This study was conducted to find out the anxiety disorder or stress factors among the university lecturers. The scale and description are stated in Table 3.

Table 3. Rating Scale and Description of Anxiety Questionnaire

Scale	Description
3.28 – 4.00	Very high
2.52 – 3.27	High
1.76 – 2.51	Moderate
1 – 1.75	Low

The Source is adapted from a Note on the Usage of Likert Scaling for Research Data Analysis (Pimentel, 2010).

Interview

To enrich the findings from the questionnaire, the interview was conducted. Semi-structured questions were asked to confirm and explain more to elicit meaningful answers as what the research questions offered. The interview's questions were related to motivation, commitment, anxiety and challenge that lecturers encountered.

To collect the data from the interview, tape-recording and note-taking were applied. All questions and answers in the interview were recorded. The responses were recorded, and some relevant information was noted to re-question or confirm the responses from the interviewee, after that, the recorded data were transcribed using Nvivo 12, a software application used to collect the recorded raw data, classified into codes and easily analyzed the meanings of the data.

Analysis

After the data were collected, the questionnaires' answers were tabulated and analyzed to figure out the predominant factors of motivation and commitment, and some various dominant factors of anxiety.

FINDINGS

The framed work of this study aimed at seeking the novice EFL lecturers' motives or reasons, commitment, some various anxiety and the problems that occurred in the teaching profession. The writer presented the results of the data and explained them below.

Motivation

The answers of each item were grouped into each dimension (11 dimensions), then calculated its sums and figure out the means, then drew the interval score to which the means belong to. Most dimensions (7 dimensions: working with children, intellectual stimulation, altruism, self-evaluation, working condition, life-fit, nature of teaching work) were recorded score almost 5, 'Very high", while four dimensions (authority and leadership, personal and professional development, career change, the influence of others) were less than 4.20, "High". Below the distribution of the score of each dimension.

Thus, the result of 50 items is categorized into 11 dimensions (intrinsic motivation: working with children, intellectual stimulation, altruism, authority and leadership, self-evaluation, and personal and professional development, extrinsic motivation: career change, working condition, life-lit, the influence of others, and nature of teaching work). Based on the data presented above, it can be concluded that the results of dimensions on motivation involved six participants were very good that eight dimensions were rated in a very high score and three dimensions were rated as a high score. The highest dimension of novice EFL lecturers was occurred in intrinsic motivation, i.e. working with children (Mean=4.79 or 96%), followed

respectively by altruism (M=4.67 or 93,3%), nature of teaching work (M=4.6 or 92%), intellectual stimulation (M=4.57 or 91,3%), self-evaluation and working condition (M=4.27 or 85,3%), life-fit (M=4.25 or 85%), Personal and professional development and influence of others (M=4.17 or 83,3%), a career change (3.5 or 70%) and the less score of dimension is authority and leadership in 3.38 or 67,67%.

Commitment

The results from the commitment questionnaire were grouped into its dimensions, namely commitment to students, commitment to teaching, commitment to school, and commitment to the profession. The highest score of commitment dimensions was a commitment to teaching (M=5.08 rated as high score (84,67%)) and respectively followed by a commitment to students (M=5.03 "High" (83,83%)), commitment to school (M=4.2 "Moderately high" (70%)), and the least score was a commitment to the profession (M=2.56 "Low" (42,67%)).

Anxiety

The adopted questionnaire provided 30 items consisting of the various factors that the novice EFL lecturers had to select. The data showed that the predominant factors that cause anxiety (stress) were the preparation of examination results, invigilation of examination, state of lecturers office accommodation, students continuous assessment, grading and marking projects, students project, participation in extra teaching to generate more money, normal teaching workload (All of them were 9 factors) in M=4 rated "Very high"), where the lowest dimension is Management unwillingness to meet lecturers demands (M=2,17 rated "Moderate").

DISCUSSION
What motivates the novice EFL lecturers to choose teaching profession?

Multiple factors occurred in this study. The highest score for the motivation dimension was working with children (M=4,79 or 96%). Data reported by OECD (2005), some frequent factor headed as the list of reasons for entering teaching are a desire to work with children and adolescents, intellectual fulfilment and a social contribution. Working with children is the expression of love for children, and enjoyment to work with them, and to serve as a positive role model for children. The highest score that occurred for this study was in Q2 (I love children). As examining the results from each participant, it was found that 4 participants recorded the full scores (M=5) for this intrinsic motivation, i.e., working with children. Additionally, participant 2 stated that teaching is a sense of caring as she responded below.

I choose teaching because I think teaching is my passion, I love sharing something with someone else, so teaching is a sense of caring [for me]. ... like I told you before that teaching is my passion, so by being a lecturer, it means that I can share what I have already known, about certain knowledge to my students. Becoming a lecturer is a challenge for me to be [a] better educator.

Participant 4 gave an example of a good figure of the lecturer as its definition included in the definition of working with children.

The first one because I want to be a teacher, since I was in junior high school that I saw my English teacher. She just sat on the table, she just asked anything and gave wrong information [to students], in my opinion, a teacher should have a good behavior, so I want to be that one.

Another motivation factor was altruism (M=4.67). Altruism is a kind of service to help others, to improve society and to solve some problems in the educational system. Most participants recorded very high scores in the altruism dimension. Altruism is also a part of

intrinsic motivation. Based on the results related to the numbers of the highest scores (100%) in rating scales, it was found that Q3 (*Teaching gives me an opportunity to be in authority*) was a part of the altruism dimension.

The third factor occurred in extrinsic motivation, i.e., nature of teaching work (M=4.6 or 92%). Nature of teaching work defines as creative, busy, and varied work that does not lead to boredom, a suitable career for women, social nature of teaching, such as to meet students and colleagues. Three participants recorded very high scores (M=5). Participant 5 stated that teaching is her passion and like to meet people as what nature of teaching work was defined.

I choose teaching because it is my passion and I like to meet people with many characters.

Participant 6 added her response.

I love to socialize to other, share my experiences ....

The next factor was intellectual stimulation (M=4.57 or 91,40%). Intellectual stimulation is related to a love of learning and teaching and imparting knowledge to others. Based on the results related to 50 statements, Q7 (I have a desire to impart knowledge to be in authority) was recorded as a very high score (100%). Then participant 6 responded that teaching is about transferring the knowledge to students.

As we know, teaching is a process to transfer knowledge to students. In my opinion, it is not easy job to do well, especially without an understanding of the science of learning.

Although life-fit (M=4.25) was on position 7 of the highest dimensions of motivation. Two women stated that teaching was a compatible career with a home situation and the demands of work and family. The cases in other countries of OECD (OECD, 2005), including the United

Kingdom and Australia, teaching in Turkey is a career preferred by females, perhaps it related to family flexibility and part-time work opportunities (Bourne & Özbilgin, Kılınç & Mahiroˇglu, Topkaya & Uztosun, as cited in Kılınça, Watt, & Richardson, 2012). Based on the results of the questionnaire, three participants recorded the full scores for this dimension, while the results, from the interview answering the question of whether or not teaching is a priority, were as follows.

... because I am a housewife [too]. My husband lives away from me. It is a bit hard for me to say that teaching is my priority, because I have three children at home. .... Honestly, I feel comfortable in this university, although it does not provide me high income, but they give me more than I need [family]. More facilities are improved. The facilities are better, like providing the mushalah, library (Participant 4).

Participant 5 stated that being a lecturer could be a compatible job between family and work.

Being a lecturer is a prestigue for me, the second one because I am a woman, being a teacher or lecturer is a good option.

What is the commitment to choose the teaching profession?

Based on the findings, the highest commitment dimension is the commitment to teaching (M=5.08 or 84,67%). It is an eager or willing of a lecturer to engage with teaching work. Based on the results related to the numbers of the responses, commitment to teaching was also supported by the statement in Q9 (*I enjoy teaching*, 97,22%) and Q7 (Occasionally I lie awake at night thinking about the next day's lesson, 94,55%). Through findings on each participants' results, it was found that five participants had a very high score in commitment to teaching, while on interview

results, two participants were stated that teaching was their commitment.

> *First, never to stop to learn. As a teacher, we cannot stop to learn.* (Participant 4)

> *I will keep being a lecturer as my profession because I am sure I have my own strength in teaching ....* (Participant 6)

Commitment to students was the second position (M=5.03 or 83,83%). Commitment to students is a commitment to the students' development and achievement (Louis, 1998 as cited in Thien & Razak, 2014). Based on the results related to the numbers of the responses, commitment to students was also supported by the statement in Q8 (All students can succeed and it is my mission to ensure their success, 88,89%). Through the results of the interview, participant 6 stated that her duty was to ensure the students' progress.

> *I want my student to get some achievement in learning. In daily activities, I always give my best performance in teaching.*

> Participant 4 stated that teaching is about commitment to students' progess in thinking and behaviour.

> *I think, for me, A good lecturer for me is not only comprehend the material, deliver it well to students but also educating student to have good attitude.*

Additionally, three participants added another factor of motivation (related to commitment), e.g., working conditions, where they claimed that they keep on this profession is to gain some money.

Do they ever experience anxiety in a teaching profession?

As a human, being anxious or nervous is a natural thing when encountering a new environment. Bozdam and Taşğın (as cited in KARA & GÜNGÖR, 2015) defined anxiety as the emotions that exist and emerge with the threatening conditions. One of the factors that may affect the educational environment is the anxiety the teacher experiences. Phillips (as cited in KARA &

GÜNGÖR, 2015) considered anxiety as an important factor that can influence the learning process and Gardner (2010) stated that the level of stress among initial teachers are high.

Most participants felt nervous or anxious from the first time they taught. Some participants felt nervous at a certain time. They commented on their nervousness or anxiety in different ways.

> *Yes, at the first time, in front of the class, I feel nervous when I teach in every semester [with the new students, the class]* (Participant 1).

> *Honestly yes, every time. Every new semester, I have to face new students, new environment, new ways of thinking from the students. Because I teach non-English major, so It push me to understand their own background, like family, educational background. I don't know what their purpose to come to the university.* (Participant 4).

The significant various anxiety factors that come up were related to student's examination; such as preparation of examining results, invigilation of examination, students' continuous assessments, grading, papers writing and students project/thesis supervision (M=4), others stated lecturers office accommodation, participating in extra teaching to earn more money and the university and normal teaching workload (M=4), followed by students' population (M=3.83). Other problems that showed on the data were lecturer note preparation (M=3.67), teaching delivery (M=3.67), setting exam questions (M=3.67), participation in institutional examinations (M=3.67), and relationship with colleagues (M=3.67), student classroom behavior (M=3.50), administrative behavior of non-academic staff (M=3.50) and relationship with students (M=3.50).

Is there a challenge that they encounter in a teaching profession?

Based on the questionnaire and interview data, it showed that the challenges are related to their activities as lecturers, they are teaching, doing the research, and devoting to the community. Most participants claimed that the problems considered as challenges are predominantly touched on teaching activities and professional development. Ibrahim, Mohamad, Rom, and Shahrom (2013) added that the new lecturers generally encounter many challenges in their initial years of teaching especially in the three areas relating to their roles and responsibilities; they are teaching, research, and community service. The challenges encountered by the participants are stated as their struggle to improve their career and the institutional support system.

I want to improve my abilities [in teaching] and the income [in the institution] (Participant 1).

Many things, my personal development (teaching, ability, educational background, we have to continue our study). The income will increase year by year, to be a professor one day (Participant 5).

In research and community service activities, some participants argued that they found some problems as follows:

Sometimes, I felt nervous or worried about my research is when the research did not contribute the positive result to rate my research. It means that I cannot devote myself to help the community to understand or to get touch in some points or some problems (Participant 3).

Actually, it is a burden when you find the result of your research is not what you expected, though you have to report it [we assumed but different results [the data. because you have to face the community, sometimes we have to be more socialized to the community. (Participant 5).

Since teacher or lecturer is associated equally to a professional practice (e.g., doctor, engineer, lawyer), people viewed this profession as having good quality. Remmik (2013) suggested that higher education institutions should pay more attention to developing a support system for lecturers and involved them in to study, research, and development processes. Most participants hoped more to institutions and government as commented below.

In terms of prespriority, and then maybe chances to have scholarship, the support system in teaching and learning process in the classroom, like facilities, and training will help the teaching to improve the quality. (Participant 3).

For university: they have to listen the lecturers' opinion, like facilities (the internet connection, the limited space, the lecturer have many trainings for their personal development, it can affect the students and university's quality). (Participant 5).

Most participants argued that they faced challenges related to their roles and responsibilities, such as teaching, doing research, and devoting to the community. They explained that their problem was similar, e.g., to improve their quality of teaching practice and professional development, research knowledge, community service, and support system

CONCLUSIONS AND SUGGESTIONS

This present study aimed to figure out the EFL novice lecturers related to their multiple factors of motivation, commitment, sources of anxiety, and challenges, then to explain them thoroughly. The brief statements were stated below.

1. There are 8 multiple factors of motivation that were rated as very high scores for this present study, which consisted of five intrinsic motivation and three extrinsic motivation. Those factors were assumed as predominant factors: Four dimensions which

recorded as high scores (more than 90%) were working with children (M=4.79 or 96%), altruism (M=4.67 or 93,3%), nature of teaching work (M=4.6 or 92%), intellectual stimulation (M=4.57 or 91,3%), then followed respectively by self-evaluation (M=4.27), working condition (M=4.27), life-fit (M=4.25), personal and professional development (M=4.17) and authority and leadership was recorded as the lowest score (M=3,37 or 67,67%).

2. There were two factors of commitment rated as high scores for this study, namely commitment to teaching (M=5.08 or 84,67%) and commitment to students (M=5.03 or 83,83%). Commitment to teaching is an eager or willing of a lecturer to engage with teaching work, while commitment to students is the lecturer's responsibility to ensure the students' success, good social relationships among students and put the effort to increase their knowledge and skills. The low score that occurred in this study was the commitment to a profession (M=2.56 or 42,67%).

3. There are nine highest source factors that caused anxiety in this present study consisting of the preparation of examination results, invigilation of examination, state of lecturers' office accommodation, student's continuous assessment, grading and marking papers, leadership behavior of university lecturers, students' project, participation in extra teaching to generate more money, and normal teaching workload (M=4 or 100%).

4. All participants encountered challenges. The most predominant challenges they faced were related to teaching qualities, professional development, research knowledge, community service and support system.

LIMITATION OF THE STUDY AND SUGGESTION

It is acknowledged that this study focused on the EFL lecturers who taught under three-year experience. The sample was very limited due to the availability of novice EFL lecturers in Higher Education Institutions at Palembang, South Sumatera, Indonesia. The objectives of this study were to figure out and explain the multiple factors or dimension of motivation, commitment, sources of anxiety, and challenges that the EFL lecturers encountered. Thus, this study was potentially limited generalizability to other contexts.

However, this study had answered the objectives adequately and the results showed the fit and matched answers between the questionnaire and interview. For further research, this study can be brought into a case study, a depth observation and interview more novice lecturers in other disciplines. This recent study was limited in only answering the surface level, it is hoped that further research could be more complexed and to enriched the qualitative studies in teaching field.

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