Perceptions of Certified EFL Teachers Pertaining to Teacher Certification Program in Central Sulawesi, Indonesia

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Abstract. The state and condition of Indonesian teachers have gradually changed to a better nuance due to the compensation of teacher certification program (TCP). The program has conceivably raised the status of the teachers in social and economic lives. However, the impact of the program on the improvement of overall teacher's quality—teaching performance as mandated by Teacher and Lecturer Law remains questionable, and the big question is what and how teachers perceive and act in response to the objective of the program. The program aims not only to increase the teachers' salary, but also to improve the quality of their teaching performance based on the teacher standard competence, that is pedagogical, personality, social, and professional competences. Therefore, the study explore and describe certified EFL teachers' perceptions concerning benefits of the program on thier social and economic lives, improvement and quality of their teaching practices; perceptions on the ways management ran the program; and expectations for better services of the TCP management.

1   Introduction

Recently, the state and condition of Indonesian teachers have gradually changed to a better nuance due to the compensation of teacher certification program (TCP). The program has conceivably raised the status of the teachers in social and economic lives. However, the impact of the program on the improvement of overall teacher's quality—teaching performance as mandated by Teacher and Lecturer Law remains questionable, and the big question is what and how teachers act in response to the objective of the program. The program aims not only to increase the teachers' salary, but also to improve the quality of their teaching performance based on the four domains of teacher standard of competence, that is pedagogical, personality, social, and professional competences.

Improvement of teacher performance is one of the main reasons to the enactment of the Law No. 20/2003 on the National Education System and the Law No. 14/2005 about Teacher and Lecturer. The laws have initiated the reform on the educational issues and policies in Indonesia.

TCP in Indonesian context, on the other hand, is a new program to improve teachers' quality. This program encounters a lot of criticisms and contra arguments from stakeholders related to the process applied in the program. Some criticisms stated that the program was not well prepared and planned, especially the instrument used to assess teachers' portfolios. They argue that many documents of teachers' portfolios did not portray real teaching performance, practices and coompetence of teachers. Ealier stage of TCP indicated that all teachers who applied for certification finally had the status of certified teachers or professional teacher through training. At present, the mechanism of TCP has changed to tighter requirments by testing teachers' competence subject contents to reach certain passing grade standard.

The TCP is indeed a dilemma process for the Government of Indonesia. In one side, the laws' mandates insist on immediately raise the salary of teachers for the sake of social and economic welfare and improve the quality of their teaching practices. On the other hand, mechanism and procedure of TCP to implement has not been prepared well and endorsed by sufficient studies to develop appropriate framework and propositions to implement. Meanwhile, the TCP compensation has induced all teachers to enthusiastically welcome the program. As a result, most teachers were in rush and anxious to prepare and wait for their turn to apply for teacher certification.

Furthermore, in the early process of teacher preparing their portfolios, they had to fulfill the requirements no matter what ways they should do to cover all preliminary conditions for applying. Thus, many teachers applied unfair ways by copying, duplicating, or scanning others' documents and ignored the essence of honesty and objectivity due to achieving one goal of quickly passed over the administrative process of TCP and got the compensation. Nevertheles, starting from 2010 the selection of teachers to apply for sertification had changed to training model and took tests before they ceritified EFL teacher. Both process of certification had not yet altered most of EFL teachers' attitudes and perceptions to view TCP as a process enhancing qualilty of competence and teaching performance. This attitude is consistent with what Bem, (1967) asserts that people develop their attitudes by observing their own behavior and concluding what attitudes must have caused it.

Many EFL teachers believe that TCP is a reward from the government to raise the salery since they have been stigmatized with old expression on their profession as "unrecognized heroes" or low salery work. Then, Bem, (1972) stated that people induce attitudes without accessing internal cognition and mood states. The person interprets their own behaviors rationally in the same way they attempt to explain others' behaviors. The context of certified EFL teachers aligns professional teachers who are knowledgable, capable and skillful to teach English based on recommended teacher standard of competence. The standard leads teachers to know what aspects of tacit knowledge they must have practice in order to practice teaching English properly. According to Lewis (1999) teachers or educators and others may utilize their knowledge of perception theory more personally to improve their perceptual skills and interactive behaviour in order to approach their daily tasks and social interaction more fully and more accurately informed.

TCP is trigger program by the government intending to change attitude, perception, and character of teachers to adjust with rapid development on education, technology-information and sciences. The program involves many parties in undertaking the

program such as central and provincial governemnt, teachers, supervisor, teaching load, adminstrators, and management. These parties should work ideally and cooperatively to fullfil expectation of teachers to earn the conpensation of TCP on schedule. Contrary, teachers always complained and perceived management of the program in the provincial level as unprofessional adminstrator. This was based on their experiences and information they had on TCP management anytime they interacted with management and adminstrators

In line with, their experiences getting involved with management and adminstrator induced perceptual picture on TCP. According to Bueno (2013) perception provides information about the environment around us, and such information emerges from the counterfactual dependence between the environment and the corresponding perceptual experiences. In order to receive information from the environment we are equipped with sense organs eg eye, ear, nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologists is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences. A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself.

2.   Methodology

This study applied a cross-sectional survey design to examine and describe current attitudes and perceptions of certified EFL teachers in central Sulawesi. Three items of opened question were asked to research respondents concerning the benefit of the TCP conpenstion, management and expectation of TCP managemant. Face-to-face questionnaire delivery with informal talk and explanation on how to respond the questionnaire and interview. The research respondents were selected on the basis of systematic sampling, in which the researcher took certified EFL teachers as a sample whoever available at the research site (schools) he visited. They were selected from the population of the certified EFL teachers of junior high, senior high schools and vocational schools who had been certified from the years of 2007 to 2011. Total population of certified English teachers in Central Sulawesi within the years 2007 to 2011 consisted of 961 teachers.

Furthermore, opened questions were developed to impart information about psychological attitudes, perceptions, and opinions of certified EFL teachers in responding the advantages of TCP on their social economic welfare and professional development. They were also asked to evaluate the works of TCP management (District Office of Education and Cultural Department) in running the program. In this case, the study surveyed the respondents'

attitudes and perceptions on how TCP management provided supervision and administrative services for certified EFL teachers. Hence, three questions were asked to the respondents to reveal their responses.

Data obtained from interview were analyzed by applying the grounded analysis method developed by Strauss and Corbin (1990), the analysis process included repeatedly reading the transcriptions, coding, making comparisons, and making connection between categories emerging from data. The first step of analysis is open coding. By open coding, the researcher breaks down a paragraph or sentence and gives "discrete incident, idea, or even a name, something that stands for or represents (Strauss and Corbin, 1990:63). These "names" are, then written on separate sheets. These "names" are developed from the language of the participants and, therefore, they are what Strauss and Corbin call "vivo codes." By reading these subcategories separately from the transcriptions through frequent immersion in the data, the researcher was able to immediately group them into inclusive categories.

The second step is called axial coding-a stage of exploring the interrelationship of categories and subcategories in terms of attributes and dimensions (Creswell, 2005:232-5; Strauss & Corbin 1990). While the main categories emerge from these two steps, a core category is determined on the basis of its relationship with others, a procedure Strauss & Corbin name "selective coding." The researcher transformed their responses into a file of transcription folder.

In addition, the process of analyzing data in the transcription employed the said analysis method by simplifying the selective coding. In this case, the researcher read over the respondents' answers and put a code on that responses then he set up several sub-categories to put the code based on the similarity idea concept of the respondents' answers. From the subcategories, the process of counting the number of responses matched with one another. Then, the subcategories deduced into main categories via classifying the closeness of ideas conveyed in the subcategories to come up with the frequency and percentage data of responses given by respondents.

From three item questions were asked to 228 certified EFL teachers as research respondents, they could generated varity responses. Item question number one produced 30 sub-categories of certified EFL teachers' responses. Item question number two generated 32 sub-categories and item question number three produced 31 sub-categories.

3.   Results and Discussion

Cognitive dissonance theory proposes that people seek psychological consistency between their personal expectations of life and the existential reality of life (Festinger, 1962).. To function by that expectation of existential consistency, people practice the process of dissonance reduction in order to continually align their cognitions (perceptions of the world) with their actions in the real world. That a consistent psychology is required for functioning in the real world also was indicated in the results of wherein people facilitate their functioning in the real world by employing human categories (i.e. sex and gender, age and race, etc.) with which they manage their social interactions with other people. The employment of human categories is integral to a functional scheme of stereotypes (social attitudes) about each category of person, such as generalized prejudices, negative beliefs, ideals, and values about the category of person who is causing the cognitive dissonance.

Three questions were asked to certified EFL teachers in order to explore information about their attitudes including opinions, position, feelings, thoughts, perceptions, and so on pertaining to the advantages of TCP on them, and how they perceive the implementation of the program as well as what they want the managerial administrators should manage the program. Thus, the questions were addressed to research participants such as: (1) What things do you like very much about teacher certification program (TCP)? (2) What things do you dislike very much the ways administrators run TCP? (3) What things do you suggest to the administrators to run TCP?

The respondents were asked to list their responses briefly on a sheet of paper attached in the questionnaire in order that respondents could answer the questions freely and generate answers or responses as many as possible. As it was expected, the respondents answered the questions in several ways—written words such as: phrases, sentences, and paragraphs.

Even though they were asked to write their responses in short statements, many of them prepared to write long and unstructured Indonesian sentences that caused difficulties when they were translated into English equivalence. However, their responses could be sorted and arranged into transcription that made it possible to be coded, classified, and categorized for further analysis.

Figure1 shows data labels about total answers of the research respondents in perceiving the three items question I asked them to respond such as:
1.   What things do you like very much about TCP?
2.   What things do dislike very much the ways management run TCP?
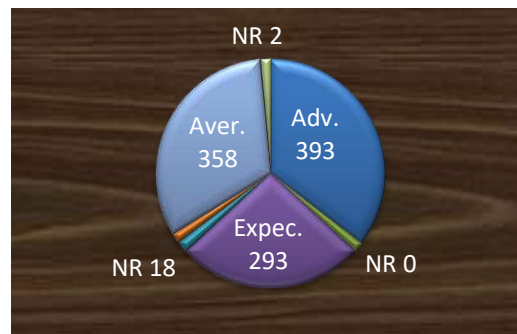3.   What things do you suggest to the management in running TCP?

Figure 1. Repondents' total responses on the advantages, aversions and
expectation of TCP

In the aspect of TCP advantages, 212 or (93%) out of 227 respondents gave
responses to question number one with total responses 393 remarks. The
remarks were described in the form of words, phrases, clauses, sentences or
in paragraphs. The responses obtained varied from one respondent to others
depended on the lenght of time they were certified. Most of the respondents
who were certified between 2007-2010 tended to give longer responses
compared to those who were certified between 2011-2012 tended toprovide
short deskription of responses.

The responses obtained from interview were analyzed by applying the
grounded analysis method developed by Strauss and Corbin (1990), that is
the responses were rearranged into transcription and repeatedly reading the
transcriptions, coding, making comparisons, and making connection
between categories emerging from data. Thus, the respondents' answers
generated about 30-31 categories of statements in replying the questions.
Question 1 was given replies by respondents with 30 categories.

Those categories then were explored the interrelationship of categories and
subcategories in terms of attributes and dimensions (Creswell, 2005; Strauss
& Corbin 1990). Therefore, the study determined five main categories
emerged from the respondents' answers on question one as depicted in
Figure 2 portrays the main categories that were condensed from thirty
subcategories of respondents' multiple responses pertaining to the
advantages of TCP in which they percieved positively that TCP had impacts
on the inprovement of their competence and motivation, social and
economic welfare, professional works and endorsing professional
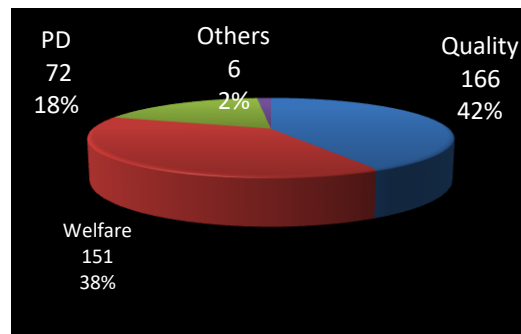developement.

Figure 2. Respondents' Perceptions on the advantages of TCP. (n = 212)

The multiple responses were given by respondents to answer question number one. The respondents expressed their answers in many ways such as in words, phrases, sentences or in paragraphs. The main category of answers as reflected in Table 3.11 point one, were deduced from eleven sub-categories that had been analyzed their relationship in which they conveyed meanings concerning the advantages of TCP based on the certified EFL teachers' evaluation and perception.

Furthermore, the data denotes that 42.24% certified EFL teachers perceive that the convenstation of TCP can bring about improvement in many aspects of improving competence and motivation of EFL teachers to enhance the quality of their English teaching practices and reflection. Likewise, the perceptions of EFL teachers about the advantages of TCP to their social, economic, financial lives and social prestige were inferred from seven sub-categories that conveying the same meaning. Thus, the data shows that 38.42% EFL teachers believe that TCP have impacts to improve the level of their social-economic lives, and social prestige as a teacher.

In addition, the respondents also articulated the advantage of TCP could endorse their professional development. The data shows that 8.41% of respondents spoke out about their perception of TCP remarking that TCP compensation could be used to endorse their professional development. Likewise, the data also conveys that 9.41% EFL teachers put emphasis on the benefit of their attending training PLPG as a pathway to pass certification. Whereas, 2.83% responses spoke out by respondents were classified "other", since those responses conveying meaning that beyond the four categories.

Perceptions of EFL Teachers on the TCP Management

Lewis (1999) states "Individuals or groups experience stimuli from the outside world to which they ascribe meaning. Although, in many instances these stimuli are experienced similarly, they may often be interpreted differently (Kearney 1984:41) due to a host of factors and may even lead to misunderstandings in some instances. Why is this so? Is it a case of naive

realism or that people do not know how to take another's point of view into consideration.

The main goal of teacher certification program is to improve both teacher welfare and quality to perform appropriate teaching and learning process. However, the ideal objective of the program is sometime stuck in the implementation due to the unprofessional human recourses that manage and run the program. In this case, the analogy applies to TCP in Central Sulawesi Province in which not only EFL teachers but teachers in general always express their inconveniences that are addressed to the TCP management system and its administrators in handling the program. For that reason, question number two has probed this issue based on the EFL teachers' evaluation and perception concerning the ways the management running the program for almost six years.

Figure 3 shows respondents' aversions or complains expressed in (multiple answers) about the ways management manage TCP in Central Sulawesi. The data indicate that 37.88% respondents spoke out their complaining and perceived that the management never paid TCP compensation on schedule. Other perceptions were spoken out by 32.76% respondents expressing that the management applied difficult requirements and administrative affairs when the compensation was about to disburse.
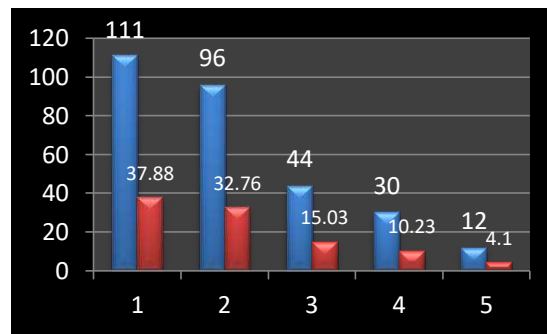

Figure 3. Respondents' perceptions on the ways management run TCP
(n = 194)

The respondents also perceived that the management did not manage the TCP compensation transparently. The data indicate that 15.03% respondents gave responses concerning their inconveniences toward the management of TCP in paying compensation and transparency on the amount of money should be paid for each teacher as well as there was unclear cut offs. Meanwhile, 10.23% respondents perceived that the program had not be able to improve teachers' competence. Whereas, 4.1% respondents expressed their perceptions dealing with the ways management in different perspective, out of the idea of question suggested.

Propositions of EFL Teachers to the Management of TCP

The propositions of EFL teachers to the management of TCP were expressed in many ways and categories. The responses obtained from open question were analyzed by applying the grounded analysis method developed by Strauss and Corbin (1990), the analysis process included repeatedly reading the transcriptions, coding, making comparisons, and making connection between categories emerging from data. Then, the researcher was able to immediately group the responses of respondents into thirty two inclusive categories.

Furthermore, the thirty-two categories were explored the interrelationship of with subcategories in terms ideas, attributes and dimensions in order to come up with main categories of the responses. Then, five main categories of the respondents' answers are portrayed in Figure 4 representing the ideas of thirty-two subcategories of from emerging data.
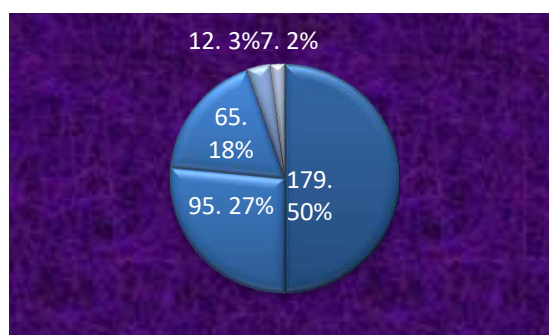

Figure 4. Respondents' propositions to TCP management (n = 210)

Figure 4 indicates that 50% respondents articulated their propositions to the management and administrators of TCP in Central Sulawesi to work capably saying that the compensation should be paid on schedule and transparently managed the program. In this context, some research respondents suggested by saying that "the management or administrators should include the raise of basic salary into the raise of TCP compensation." Moreover, 26.54% respondents suggested that the management of TCP should work professionally in managing the program.

Furthermore, 18.16% respondents expressed their suggestions saying that "the TCP management and administrators should be proactive to immerse into the field of teachers' works and take immediately action and policies to enhance the certified EFL teachers working performance." However, 3.35% respondents expressed their proposition focused on the teacher training PLPG activities stating that "the instructions used in teacher training PLPG should be based on the need of schools they were teaching." Whereas, 1.95% respondents spoke out their propositions in the category of others

remarking different perspectives i.e. "it was suggested that TCP keeps continuing", in responding the question asked.

The study applied self-determination theory (STD) to discuss about the perceptions of certified EFL Teachers on the advantage of TCP, the works of management and propositions of the EFL teachers' to the management and administrators of TCP in the Province of Central Sulawesi. Since the principal objective of TCP, is to improve the teachers' welfare, which in return will improve the quality of teachers' teaching performance and enhance their professional works, then this program have to be managed properly and transparently so teachers are pleased and motivated to carry out their jobs without burdened with administrative works. This relationship is what self-determination theory suggested in order to reach the target or the main goals TCP.

In this context, SDT believes that human nature shows persistent positive features, that it repeatedly shows effort, agency and commitment in their lives that the theory calls "inherent growth tendencies Deci, & Ryan. 2002. " People also have innate psychological needs that are the basis for self-motivation and personality integration. In this case, the teachers might have tried to improve their teaching performance if their needs, more or less, have been fulfilled the compensation of TCP. However, when they were engaging with administrators of TCP, especially when the time was about to pay the compensation, the administrators always made excuses by asking teacher to submit administrative data or papers as prerequisite of the payment (a negative feedback). To encounter, many teachers remarked that it was a strategy of administrators to prolong the time for payment.

Furthermore, findings of certified EFL teachers' perceptions were classified into three categories: fondness (the advantages of TCP), aversion (complaining to the TCP management), and proposition (expectation of teachers for better services to deal with the TCP management). The ways they perceived was based on the reality they encountered when they dealt with the management.

Discussion

Perception is the process by which we interpret the world around us, forming a mental representation of the environment. This representation is not isomorphic to the world, but it's subject to many correspondence differences and errors (Wien, 2017). The brain makes assuinptions about the world to overcolne the inherent ambiguity in all sensory data, and in response to the task at hand. It also deals with the creation and establishment of psychological consistency allows the person afflicted with cognitive dissonance to lessen his or her mental stress by actions that reduce the magnitude of the dissonance, realised either by changing with, or by justifying against, or by being indifferent to the existential contradiction that

is inducing the mental stress (Festinger,1962). In practice, people reduce the magnitude of their cognitive dissonance in four ways.

Perceptions on Advantages of TCP

What things do you like very much about teacher certification program (TCP)? This question could encourage 93.4% respondents expressed their responses written in the form of words, phrases, sentences or paragraphs. The respondents wrote multi-responses in which one respondent could give multiple responses. Therefore, 393 responses obtained were more than the number of research respondents.

The data indicate that the research respondents expressed their responses in four main categories. The first is that TCP improves teachers' competence and motivation to increase the quality of teaching performance. This category was synthesized from eleven sub-categories that were expressed in many terms of participants' words such as "improving, enhancing, familiarizing, encouraging etc", but more or less, they conveyed similar notions that are English teaching and learning process, activities, or performances. The percentage of respondents expressed their fondness to the advantages of TCP is 42.24%. They perceived that TCP reward, incentive, or compensation encourage self-motivation and personality of participants to improve their competence in English teaching practices.

The second category of the respondents' answers deals with the advantage of TCP to teachers' welfare, which in this context including social and economic lives, financial, and social prestige. The respondents articulated their perceptions concerning this category in short statements, for example: "endorsing education in the family, helping teachers in the aspect of financial, and teachers are respected in the community." These are only a few of sub-categories that are deduced from 393 responses, which were generated by respondents. Hence, the participants definitely perceived that TCP has brought beneficial to their family and increased the degree of social-economic lives as well as social status of teachers in their surrounding community.

The third category of EFL teachers' perception to the advantage of TCP dealt with the enhancement of teachers' professional works or professionalism. They believed that the incentive of TCP could bring about motivation to improve their professional works. With the compensation, certified EFL teacher are motivated to pursue higher education due to the financial support earned from TCP. This finding is consistent with the respondents' information background on education that 20.3% of them hold master degree.

Furthermore, the percentage of respondents gave their responses on this category might be due to that of percentage obtained in the first category

that also fostering the improvement of competence and motivation that made teachers to determine only one response that represents multiple interpretations. One short statement i.e., "improving teachers' professional work" was more or less, articulated by 8.41% respondents to convey the TCP bring impact on teachers' professional development.

In line with, the fourth category deals with the benefit of EFL teachers attending teacher training or PLPG for the respondents who did not pass portfolio assessment (recently all teachers should take PLPG to pass certification). The EFL teachers perceived the advantage of TCP in different ways and 9.41% of them had viewpoints that teacher training PLPG that they attended was one of advantages they liked very much in the TCP. Whereas the last category is others, in which the respondents' responses conveyed messages that was beyond the meaning of the previous four categories.

To conclude, the fondness of respondents toward the advantages of TCP reflected their perceptions and feelings that TCP could bring about changes in the social and economic status of teachers that in turn affect teachers' motivation to improve the quality of their competence to exhibit English teaching practices. Deci & Ryan (2002) found that giving people unexpected positive feedback on a task increases people's intrinsic motivation to do it, meaning that this was because the positive feedback was fulfilling people's need for competence. In fact, giving positive feedback on a task served only to increase people's intrinsic motivation and decreased extrinsic motivation for the task.

In a theory of cognitive dissonance by Festinger (1957) states that that human beings strive for internal psychological consistency in order to mentally function in the real world. In this context, a person who experiences internal inconsistency tends to become sychologically uncomfortable, and so is motivated to reduce the cognitive dissonance: either by changing parts of the cognition, to justify the stressful behavior; or by adding new parts to the cognition that causes the psychological dissonance; and by actively avoiding social situations and contradictory information that are likely to increase the magnitude of the cognitive dissonance.

The main goal of teacher certification program is to improve both teacher welfare and quality to perform teaching and learning. The ideal objective of the program is sometime stuck in the implementation due to the unprofessional human recourses that manage and run the program. The analogy applies to TCP in Central Sulawesi Province in which not only EFL teachers but also teachers in general always express their aversions and inconveniences that are addressed to the TCP management system and its administrators in handling the program. This is what Vallerand and Reid in Deci & Ryan (2002) termed that giving negative feedback has the opposite

effect (i.e., decreasing intrinsic motivation by taking away from people's need for competence).

The inconvenient expressions of certified EFL teachers to the management of TCP were due to negative feedback they experience to deal with administrators of program. The respondents expressed their inconveniences and aversions to the TCP management and administrators in written words, phrases, sentences, or paragraphs. These written forms then were transformed into a file of transcription folder. With this way, the researcher could read repeatedly the transcriptions, coding, making comparison, and making connection between categories.

However, only 85.5% respondents replied the question and produced 293 total emerging data. The data were firstly classified into thirty-two subcategories, afterward simplified into five categories. The five categories of EFL teachers' aversions addressed to the TCP management and administrators such as (1) the compensation was not paid on schedule; (2) the administrators applied complicated requirements to release the payment; (3) the cut offs were not clear; (4) TCP has not been able to improve teachers' competence; and (5) others.

The first category indicates that 37.88% respondents spoke out their aversions dealing with the compensation, which was not paid on schedule.

Moreover, the administrators did not tell the teachers obviously when the payment was about to disburse so this problem made some teachers hopeless when they expected too much from the compensation to expense for their needs. One of the aversions the respondent stated: "The payment was not on schedule. The payment of TCP compensation should not be postponed 3-6 months." This indicates that the main issue of teachers' aversions addressed to management and administrators of TCP is the payment of compensation that has not been managed well.

The second category is complicated requirements and administrative affairs. In this category, 32.76% respondents expressed that the management applied difficult requirements and administrative affairs when the compensation was about to disburse. Between the first and the second category intermingles in triggering aversions of the teachers. In this case, one of the respondents stated her aversion like this "The payment of certification incentives was not on schedule and It was always postponed. There were too much administrative requirements to deal with it."

The third aversion category deals with the payment of compensation that was managed without transparency about the amount of money of each teacher to earn and unclear cut offs. In this category, 15.03% respondents expressed their inconveniences because they did not know the amount of money they should earn each time they checked in their bank accounts.

The fourth category deals with aversion expressed that TCP has not been able to improve teachers' competence. This category was inferred from 10.23% of respondents perceived that TCP has not been able to motivate teachers for self-improvement on their competence to teach. One of the aversion states: "some teachers only think of the compensation instead of improving their competence." However, it seems, this aversion was expressed by a participant who evaluated his/her peers. Meanwhile, the fifth category is others. This is to compile aversion that beyond the classification of the fours, for example one of the aversions states: "jealousy exists between old and young certified EFL teachers due to TCP."

To conclude, the aversions of certified EFL teachers to the management and administrators was mainly mechanism and procedure applied by management that was easy to handle if the persons in charge on this matter insisted to improve the management professionally and transparently. Improving the data file system to neatly record teachers' data would reduce the administrators asking for the same data repeatedly two to three times in a year. Moreover, imparting properly information to teachers about TCPs' concerns could avoid bias and ambiguous perceptions to management and administrators.

Considering that the aversions of EFL teachers toward the management is an external factors that may cause the degree of teachers' motivation to teach. Thus, when administrators expect the EFL teachers work properly, they should increase their motivation. In this case, they should provide positive feedback, that is transparency and on time payment of compensation. This situation may stimulate teachers' intrinsic motivation to improve voluntarily their English teaching practices and professional works. However, if they keep the present working situation, they provide negative feedback, then, the work performance of EFL teachers might be stagnant. This is what self-determination theory work (Deci & Ryan 2002).

Perceptions on work of TCP Management

The certified EFL teachers expressed their perceptions to the management of TCP in many ways and categories. The responses obtained from interview were analyzed by applying the grounded analysis by Strauss and Corbin (1990), the analysis process included repeatedly reading the transcriptions, coding, making comparisons, and making connection between categories emerging from data. After the data from transcription being classified and coded, 358 total responses attained deals with the propositions of EFL teachers to the management and administrators of TCP.

The propositions of EFL teachers toward the management of TCP in Central Sulawesi Province were analyzed and classified into thirty-two characteristics that could be integrated into subcategories and categories. With reference to questions one and two, the discussion of responses

attained in questions three may work to respond the previous discussion on questions one and two. Therefore, propositions of respondents that they wrote down in papers dealt mainly with payment problems of compensation and complicated administrative requirements.

In the light of the findings, 50% respondents expressed their propositions to TCP management stated that the payment of compensation should be paid on schedule and management should transparently manage the program. These expressions were inferred from seven kinds of sub-categories dealing with the payment of compensation. Moreover, 26.54% respondents still spoke out their suggestions concerning complicated requirements and administrative affairs for they had to repeatedly submit the same documents or data every time the payment was about to disburse. In this case, they expected that the administrators of TCP could work professionally, which synthesized from some statements of respondents "the TCP administrators should accurately file the teachers documents or data" or "the administrator should apply simple beaucracy, but accountable and transparent.

In line with, 18.16% respondents suggested that the management should work and supervise seriously to improve competence of certified teachers. Some suggestions sounded like this "management should conduct regular training and intensively supervise certified teachers" or "the management should apply tight selection for teachers to be certified." These kinds of suggestions indicated that the teachers were in need of quality enhancement for their professional works, but the management did not provide them access and facilities. In this case, the findings indicated that respondents perceived the TCP management or District Office of Cultural and Education Department had not tried earnestly to work for improving the quality of teachers' competence with suitable supervisory activities and qualified in-service training or seminar, and workshop pertaining to teaching and learning activities.

The fourth category of proposition suggested by 3.35% respondents stating that teacher training applied in the PLPG should base its instructions on school-based practices. In this context, some respondents criticized the ways of some instructors who taught in the program. The respondents suggested that the instructors in the PLPG (Teacher Training for Certification Program should train teacher communicatively so the teachers would not be anxious, tired, and bored. This, proposal was addressed to the lecturers at the Faculty of Teacher Training and Education of Tadulako University, who were assigned to manage the training. In the category of others, 1.95% respondents felt suspicious that the program would be stopped so they suggested that TCP would be kept continuing.

4.   Conclusion

With reference to the evaluation and perceptions of EFL teachers to the TCP, the study concluded some findings, which had been discussed above. In this context, most respondents believed and perceived that TCP contribute positive impacts on their social-economic lives, professional works, and social prestige. They argued that TCP played a part to improve their competence and aroused their motivation to enhance the quality of their teaching performance. Likewise, they connected the compensation of TCP with the change of a better social-economic welfare, financial, and social prestige. They also stated that TCP contributed to the progress of their professional development. In this case, they were motivated to pursue higher education, for instance taking mater program with their own expenses. This claim matched up with data on respondent's information background indicating that twenty-three percent of them held academic qualification on master degree.

On the contrary, the respondents' evaluation and perception related to the work performance of the TCP management. In this context, they complained mostly on the management that failed to work capably to administer the program, especially on the databased system, in which the teachers' files had not been recorded properly so they should submit the same data several time in a year. This was used as an excuse when the payments did not pay on time repeatedly. Hence, they expressed their inconveniences to the management typically on saying "TCP applied complicated requirements and administrative affairs" and the management never paid the compensation on scheduled based on the agreement they had set up and approved together." They also criticized TCP management that did not transparently expose the amount of cutoffs, other than taxes, for the reason of administrative operating costs. Moreover, some respondents believed that TCP did not much contribute to the improvement of teachers' competence, but this contention contrast to their self-assessment indicating that more than fifty percent of respondents were suspected to have overrated their competence to teach English (Syafar, 2012; 2013). `

In the context of propositions, the respondents suggested four categories of proposal for managing better the TCP. They suggested that the management should accurately file the teachers' data and apply simple bureaucracy, but accountably and transparently administered. With this scheme, they expected that the administrators of TCP would not ask for the teachers' data when the time of payment was about to disburse. In term of professional development, the respondents perceived that the management should provide access and programs that could facilitate teachers to enhance their competence such as in-service training, workshop, intensive supervision, and seminars. This proposal is reasonable since the scores attained by participants concerning professional development in the questionnaire dispersed within 'fairly competent' to 'competent' levels and belonged to

the items that were not overrated (Syafar, 2012; 2013). Still, they also suggested that management should intensively direct certified EFL teachers on their work performance and applied tight selection for teachers who apply for certification.

Furthermore, TCP will take a long time process to enhance the quality of manangement and adminstrators work professionally. It also requires many studies related to many aspects of the program including teachers' inputs, peceptions and their teaching practices to evaluate. Perceptions of EFL teachers on the advantages of TCP toward welfare and quality improvement of teachers will come up along timeframe of process. The same case on the teachers' persceptions of TCP managemant and their propositions for better servises will align with perceptual information and experiences interacting process with management.

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