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Investigating General Self-Efficacy and Teachers' Professional Identity of Yogyakarta EFL Teachers

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Abstract

Professional identity is the main key construct that cannot be separated from teacher career development. Despite the large number of studies examining professional identity, its relationship with work-related behavior at career stages and their psychological aspects such as self-efficacy has not been extensively investigated, especially in Indonesia. The purpose of this study is to look at the correlation between teachers' professional identity and their general self-efficacy. Participants are EFL instructors from the primary to university level in Yogyakarta. The mixed method framework was used to acquire the data with a questionnaire and interview. An altered version of the General Self-Efficacy (GSE) and Teacher Professional Identity Scale (TPIS) questionnaire was used to gather quantitative data. According to the findings of this study, the average score for General Self-Efficacy (GSE) is 40.1333, while the average score for Teacher Professional Identity (TPI) is 55.8667. The Pearson correlation test findings show a modest link between GSE and TPI in this study, with a correlation value of 0.459.

Keywords: EFL, self-efficacy, teacher's professional identity

INTRODUCTION

The primary essential concept that is inextricably linked to teacher career development is professional identity. The teacher is seen as a pivotal individual, with the ability to influence students and the system's success or failure (Darling-Hammond et al., 2020). Many studies have been undertaken and various crucial teacher professional qualities for student development, including cognitive and motivational components, have been identified (Fauth et al., 2019; Baumert & Kunter, 2013). They must understand what approaches are appropriate for the students in their class and grasp the subject that will be delivered so that learning becomes relevant and successful. In order to get the greatest outcomes, instructors, according to Kayi-Aydar (2019), must be aware of how essential their duties are and make an

effort to make a favorable impact on their students. They must, however, stimulate not just their students, but also themselves. To be able to concentrate on the problems of ordinary classroom instruction, teachers must display a certain level of motivation (Keller et al., 2014).

In general, teacher competency is viewed as a framework that outlines the unique human attributes that teachers require to satisfy the high expectations of their job (Fauth et al., 2019). Yet, language teachers have unique challenges. Borg (2006) asserts that, in contrast to instructors of other subjects, language teachers must be able to influence students to adopt culturally appropriate ways of thinking and doing. Hence, compared to other topics, teaching languages are thought to be more complicated and diverse in terms of content. Donato (2016) mentioned that today's student-

teacher discursive practices may be traced back to the teacher's personal history as a language learner and emotions that last a long time from experience. The definition of effective teaching is shown in the teacher's identity and beliefs. Thus, educators need to comprehend and develop their professional identity (Varghese et al., 2005).

According to the idea that a teacher's identity in their teaching practice is influenced by their prior experiences, particularly the emotionally and profoundly impactful ones, individual psychological factors can have an impact on an individual's outcomes (Johnson, 2015), including self-efficacy. Self-efficacy, following Feltz (2008), pertains to state-specific judgments that differ across tasks or within tasks based on difficulty and context, whereas perceived competence relates to views of skills that have grown through time. In line with (Bandura, 1977) findings, it may be said that self-efficacy can be separated from outcome expectancies, which are the notions held by an individual that particular actions would result in particular outcomes. Overall, general self-efficacy is a crucial element of psychological well-being and may be quite useful in assisting people in achieving their objectives and overcoming obstacles in life. The relationship between psychological variables and professional teacher identity has been supported by several previous studies.

The relationship between psychological variables and professional teacher identity has been supported by several previous studies. Moslemi & Habibi (2019) conducted a survey on the professional identity of Iranian teachers and their level of efficacy. This study looks at how the professional identity of Iranian EFL instructors, level of self-efficacy, and use of critical thinking in the classroom interact. The results of this study indicate a significant positive relationship between the three parameters. To evaluate instructors' self-efficacy in terms of their skills to successfully carry out specific instructions, researchers used

the Teacher Self-Confidence Form (TEBS-Self) which aims to determine their ability to make a difference in student learning and overcome difficult or unmotivated students. Furthermore, research conducted by Derakhshan et al. (2020) clarifies how the professional identity and self-autonomy of Iranian language teachers influence their ability to succeed in their careers. According to Pearson's correlation statistics, there is a strong positive relationship between the three teacher factors, and professional identity and autonomy significantly and positively predict teacher performance. In addition, (Zhang et al., 2016) also argue that task value beliefs significantly correlate with professional identity in groups of teachers at different career stages. However, of all the studies that have been conducted, no one has examined the role of individual general self-efficacy with teacher professional identity, especially in the context of language teaching in Indonesia.

To fill the gap in previous research, researchers examined the relationship between teachers' professional identity and their general self-efficacy in language teachers in Yogyakarta. One can begin to understand why educational innovations often lead to conflict, contradiction, and resistance by looking at the role of identity in professional development at different levels of professional practice. They can also see how dynamic professional identity is (Donato, 2016). While individual psychological problems in general may also be directly related to the teacher's professional identity. Consequently, this study concentrated on one research question: to what extent is the correlation between the professional identity of Yogyakarta EFL teachers and their general self-efficacy?

Teacher Professional Identity

In general, the idea of identity is defined as a collection of distinctive qualities that a person experiences compared to other people (Pennington & Richards, 2016). It includes the

special characteristics, beliefs, character, and life experiences that define each person. Responding to the teacher's function, Borg (2007) defines the teacher's professional identity in terms of the professional role that the teacher and others think should be performed. When we dig deeper into the basic concept of teacher identity, we find that it is often associated with how a person's intrapersonal individuality is not limited to individual emotions, methods of interacting with others, feelings about others, beliefs, ideologies, and close relationships. with the past, and share experiences now with hopes for the future (Azim, 2017). In this sense, the professional identity of teachers is shaped historically, culturally, and socially by various variables (Barkhuizen, 2016). One of them, various experts have examined how the professional identity of teachers is related to professional growth and teaching quality (Labba et al., 2019), including learning curriculum and classroom activities (Korthagen, 2004). One of them is a study conducted by Mora et al. in 2014. They look at how agency, professional growth, and teacher identity interact. It was found through the use of this case study that the formation of a teacher's professional identity is very important. Teachers' knowledge, skills, and values related to teaching are part of their professional identity as teachers, along with their commitment to lifelong learning and professional growth. This includes their dedication to ethical and responsible teaching techniques, participation with the larger educational community, and advocating for the needs of their students.

General Self-efficacy

According to Bandura (1977), self-efficacy is how people see their ability to perform various tasks effectively. Individual resilience does not merely arise from increased power. It is also claimed that cognitive factors, as well as stimuli or incentives, impact human behavior, implying that self-esteem may be

employed as a motivator. This refers to an individual's attempts to modify his or her reactions, suppress desires, and substitute them with alternative responses that drive behavior toward desirable self-regulatory objectives (Luszczynska et al., 2004). Moreover, Luszczynska et al. (2005) explain that self-efficacy is defined as an individual's conviction in their capacity to exert control over their needs and functions. People who trust in their abilities to overcome hurdles and concentrate on possibilities see stressful situations as more challenging than those who doubt their ability to overcome challenges (Schwarzer & Jerusalem, 1995). Because self-efficacy beliefs are dynamic in nature and related to domains, specific activities, tasks, and performance, self-efficacy is defined as one's self-confidence and the strength of one's belief in one's ability to achieve meaningful results, overcome problems, and successfully complete tasks (Ormrod et al., 2019).

According to Schwarzer et al. (1997), the General Self-Efficacy Scale was created to evaluate individual self-efficacy across a broad range. This tool cannot be used to replace questionnaires that assess self-efficacy in specific domains, such as academic self-efficacy, teaching self-efficacy, and job self-efficacy. The General Self-Efficacy Scale, according to Schwarzer & Jerusalem (1995), is a unidimensional instrument that only evaluates one element, namely general self-efficacy. However, Bandura concedes in Lönnfjörð & Hagquist (2018) that self-efficacy may be generalized when there are cognitively organized parallels in the numerous tasks that individuals engage in. A good instance is when many tasks demand similar talents, or when the abilities required to execute multiple activities are gained concurrently in accordance with their own values. As a result, personal values, according to Schwartz, may be characterized as trans-situational goals with varying levels of importance that serve as guiding principles in people's lives. It will have a significant impact

on numerous attitudes and behaviors (Schwartz, 2016), as well as in the workplace (Koivula, 2008) and at school (Barni et al., 2018).

METHODOLOGY

Participant

The researcher used a purposive selection strategy to choose a sample of 30 English instructors from junior high schools to universities from diverse locations in Yogyakarta for this study. The majority of research is conducted with a specific segment of the population in mind, but the findings can be applied to the entire population (Stake, 1967), the EFL teachers in Yogyakarta. The researcher picked these subjects in this study for two reasons. The first is that Yogyakarta has a large number of educational centers with a large number of qualified teachers, including language teachers. The second pertains to the national curriculum, which requires students from junior high school to university to study English. As a result, there are many levels of education in language instruction, each with its own set of obstacles for instructors. With these two considerations in mind, the researcher is eager to find out how language instructors develop their professional identities and whether there is any correlation between this and their general self-efficacy.

The questionnaire data were obtained from as many as 15 respondents who work as language teachers at various levels of education. Up to 40% of the participants were language teachers in primary schools, 20% in junior high schools, 13.3% in high schools, 13.3% in vocational institutions, and 13.3% in universities. In non-formal institutions, language teachers represent up to as 60% of the responses. Additionally, 13.3% had taught for 2-3 years, 13.3% had taught for 4-5 years, and 13.3% had taught for more than 6 years. 20% had taught for between 5 and 6 years.

Data Collection

Quantitative data were obtained using a questionnaire with 24 items and a Linkert scale (1-4), where 1 means "strongly disagree" and 4 means "strongly agree" and 5 open-ended questions. The questionnaire was adapted from the General Self-Efficacy (GSE), created by Schwarzer (1992), and the Teacher Professional Identity Scale (TPIS), which Zhang, et al. (2016) validated. General Self-Efficacy (GSE) is made to calculate the strength of personal belief in somebody's ability to face challenges. While, the TPIS consists of 14 questions that span the domains of intrinsic identity, extrinsic identity, and volitional action. Intrinsic value identity is tied to individual subjective attitudes toward the profession on these three aspects. The extrinsic value identity then concentrates on cognition about the profession's external variables, in the case of the teacher. Volitional behavioral identity, the final factor, demonstrates their behavioral engagement and readiness to enter a career in education.

Analysis

In this study, the Alpha coefficient, also known as Cronbach's alpha (α), was used to assess the internal consistency of items. The definition of instrument reliability in quantitative data relates to how reliable and consistent the response of the research instrument is (Creswell, 2005). The results in Table 1 below show that alpha (α) is 0.799 indicating that all scales show acceptable reliability because of the results of alpha (α) > 0.60. Then, using descriptive statistics and Pearson's Correlation SPSS software, it was determined whether there was a relationship between teachers' professional identities and self-efficacy. Additionally, interviews have been conducted with three respondents who represent a range of educational degrees. In order to get a more in-depth or thorough examination of their overall self-efficacy and teachers' professional identity, there are five open-ended questions utilized in the interview.

Table 1. Reability Statistics

Cronbach's Alpha	N of Items
,799	24

RESULT AND DISCUSSION

In this subsection, the research findings were presented and discussed. The findings of the statistical descriptive analysis of the data are as follows.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
General Self-efficacy	15	34,00	48,00	40,1333	3,96172
Teacher Professional Identity	15	45,00	68,00	55,8667	5,70547
Valid N (listwise)	15				

Table 2 shows that the General Self-Efficacy (GSE) average or mean value is 40.1333 with a standard deviation of 3.96172. The lowest score is 34, while the greatest total score is 48. According to the data gathered, 56.3% of respondents on the GSE items "strongly agree" and 43.8% "agree" that they can tackle challenging challenges provided they put forth enough effort. Furthermore, 50% of respondents "agree," 37.5% "strongly agree," and 12.5% "neutral" that they can fix the majority of their problems if they put in enough time and effort. Up to 66.7% of respondents said they were generally optimistic people in response to the open-ended question. According to the findings of the interviews, respondents are generally optimistic and believe they can tackle challenges; one respondent stated, "Yes, *living life must be optimistic.*" (R1). As a result, it can be inferred that the respondents in this study have rather high general self-efficacy.

Table 2's Teacher Professional Identity (TPI) has a mean value of 55.8667 and a standard deviation of 5.70547. TPI has a minimum score of 45 and a maximum total score of 68. 18.8% of respondents "agree" and 81.3% of them "strongly agree" that teaching is a good career. Then, 37.5% "agreed" and up to 50% "strongly agree" that there is a lot of room for professional growth. Additionally, 43.8% of respondents "strongly agreed" and 43.8% of respondents "agreed" that they generally like

teaching. They enjoy this occupation because of their connections with students. This is supported by the fact that 81.3% "strongly agree" that teachers will like interacting with students. During the interview, all three respondents stated that they became more excited when they met students. One of the responders stated, "*Interacting with students is one of the reasons I still teach; somehow their energy passes on to us too so we become like them, full of energy.*"(R2). These findings indicate that the respondents also have a strong sense of their professional identity as teachers.

The findings of the Pearson Correlation test are displayed in Table 3 below in order to highlight the relationship between General Self-Efficacy (GSE) and Teacher Professional Identity (TPI).

Table 3. Correlations

		General Self-efficacy	Teacher Professional Identity
General Self-efficacy	Pearson Correlation	1	,459
	Sig. (2-tailed)		,085
	N	15	15
Teacher Professional Identity	Pearson Correlation	,459	1
	Sig. (2-tailed)	,085	
	N	15	15

According to the findings of the Pearson correlation test, the correlation coefficient in Table 3 is 0.459. The correlation coefficient's findings fall between the ranges of 0.40 and 0.599. Therefore, it can be said that there is a moderate association between GSE and TPI in this study. To ascertain the connection between GSE and TPI, a more thorough analysis has been done. The average GSE and TPI scores for teaching personnel who work in both formal and non-formal institutions are acquired, as shown in Figure 1.

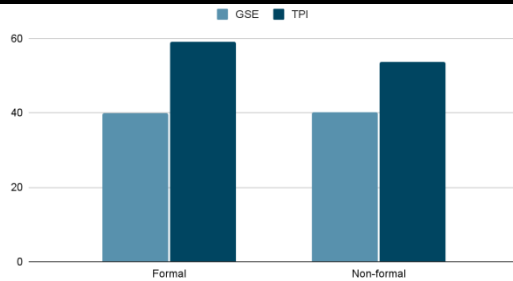


Figure 1. GSE and TPI Score in Formal and Non-formal Institution

Figure 1 illustrates that the mean scores for language instructors from formal and non-formal institutions are nearly identical, at 40 for formal GSE and 40.22 for non-formal GSE. The TPI score, however, has distinct outcomes. The TPI score for language instructors working in formal institutions is higher, at 59. In contrast, it is 53.78 for teachers employed by non-formal institutions. According to the distributed questionnaire, 31.3% of respondents indicated that they were "neutral," 6.3% disagreed, and 6.3% strongly disagreed with the statement that they actively participate in training and lectures to pursue promotions. Teachers from non-formal institutions made up two of the three responders to the interview. They said the training was for personal growth, not career advancement. *"I participated in several trainings primarily not for promotion, but to update my knowledge or skills."*, remarked one responder (R2).

Additionally, 18.8% "disagree" and 37.5% "neutral" to the idea that teachers have a high social position in the environment. Two respondents from non-formal institutions who participated in the interview claimed that, in their opinion, teachers did not have a high social position. According to one of the respondents, *"In my opinion, the salary and the level of education indeed can serve as indicators of social position. Many individuals are already aware that teaching is not a high-paying career, particularly if you work in public schools part-time. Teachers are and should be knowledgeable but many people have*

bachelor's or master's degrees now. So, a teacher has high social status, I don't think so." (R1). On the other hand, during the interview session, a teacher from a formal institution concurred with the claim that educators had social standing in society. If they are already employed by the government, work in renowned private schools, or teach in higher education, teachers will have a high social position. The reputation of the workplace was noted by the respondents as having an impact. *"It depends. Everyone is aware, I believe, that teachers don't often make as much money as, say, doctors. But his social status will also be impacted by his place of employment. For instance, the public will, of course, have a different opinion of him if he works as a teacher at a reputable university or a well-known private school."* (R3).

The purpose of this study was to ascertain the link between professional teacher identity and general self-efficacy in individuals. According to (Bandura, 1977), self-efficacy can be distinguished from outcome expectations, which are people's beliefs that specific acts would result in particular outcomes. Self-efficacy, which is linked to motivation, is the conviction that one can overcome obstacles. Work motivation, on the other hand, is the reason a worker chooses to do the job, how long he is willing to continue the job, and how much he wants to seek the job's success (Dörnyei & Ushioda, 2021). In this instance, one must be capable of overcoming the educational obstacles and requirements necessary to become a language instructor in a professional ESL learning environment.

It can be inferred from the data collected from the questionnaires and interviews with language instructors in Yogyakarta that, on average, their personal self-efficacy scores were quite high. This indicates that they are motivated and confident to handle problems at work (Ormrod et al., 2019). This demonstrates that they are also highly organized and open to new experiences (Djigić et al., 2014). This is

crucial to a teacher's quality, especially for language instructors. Given that teaching is a dynamic process, they must be willing to keep up with changes in their subject matter and delivery strategies.

The average score of their teacher's professional identity is also fairly high, which is consistent with the results of individual self-efficacy acquired. The third component of the teacher's professional identity, motivation, is something that influences why a person is willing to start a career since it is connected to self-efficacy. Additionally, it impacts how long a person can keep up their effort and how much they are willing to put into their task (Sinclair et al., 2006). Thus, based on these findings, it can be concluded that Yogyakarta's language instructors have developed a sense of their own professional identity. They already understand the terms of the professional function that the instructor and others believe should be done (Borg, 2007). Self-efficacy and teacher efficacy have been linked to and may even foster individual professional identity, according to the numbers of research (Moslemi and Habibi, 2019; Qiu et al., 2019; Chen et al., 2020; Eren and Sonay Turkmen, 2020). The findings of the correlation test used in this study show that there is a moderate association between general self-efficacy and teachers' professional identities, nonetheless. Despite roughly similar GSE results, language teachers at formal and non-formal institutions had distinct TPI scores. In keeping with a dynamic learning process, the creation of a teacher's professional identity occurs dynamically since current student-teacher discursive practices may be linked back to the teacher's personal past as a language learner and persistent emotional experiences (Donato, 2016). As a result, even if they have developed a professional identity, their view of being and becoming a teacher may differ. Self-efficacy and teacher efficacy have been linked to and may even foster individual professional identity, according to the numbers of research (Moslemi & Habibi, 2019; Qiu et

al., 2019; Chen & Zhang, 2020; Eren & Sonay Turkmen, 2020). The findings of the correlation test used in this study show that there is a moderate association between general self-efficacy and teachers' professional identities, nonetheless. Despite roughly similar GSE results, language teachers at formal and non-formal institutions had distinct TPI scores. In keeping with a dynamic learning process, the creation of a teacher's professional identity occurs dynamically since current student-teacher discursive practices may be linked back to the teacher's personal past as a language learner and persistent emotional experiences (Donato, 2016). As a result, even if they have developed a professional identity, their view of being and becoming a teacher may differ.

CONCLUSION

In conclusion, the findings of this study revealed an average score of 40.1333 for General Self-Efficacy (GSE) and 55.8667 for Teacher Professional Identity (TPI). As a result of the positive outcomes in these two areas, it can be said that Yogyakarta's language instructors are having high general self-efficacy and have developed a strong sense of their teaching identities. The Pearson correlation test was also used to examine the degree of the association between General Self-Efficacy and Teachers' Professional Identity. The Pearson correlation test yielded a correlation with a coefficient of 0.459. According to the correlation coefficient, there is a moderate relationship between GSE and TPI in this study.

For future research, similar study with larger number of participants needs to be conducted. If it is done with a larger and larger number of respondents, such as in different parts of Indonesia, it may be explored more thoroughly with varied cultural backgrounds. It might be used to determine if differences in cultural origins may also influence teachers' professional identity and self-efficacy.

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