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THE PROFILE OF PROFESSIONAL IDENTITY OF ENGLISH COURSE TEACHERS IN YOGYAKARTA

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The research horizon of teacher professional identity has been focusing a lot on formal education and emphasizing non-formal one less, although it plays an important role in fulfilling life-long education, as the Indonesian government has stated. Teacher candidates pursuing their bachelor study in English education also need to be equipped with in-depth insights on teacher interaction in English Course setting as they may also work in this non-formal education field as stated by the learning outcome goal of the association of Indonesian English Education major. This research aims to find out what profiles of professional identity English Course teachers in Yogyakarta had. An open-ended questionnaire elaborating the elements influencing teachers' professional identity was distributed to 35 English Course teachers in Yogyakarta. The results show the English Course teachers possessed positive professional identity depicted by their high job satisfaction, occupational commitment, work motivation, and self-efficacy. Self-efficacy was founded as the strongest element and occupational commitment as the weakest element constructing the profile. Factors influencing the strength and the weakness of the elements of professional identity were elaborated to provide more thorough insight on how to provide working environment in which English Course teachers could work at their best and finally to retain them.

INTRODUCTION

The research horizon on teacher professional identity has received an extensive interest from researchers from all over the world within the past 10 years (e.g. Beauchamp & Thomas, 2009, 2011; Lee, 2013; Trent, 2013; Tsui, 2007). This research topic has been considered as an important analytic tool because it explains a thorough understanding of the professional development of teachers (Beauchamp and Thomas 2011; Varghese et al. 2005) and it can increase the enhancement of teacher education programs (Beauchamp & Thomas (2009) as cited by Xu (2012)). Furthermore, even noted that attaining a more in-depth understanding about identity in general and teacher professional identity in particular could increase the enhancement of teacher education programs.

Amongst its popularity, however, this research topic is still limited in its variety of research settings. Research in this topic mostly involves teachers from secondary schools (e.g. Hall, Johnson, Juzwik, Wortham, & Mosley, 2010; Ruohotie-Lyhty, 2011, 2013; Trent, 2013) and university settings (e.g. Cheung, Said, & Park, 2014), meaning that researchers studying this research topic put major emphasis on formal education and less emphasis on the non-formal one. This emphasis could be explained by the fact that most of teacher professional identity researchers are usually affiliated with formal schools such as universities and the researchers are more likely to deal with their familiar working environment in conducting their researches (Cheung et al. 2014).

Realizing the importance of broadening the research horizon of teacher professional identity, the researcher was intrigued to fill in the gap of the research by conducting research on professional identity of teachers working in non-formal education by involving non-formal education teachers who teach in English Courses. Although this education categorization is not considered a mandatory and hence a supplemental type of education (Indonesian Law No 20 Year 2003; Brennan, 1997; Hoppers, 2006; Rogers, 2004), non-formal education plays a crucial role in the fulfillment of education needs as it satisfies unfulfilled provision by its education counterpart (Yasunaga 2014). Furtherly elaborated in Article 20

paragraph (1), non-formal education serves as a substitute, supplementary, and complementary formal education in supporting lifelong education. Non-formal education, therefore, can increase access to education for people who do not have the opportunity to get education through formal channels and thus contribute more to the development of the nation (Indonesian Law No 20 Year 2003).

The education in non-formal schools like the one in English Courses deserve an equal attention as education in formal schools because non-formal education has been mushrooming in Indonesia. As quoted from the 2016 economical census data from Central Bureau of Statistics, there were 619,947 educational businesses or companies in Indonesia which accounts for 2.32 percent of the total number of businesses / companies in Indonesia. From this number, until 2017, the number of Institute of Courses and Training reached the number of 29,283. This number experienced a significant increase in the results of the previous census in 2011 which was only 16,353. In other words, this growth reached 10.2 percent from 2011 to 2017. Considering these data, there are indications that English language skills are the mainstay of the community, especially school students in supporting their formal education needs. Given the increasing number of English Courses in Indonesia, it can be inferred that there is a growing need of English education in Indonesian society. Conducting research on this topic, therefore, becomes important because the research results can provide suggestions on what and how to improve the quality of the education which in turn will have an impact on increasing the fulfillment of English education of Indonesian people and fulfillment of life-long education, in general.

It is also important to study the identity of teachers in non-formal education environment because it is included as one of the graduate profiles of English Education Department. Conducting research by involving non-formal education like English Courses could support the attainment of graduate profiles and learning outcomes of English Education Study Program set by The Association of English Education Department of Indonesia in 2018. The Association stated that one of the graduate profiles and learning outcomes of English Education Department is to

equip English teacher candidates with knowledge and skills to be an entrepreneur in education sector. Running an English Course is one of the examples of being an entrepreneur in education sector. The results of this research, therefore, could provide English teacher candidates with the knowledge of teacher interaction in an English Course setting, how teacher professional identity along with its elements are formed through the interaction, and finally how those elements of teacher professional identity can be encouraged to retain qualified teachers in the accomplishment of institution goals. The problem in this current research, therefore, is formulated as what kind of profiles of professional identity profiles that English Course teachers have.

Teacher professional identity relates to how someone perceives themselves as teachers by considering their interpretation of interactions happening at work (Beijaard, Meijer, and Verloop 2004; Clouder 2003; McSweeney 2012). The interactions, furthermore, result in a particular sociological component in which the teachers define themselves. Teacher professional identity is a continuous process that keeps developing as teachers interact with their working environment (Beijaard et al. 2004; Berger and Luckmann 1991; Gee 2001; Mead 1934).

The elements of teacher professional identity are deemed the interpretation of interaction teachers experience in their workplaces. The interaction, according to Canrinus et al. (2011), Firestone (1996), Watt & Richardson (2008), could be interpreted as the demonstration of the teachers' job satisfaction, occupational commitment, work motivation, and self-efficacy. Locke (1969) as also elaborated by Eslami & Gharakhan (2012), in his definition of job satisfaction, statrf that job satisfaction is an emotional state that is positive. This emotional feeling was said to be the result of worker's evaluation toward their job experience by making comparison between what they expect from their job and what they actually receive from the job. Occupational commitment deals with a psychological link between someone and their occupation that is established by an affective reaction to the occupation (Lee et al., 2000). Furtherly explained by Meyer and Allen, as cited in Eslami & Gharakhani (2012), occupational commitment carries three components

that could differentiate one's affective attachment to an organization to another's: affective commitment, normative commitment, and continuance commitment. Work motivation is defined as what make workers initiate, stain, and eventually concentrate their work behaviors (Sinclair et al., 2006). In similar vein, Dörnyei & Ushioda (2011) define work motivation as the reason to why a worker decides to do a work, how long he is willing to do the work, and to what extent he wants to pursue to success of the work. Self-efficacy also constructs teacher professional identity. Zimmerman & Cleary (2006) defines self-efficacy as one's belief about what he can do and how excellent he can carry out a job (see also Bong & Skaalvik, 2003; Skaalvik, 1997). Referring to this definition, teacher self-efficacy is a teachers' belief about their capabilities to deliver expected learning outcomes such as student learning and engagement, including the ones coming from a class of low and unmotivated students (Skaalvik and Skaalvik 2016). As the manifestation of teacher identity, these four constructs are often stated as being essential to the behavior of teachers (cf. Ashton & Webb, 1986; Firestone, 1996; Watt & Richardson, 2008b) and deemed able to express the teachers' perspective on how they define themselves as professionals at work. In order to address the first research question, namely, the profiles of professional identity of teachers working in English Courses, the researcher utilized this theory of elements of teacher professional identity which was translated into blueprints of the questionnaire statements and written interview in order to gather necessary data from the selected participants.

METHOD

In this research, the researcher focused on teachers working in English Courses in Yogyakarta Province and The Regency of Sleman. The researcher involved different types of English Courses in order to obtain better representation of the data. All English Courses both in Yogyakarta City and the Regency of Sleman could be categorized into three groups, namely big, medium, and small English Courses. Big English Courses referred to those which are not only known and present in Yogyakarta Province but also in other provinces. In other words, the "big"

categorization here means English Courses that have branches in other cities or provinces in Indonesia. There were two English Courses involved in this researcher that were included in this categorization, one of the English Courses was located in Yogyakarta City while the other one was in Sleman. They were known to have school branches in, for example, Central Java, Jakarta, and Bandung. Meanwhile, the medium English Course categorization referred to those English Courses who have school branches, but they are only in different locations in Yogyakarta. There were two English Courses included in this research that were known to have two or more school branches located in different areas which are the Regency of Sleman or the Regency of Bantul. The two medium English Courses involved in this study were from Sleman and Yogyakarta City. Lastly, the small English Course referred to those who only had one school branch only. To put it another way, English Courses involved in this research that fell into this category were those who do not open any other school branches either in Yogyakarta Province or in other provinces in Indonesia. There were two English Courses involved in this research that fell into this category. One of them was located in Yogyakarta City while the other was located in the Sleman. The categorization of the English Courses was needed to enable the researcher in involving more various types of participants. The categorizations of English Courses above implicitly described the size of the English Course and how big their impact in the society was. By involving English Courses with different sizes, it was expected that the result of this research would be more representative.

The researcher distributed an online questionnaire via Survey Monkey® to all respondents from February 18th, 2020 up to March 10th, 2020. In selecting the sample of the research, the researcher utilized stratified sampling method in which the researcher used a number of strata or subgroups that differed in their characteristics (Ary et al. 2010). In this research, the researcher used three subgroups namely size of English Course, gender, and length of teaching experience in current institutions. The researcher decided not to include educational background and salary as the subgroups of the participants as they were sensitive and personal

information. The selection of those subgroups was done by identifying characteristics that appeared in the wider English Course teacher population that also had to appear in the sample (Cohen, Manion, and Morrison 2017). After selecting the subgroups, as suggested by (Cohen et al. 2017), the researcher randomly sampled within these groups and determined the size of each subgroup. Sub-diving the participants into a number of subgroups was carried out by taking into account similar characteristics the members of every subgroup had in common (Cohen et al. 2017).

During the distribution of the online questionnaire, the researcher successfully collected responses from 40 respondents. The researcher, however, had to give up 5 respondents as they only completed the questionnaire partially and thus ended up with 35 respondents. The researcher actually tried to collect more participants but regrettably the researcher failed to obtain permission from directors of some English Courses in Yogyakarta City and the Regency of Sleman to conduct a researcher in their institutions. The researcher, nevertheless, had fulfilled the minimum number of participants required in a research whose population was unknown, namely more than 30 participants and less than 500 participants which were appropriate for most researches (Hair et al. 1998; Roscoe 1975).

To collect the data, the researcher utilized questionnaire as the main research instrument. This questionnaire was in the form of electronic one, meaning that this questionnaire was filled in using mobile phone or laptop or similar devices, not using paper and pencil. Although electronic questionnaire seems to be easier to administer, it carries some challenges. The first challenge deals with the low return rate (Ary et al. 2010). It is because laying the questionnaire aside and forgetting the questionnaire would be easy for participants. To overcome this, the researcher conducted directly-administered questionnaire whenever needed by visiting the English Courses during the working hours of the target respondents to meet the teachers in person. Directly-administered questionnaire is a kind of questionnaire given to a particular group of people who are assembled at a certain time and place to carry out a certain purpose (Ary et al. 2010).

The questionnaire itself was designed to cover the four fundamental elements of teacher professional identity namely teachers' job satisfaction, occupational commitment, work motivation, and self-efficacy as quoted from the theories founded by Canrinus et al. (2011), Firestone (1996), Watt & Richardson (2008). In filling in the questionnaire, the respondents were asked to fill the Likert's scale from the scale of 1 to 4. The Likert's scale, named after its founder, Rensis Likert (1932), as explained by Ary et al. (2010), is a measurement scale that was designed with a series of statements. In this study, the researcher selected four categories of responses for rating a given statement or question. The *strongly agree* choice scored 4, the *agree* scored 3, the *disagree* scored 2, and the *strongly disagree* scored 1. This Likert's scale was a useful device for the researcher because it helped the researcher record the sensitivity and differentiation degree of the respondents' responses while at the same time allowed the researcher to generate numbers (Cohen et al. 2017).

This study was a quantitative study whose data were analysed by referring to the theory of descriptive statistics. Cohen et al. (2017) explain that descriptive statistics does exactly what the data say, meaning that descriptive statistics enable researchers to describe and present the data they obtain. Similarly, Ary et al. (2010) explain descriptive statistics as a way for researchers to organize, make a summary, and describe observations they collect. The presentation of the data could include, such as, mode, median, and mean. In presenting the data, Cohen et al. (2017) further explain, researchers could utilize graphs, tables, charts, histograms, and other similar visualizations to help researchers present the data easier.

In this study, the researcher presented data using the mean of the data. The calculation of the mean was used to find out the average of the positive and negative responses of the research participants on the 4-point Likert's scale in the close-ended questions in an online questionnaire. Next, the researcher converted the data into charts and/or graphs to be able to present the respondents' beliefs, opinions, and preferences regarding their teacher professional identity. After presenting the numerical data, the researcher will report raw scores and the percentages and finally provide commentaries to the graph, charts, and the calculation.

FINDINGS AND DISCUSSIONS

The professional identity of English Course teachers can be interpreted, according to Canrinus, Helms-Lorenz, Beijaard (2011, Firestone (1996), Watt & Richardson (2008), to the four elements constructing it: job satisfaction, occupational commitment, work motivation, and self-efficacy. In this part, the researcher presents the analysis of the profiles of each of the aforementioned elements of teacher professional identity in form of descriptive statistics. In the next four figures, positive responses cover the responses of "*Agree*" and "*Strongly Agree*" in the questionnaire, while the negative one means the responses of "*Disagree*" and "*Strongly Disagree*".

The Profile of English Course Teachers' Job Satisfaction

Job satisfaction is a positive affective reaction toward a job one has (Eslami and Gharakhani 2012; Locke 1969). Although it is a positive reaction, one teacher may have different intensity on how positive their positive reaction is, including the 35 teachers involved as the respondents of this research. In gathering the research data to obtain the profile of job satisfaction of the professional identity of the English Course teachers, the researcher used six statements that had to be responded in a 4-point Likert's scale. The six statements were identified as item 9 – 14 that came after items 1 – 8 used to gather the respondents' personal data. The results on those six statements are as follow:

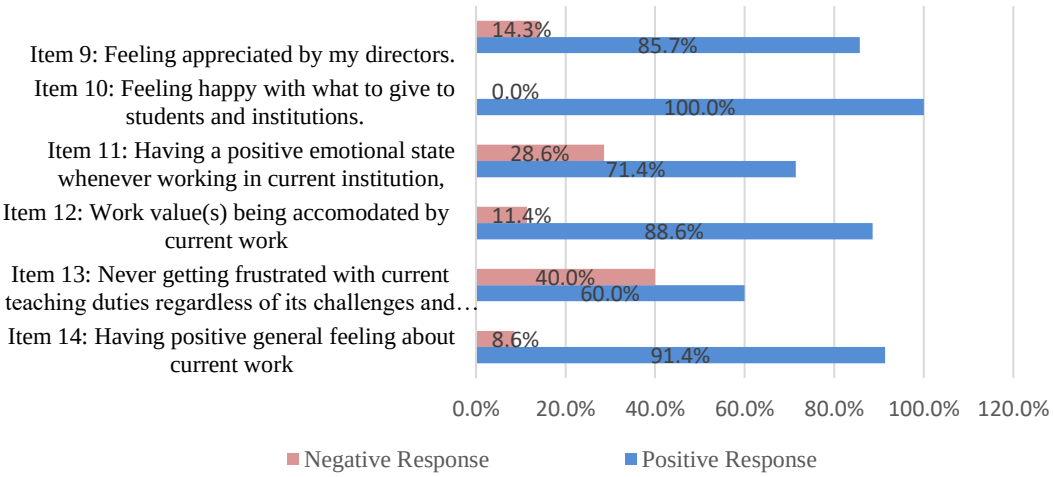

Figure 1 The Profile of English Course Teachers' Job Satisfaction

From Figure 1, it could be seen that the majority of the respondents (83%) had high job satisfaction as English teachers in non-formal schools, which in this case were English Courses. The percentage was obtained by calculating the mean of the positive response percentage of each of the items listed in Figure 1. The factors ranked from the most to the least influential to the high job satisfaction of the respondents were happy feeling with what they offered to their institutions and students (agreed by all the respondents / 100%), the way their institutions accommodated their work values (agreed by 88.6% of the respondents), work appreciation given by their directors (agreed by 85.7% of the respondents), a positive emotional state when working in the current institution (agreed by 71.4% of the respondents), and their teaching duties which almost never made them frustrated (agreed by 60% of the respondents). It could be seen that happy feeling with what they offered to their institutions played a big role to the teachers' job satisfaction and the factor of their frustrating teaching duties became the biggest factor influencing the teachers' job satisfaction. Regardless, all of these factors behind the high job satisfaction led the teachers to have a positive general feeling about their current work as agreed by 91.4% of the respondents (item 14). These factors were in accordance to the researches by Locke (1969), Eslami & Gharakhan (2012), and Schwepker Jr (2001) that explains that appraisal of one's work could lead the attainment of work values and thus job satisfaction. The acquirement of appreciation

from the teachers' directors influenced how they felt about their job in their own English Courses and finally led them into emotional state that was positive (Locke 1969).

The Profile of English Course Teachers' Occupational Commitment

Occupational commitment refers to the psychological link that is present between a worker and his/her occupation and it deals with one's affective reaction to their occupation (Lee et al., 2000). In this study, the researcher found out that the English Course teachers had a positive psychological link to their current work in non-formal schools or in the English Courses they worked in. The respondents involved in this study worked in their current job with a high commitment. In discovering the profile of professional identity of English Course teachers based on their occupational commitment, the researcher utilized six statements that the respondents had to respond in 4-point Likert's Scale. The analysis of the respondents' answers on those six statements is presented in Figure 2. The positive responses represent the *Agree* and *Strongly Agree* responses on the questionnaire, while the negative responses represent the *Disagree* and *Strongly Disagree* ones.

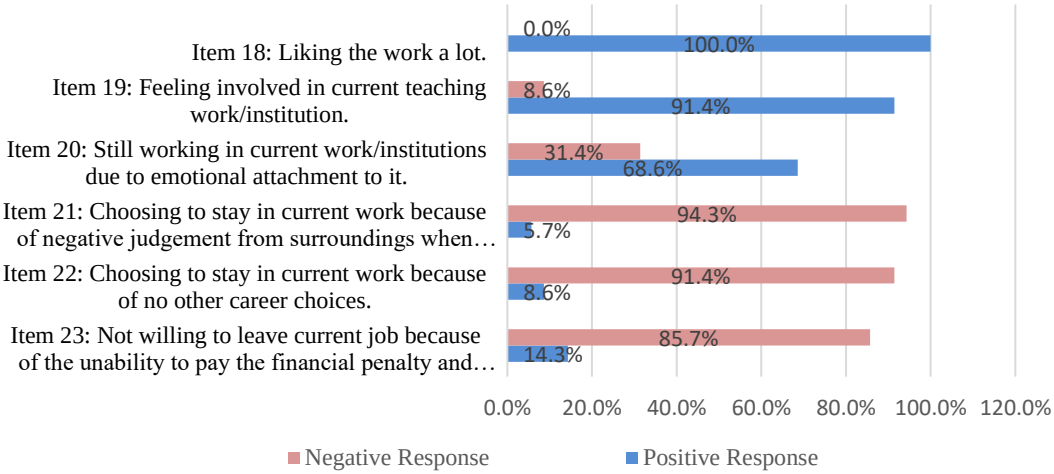

Figure 2 The Profile of Course Teachers' Occupational Commitment

It could be seen that the English Course teachers participating in this study had a positive psychological link or a high occupational commitment to their current work. It was obvious from the percentage of the positive responses for item 18 that

reached 100%. This percentage shows that all the respondents were able to demonstrate an affective reaction to their occupation (Lee et al., 2000) and thus enjoyed their teaching work. The respondents' high occupational commitment was attributable, for instance, to how the teachers' workplace involved them in their work or in the institution activities and hence established a psychological link between the teachers and their occupation (Lee et al., 2000).

The teachers' high occupational commitment, furthermore, was also confirmed by the teachers' responses on the items asking about affective commitment, normative commitment, and continuance commitment, all of which were in accordance with the theory of types of occupational commitment by Meyer & Allen (1997) and Eslami & Gharakhan (2012). It could be seen in a questionnaire item asking about the teachers' affective commitment that most of the respondents (68.6%) that stated the type of psychological link they had between them and their occupation was based on emotional attachment. In other words, the teachers' willingness to work and stay in their current work was due to emotional bond with their current work and therefore their occupational commitment type was affective commitment (Eslami and Gharakhani 2012; Meyer and Allen 1997).

The type of the respondents' occupational commitment above was confirmed by the respondents' responses on the questionnaire items asking about affective, normative, and continuance commitment. There was an item in the questionnaire asking the respondents whether their willingness to work and stay in their current work was only to avoid any negative or inappropriate judgments from surroundings or in other words it was only to follow social norms. This statement was responded negatively (i.e. disagree and strongly disagree) by 94.3% of the respondents. It could be inferred that the respondents' occupational commitment was not the normative one (Eslami and Gharakhani 2012; Meyer and Allen 1997). In addition, most of the respondents of this study also negatively responded two items in the questionnaire asking whether their occupational commitment was the continuance one, namely 91.4% (item no 22) and 85.6% (item 23). Teachers are said to have continuance occupational commitment when their willingness to work and stay in their current

work because they feel stuck with their career choice, they do not have any other working choice, or they cannot afford the penalty if they leave their current work (Eslami and Gharakhani 2012; Meyer and Allen 1997).

The Profile of English Course Teachers' Work Motivation

Work motivation is the third element of teacher professional identity defined as something that determines why someone is willing to start their work, how far one can sustain their effort in accomplishing the work, and to what extent they want to put high level effort into the work (e.g. Sinclair, Dowson, & McInerney, 2006). The researcher discovered that the English Course teachers carried out their teaching job in their current workplace with a high motivation. In discovering the profile of professional identity of English Course teachers based on their work motivation, the researcher used five statements, each of which had to be responded in 4-point Likert's Scale. How high their work motivation was can be seen in Figure 3. Similar to what is stated in the previous sections; the positive responses summarize the *Agree* and *Strongly Agree* responses on the questionnaire, while the negative responses summarize the *Disagree* and *Strongly Disagree* ones.

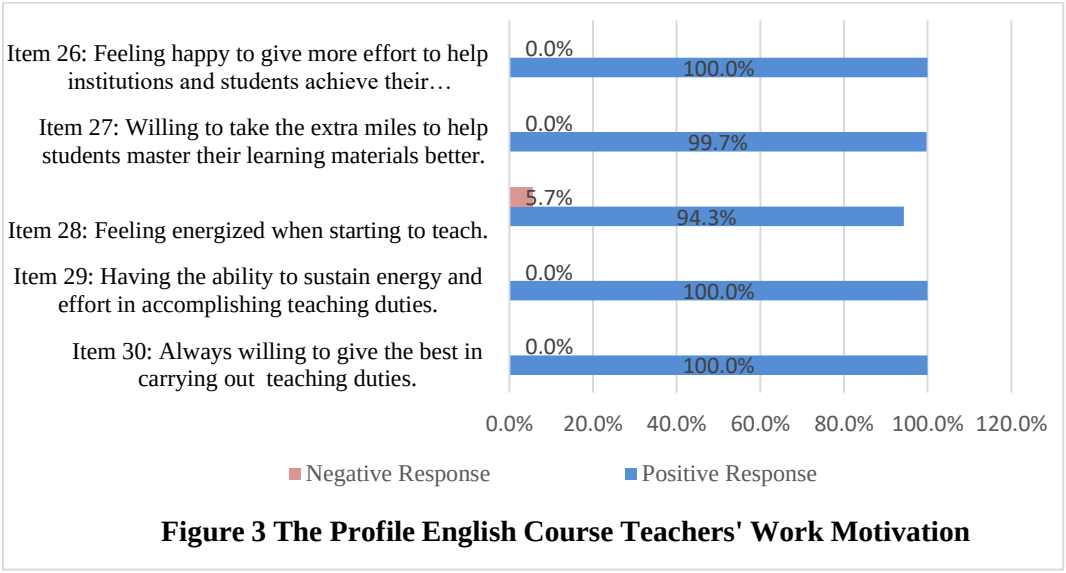

Figure 3 The Profile English Course Teachers' Work Motivation

From Figure 3, it could be seen that the English Course teachers had a very high work motivation as shown by almost all the questionnaire items reaching the percentage of 100%. Out of the five items, there were two items whose percentage

was slightly below 100%. The first item shows that it is obvious that there were very few respondents who gave negative responses to the item or disagreed with the statement, while in the other item, there was one respondent who did not provide any response to it. While these percentages show that the English Course teachers were highly motivated in teaching, according to More & Miller (2014) and Fuller et al. (2017), they also demonstrated that the teachers had high energy in initiating their actions regarding their work, were willing to dedicate high level of effort in accomplishing their predetermined organizational goals, and had high intensity in sustaining their effort to achieve a certain goal.

(More and Miller 2014) explain that work motivation is something that energizes individuals to start an action at work. From the analysis of the teachers' responses, it could be seen that 94.3% respondents agreed that they felt excited when they were about to start an action which in this case was teaching. In addition, not only did almost all of the teachers feel energized when teaching, they also had the willingness to provide additional effort and or extra miles to help struggling students and assist their workplace to accomplish institutional goals, all of which were the components of high work motivation (Saraswathi, 2011). What is more, the high work motivation that could also be seen from how ones are willing to sustain their effort to accomplish a certain goal (Fuller et al. 2017) and show their best performance at work (e.g. Conway & Briner, 2002; Coyle-Shapiro, 2002) was evidenced by the perfect percentage on the related items. Those two items asked whether the teachers were able to keep up their energy and effort in accomplishing their teaching duties and whether they were willing to dedicate their best at work.

The Profile of English Course Teachers' Self-Efficacy

The last element of teacher professional identity is self-efficacy. The researcher used five statements in the questionnaire that asked the English Course teachers' self-efficacy in order to figure out their professional identity profile as teachers. Self-efficacy was included in the research instrument because it constructed the English Course teachers' professional identity (Zimmerman and Cleary 2006). The five statements regarding teachers' self-efficacy required the

respondents to respond through the 4-point Likert's scale. After collecting and analyzing the data, the researcher came up with the following figure revealing the English Course teachers' strong self-efficacy. The positive responses in Figure 4 summarize the *Agree* and *Strongly Agree* responses on the questionnaire, while the negative responses summarize the *Disagree* and *Strongly Disagree* ones.

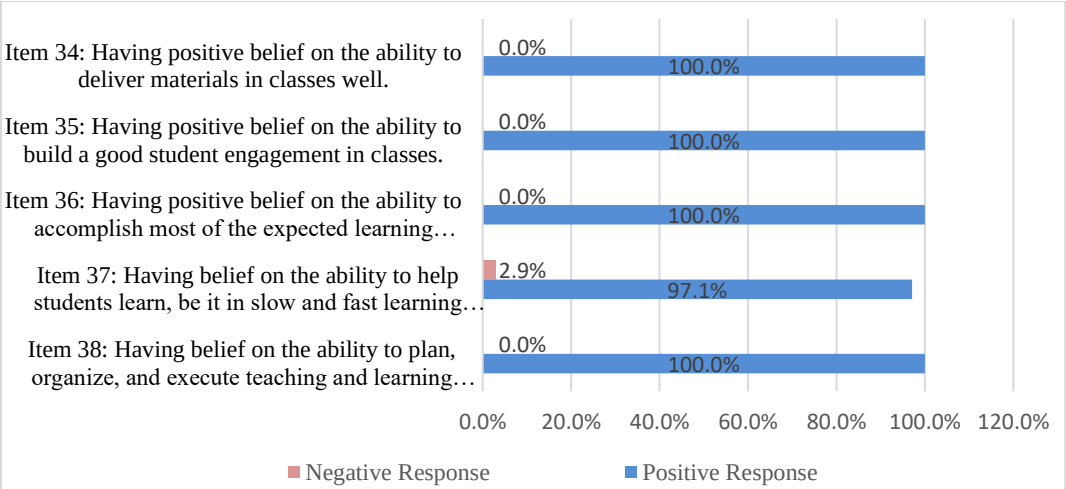

Figure 4 The Profile of English Course Teachers' Self-Efficacy

From Figure 4, it could be concluded that 99.4% of the English Course teachers had a strong belief about what they could do and how excellent they could carry out their job. In other words, it could be said that 99.4% of the respondents had strong self-efficacy (Bong and Skaalvik 2003; Skaalvik 1997; Zimmerman and Cleary 2006). The percentage was obtained by calculating the mean of the positive response percentage of each of the items listen in the figure above. Out of the five items regarding self-efficacy, there was only one statement who was not 100% agreed by the participants. The percentage of the item, however, was just slightly below 100%, meaning that this item too still represents a high self-efficacy of the respondents.

The strong self-efficacy of the English Course teachers could be seen from the teachers' belief in their ability in delivering materials in class, engaging their students in classes well, and in their quality in accomplishing most of the learning goals assigned to them, all of which were responded positively by all of the

respondents (100%). This self-belief, referring to Skaalvik & Skaalvik (2016), is the teacher self-efficacy as it reveals the teachers' confidence in delivering expected learning outcomes. What is more, 97.3% of the English Course teachers positively responded the item asking whether they could still keep up their self-efficacy and thus believe in their teaching capabilities even when the class condition was challenging such as in low and unmotivated students, as the theory of self-efficacy by Skaalvik & Skaalvik (2016) explained. In addition, when the researcher reconfirmed their belief in their teaching abilities and tried to seek for more detailed explanation of their self-efficacy by asking their preference in the following item, all of the respondents (100%) agreed that they were able to plan, organize, and execute their teaching and learning activities well.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis on the professional identity and retention rate of the English Course teachers, it could be concluded that the teachers had high rate of job satisfaction, occupational commitment, work motivation, and self-efficacy. 91.4% of the teachers stated they were satisfied with their current teaching job, 88.6% of the teachers had affective commitment toward their teaching job, 98.8% of the teachers were motivated doing their teaching job, and 99.4% of the teachers had high self-efficacy. These percentages show that self-efficacy was the strongest element constructing the professional identity of the English Course teachers, while job satisfaction was the weakest element constructing it.

Analysing the factors affecting each element of teacher professional identity further, the researcher found out it was feeling happy with what to give to students and institutions that became the strongest factor constructing teachers' job satisfaction and feeling frustrated with current teaching duties became the one lowering the teachers' job satisfaction the most. From the teachers' responses on the occupational commitment statements, the researcher found out that the teachers had affective emotional attachment to their current work and institution because they liked their work a lot. It was the statement agreed by 100% of the respondents. From the analysis of the teachers' work motivation, it could be seen that the factor that

might decrease the teachers' motivation was finding out the way to feel energized when they started to teach. This can be one of the concerns of English Courses to support their teachers at work. Lastly, the weakest factor of teachers' self-efficacy was found out to be the teachers' belief on their ability to help students to learn (both fast and slot learners). This can also be another institution concern in providing the best support to teachers.

Finally, future researchers may also conduct similar research that involves English Course teachers who come from different regions in Indonesia, considering that all teachers involved in this study were all only from Yogyakarta Province. It is aimed to find out whether different cultural backgrounds can affect teacher professional identity, especially to find out whether different cultural background can affect teachers' job satisfaction, occupational commitment, work motivation, and self-efficacy.

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