INVESTIGATING INDONESIAN EFL TEACHERS' PERCEPTIONS ON THEIR SELF-EFFICACY

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ABSTRACT To fully arm Indonesian EFL educationalists with a higher degree of professionalism, tenacity, and optimism in confronting ever-changing ELT landscapes, self-efficacy is one of the pivotal psychological streams that should be strong-inherited within them before plunging into real-time language learning contexts. This present study attempted to investigate the specific perceptions upholding by Indonesian EFL teachers toward their self-efficacy growth amid varied language learning dynamics they constantly endure. This study was run in the fashion of qualitative method to obtain more comprehensive data out of the particular phenomenon experienced by research participants. To fulfill this major research objectivity, the researcher capitalized on 5 open-ended written narrative inquiries to gain some renewable insights from the invited research participants. 2 Indonesian EFL teachers possessing a distinctive length of teaching experiences were invited to take part in answering the aforesaid 5 open-ended written narrative inquiry questions through WhatsApp application. More specifically, these 2 invited Indonesian EFL teachers enrolling in the English Education Master Program of Sanata Dharma University, Yogyakarta. The obtained research results uncovered that the robust establishment of self-efficacy was strongly affected by varied external factors such as a higher degree of learners' learning endeavor and intensive professional development training addressed by educational institutions, which in turn transforming them into more professional educators. As a suggestive point, all educational parties in this archipelago were strongly advocated to design continual professional development programs heeding more profound attention in corroborating our EFL teachers' self-efficacy levels for the advancement of ELT venture thoroughly.

Keywords: EFL teachers' perceptions, self-efficacy, narrative inquiry

A. INTRODUCTION

The big success attained by pupils is strongly determined by the role of teachers, particularly in this modern age. Teachers are on the pivotal lifeblood navigating the educational pathways since they impart varied purposeful lofty actions to prepare the next generations for their bright future. Heidari et al., (2012) repudiate that prioritizing teachers' social, affective, and emotional needs will bring about further positive influences for the advancement of future educational journeys. Concerning this notion, globalized teachers are jointly commissioned to heighten their professionalism by stipulating a wide range of proactive actions impacting the educational qualities. This suggestion is in concord with the theory of proactive teachers postulated by Thoonen et al., (2011) mentioning that nowadays, teachers cannot be deemed as passive receivers, yet they should be encouraged to take part actively as positive influencers in their subject-specific fields.

One of the paramount professionalism constructs that need to be sustainably cultivated in educational realms is self-efficacy. It is believed that through the robust construction of self-efficacy, teachers will be capable of better-assisting learners to reach the desired learning outcomes, pre-determined learning objectivities, and gratifying learning achievements. In a profound investigation regarding the significance of teachers' self-efficacy in learners' overarching educational attainment, Mozaffari and Ghodratinia (2015) unearthed that educators inculcating a higher degree of self-efficacy levels would be able to implement suitable learning activities directing their learners to obtain their fruitful learning outcomes. In ELT contexts, the cultivation of self-efficacy also comes to the foreground. Through this potent positive psychological aspect development, EFL teachers will internalize more energizing, engaging, and pleasurable teaching-learning dynamics for their learners due to the cogent beliefs of their capabilities. This assumption is strongly supported by the argument of Mashhady (2012) arguing that EFL educationalists upholding a cogent belief in their capabilities will have broader chances to address more qualified educational voyage for their diverse learners.

The exuberant proliferation of EFL teachers' self-efficacy also strongly influences their teaching commitment, perseverance, and dedication. It can also be illustrated here that teachers continuously nurturing their self-efficacy growth will possess a more exhaustive willingness to cooperate mutually with their learners to overcome various learning impediments, capitalize on their vacant time to look for appropriate additional learning materials, committedly showcase their best effortful teaching actions, and dwell in their school institutions for a long period. These aforementioned positive values are calibrated with the theory of EFL teacher' self-efficacy proposed by Klassen and Chiu (2011) believing that highly self-efficacious EFL educators are more desirous of heeding their profound concern on fostering their educational qualities resided in their educational institutions by casting more compassionate caring for learners as well as entrenching their teaching commitment continually. In a similar vein, highly self-efficacious EFL teachers are also successful in maintaining, or even magnifying their learners' language learning motivation since they experience more holistic, stress-free, and favorable learning enterprises under the guidance of these teachers. This argument is closely correlated with robust EFL teachers' self-efficacy development devised by Robertson and Dunsmuir (2013) asserting that learners working under EFL teachers infusing a stronger self-efficacy growth will be more stimulated to participate more proactively even in the challenging learning enterprises. Similarly, Fallon et al., (2015) also articulate that EFL teachers ingraining the utmost establishment of self-efficacy levels will encounter more precious attempts to progressively improve their learners' life-long learning behavior since they have been more

motivated to take proactive actions in the designated learning venture. It is also worth emphasizing EFL teachers elevating their self-efficacy levels into the utmost levels can endure their teaching vocation more enjoyably without being extensively interfered with by external unsavory conditions caused by other educational parties. This contention is inextricably associated with the interplay between EFL teachers' self-efficacy and job satisfaction devised by Helms-Lorenz, Maulana, and Irnidayanti (2016) averring that EFL teachers possessing more robust self-efficacy growth will have more liability to work persistently through the unpredictable vocational obstructions leading them to unveil another beauty side of their current vocation without feeling continual negative emotions in a long-term trajectory.

There were 5 previous studies closely connected with the major theme of this present research. The first study was conducted by Nurpahmi (2017) finding out that the utilization of positive EFL teachers' talk enabled learners to be more proactive learning community members in their specific classroom circumstances. In another study, Syamsu (2017) uncovered that a higher positive improvement of self-efficacy levels needs to be instilled within EFL teachers at the commencement of teaching-learning enterprises in order to impart a more influential springboard for learners to develop their learning competencies to the fullest potentials. Wijaya and Mbato (2020) prompted university EFL teachers in Indonesia to nourish their robust growth of self-efficacy to be contagious for their learners in an effort to improving the overall positive language learning trajectories. In another investigation of university EFL learners' perspectives on their self-efficacy in public speaking class, Wijaya and Mbato (2020) also unveiled that university lecturers are advised to firstly reinforce their self-efficacy levels in order to intensively augment their learners' self-efficacy growth while engaging in a vast array of challenging second language learning environments. In the last study, Wijaya (2021) suggested Indonesian university EFL teachers to corroborating their learners' self-efficacy development at the beginning of laborious second language learning venture in order to transfigure them into more resilient, strategic, and proficient future target language academicians. Since there was still a dearth of literature exhaustively probing into Indonesian EFL teachers' perceptions on their self-efficacy, this present study was run to provide more renewable research results with regard to the critical importance of our teachers to cultivate this positive psychological construct at the onset of their career. For this reason, the data collections were derived from 2 invited Indonesian EFL teachers working in distinctive educational institutions as will be further elaborated in the next section. More specifically, one research question guiding this current study was: What are Indonesian EFL teachers' specific perceptions on their self-efficacy?

B. REVIEW OF LITERATURE

Four Sources of Self-Efficacy for EFL Teachers

To date, Bandura (2006) mentioned 4 indispensable sources of self-efficacy that need to be possessed fully by EFL teachers when enterprising to promote more holistic ELT enterprises in their diverse wide-ranging classroom vicinities. Those 4 particular sources are mastery experience, vicarious experiences, verbal persuasion, and psychological states. In mastery experience, EFL teachers' future teaching actions are strongly influenced by their prior teaching experiences whether they have been successful or failed to bring about striking positive learning impacts in their particular classroom circumstances. Lunenburg (2011) adduced that when EFL teachers have fully imparted positive learning influences for their learners in the past, they are more likely to continue an identical success compared to other teachers who repeatedly failed to address high-quality educational experiences for learners. Taken for a tangible example, when EFL teachers have ever failed in controlling similar non-compliant learners' behavior in their prior teaching periods, their negative mastery experience will emerge to hinder them from carrying out certain appropriate actions to pacify these similar issues. On the other hand, when EFL teachers have significantly been successful in elevating their learners' target language levels in the past, they will be more liable to make this previous success contagious, or even better in their current teaching-learning processes. This explication is in agreement with the seminal theory of mastery experience propounded by Morris and Usher (2011) arguing that the continual success of EFL teachers in releasing gratifying learning outcomes for their learners is heavily determined by both their prior negative and positive teaching-learning experiences. In some cases, EFL teachers also indispensably require a valid measurement in evaluating their teaching success progressively. One of those potential reliable measurements is through vicarious experience. In this second self-efficacy stream, EFL teachers are allowed to imitate the identical satisfying teaching achievements attained by their colleagues in order to increase the likelihood of their future teaching success. However, it should be underscored here that in vicarious experience, EFL teachers have to select appropriate teaching models rewarding for their advancement of teaching career unless they will be demotivated while discerning the repeated teaching failure constantly shown by their chosen teaching models. Mills (2011) concurred that when EFL teachers have observed continual teaching success shown by their counterparts, they will be more encouraged to transfer this similar success in their teaching trajectory. Reversely, when the insistent teaching drawbacks are continually produced by other companions, teachers will experience more demotivated behavior directly impacting their upcoming teaching actions.

In the light of positive verbal persuasion, EFL teachers' current self-efficacy level is also determined' whether it is heightened or degraded. More specifically, when EFL teachers have continually received more positive, constructive, and encouraging feedback from senior colleagues, school principals, parents, learners as well as school stakeholders, they will be highly desirous to stay longer in their vocation even amid varied challenging teaching obstacles. With the support of positive verbal persuasion, EFL teachers are also more prone to persistently improve their teaching performances, efforts, and dedication since they obtained one of the external propelling forces spurring them to consistently become high-quality educators during their lifetime. All these above-explicated teaching benefits are incongruent with one particular self-efficacy research finding unfolded by Woodrow (2011) highlighting the crucial importance for educational institutions to establish, nurture, and substantiate EFL teachers' positive well-being by addressing positive verbal persuasion for them sustainably and conducting a vast range of professional development training to sustain their cognitive, affective, and pedagogical competencies in search of becoming more qualified educators. With respect to the ultimate source of self-efficacy, it is of utmost essential for EFL teachers to continuously magnify their positive psychological states. The emergence of positive psychological states is strongly determined by the external educational experiences generated in their ongoing teaching voyage. As a concrete example, EFL teachers noting the significant learning progression reaped by their learners will potentially hold more positive psychological states elevating their confidence to inherent similar fruitful teaching experiences in other classroom settings. In contrast, when EFL teachers observe the absence of learning advancement experienced by their learners, their positive psychological states were continually decreased and eventually superseded by negative psychological states. As a result, these teachers will depart from their current teaching vocation earlier. To overcome this perilous effect, Wyatt (2018) advocated EFL teachers not merely heed their profound attention on the noticeable educational merits but also other essential aspects after conducting one particular teaching-learning process in order to enable them to become more tenacious educationalists infusing more positive views toward unpleasant teaching-learning enterprises they are facing.

The Main Characteristics of Highly Self-Efficacious EFL Teachers

Going further in this second literature overview, it is worth confessing here that highly self-efficacious EFL teachers are the figures possessing more cogent professional endeavors to bring about influential positive impacts in the midst of taxing teaching-learning obstructions. This one of the major positive characteristics of becoming highly self-efficacious EFL teachers seem to be consistent with the theory of self-efficacy and EFL learners' learning volition postulated

by Sabet et al., (2018) theorizing that EFL teachers having a more robust establishment of self-efficacy growth will be more capable of supportively assisting their learners to depart from varied exacting learning challenges they are confronting. Akin to this laudable character, EFL teachers inculcating stronger self-efficacy development are also more optimistic and proactive to become their learners' co-learning partners in maximizing their language learning outcomes, achievements, and competencies development. Mojavezi and Tamiz (2012) adduce highly self-efficacious EFL teachers simultaneously instilling a higher level of self-confidence within their mindset prompting them to be the agents of change toward their learners' learning journey. In a similar view, Shangarffam and Poshti (2011) also avow that one big difference differentiating highly self-efficacious with lower self-efficacious EFL teaches is their profound belief in their current teaching capabilities in advancing continual learners' learning progress.

Furthermore, the robust construction of EFL teachers' self-efficacy levels also served as a breaking point for the striking enhancement of their teaching commitment as well as dedication in their subject-specific fields. In simpler words, highly self-efficacious EFL teachers are those possessing a higher degree of teaching inventiveness in sustaining their learners' target language learning growth, unearthing a wider range of relevant learning materials, and implanting more passionate teaching zeal throughout their career. These above-mentioned positive characteristics are closely intertwined with the theory of teaching commitment in relation to EFL teachers' self-efficacy growth invented by Gavora (2010) exclaiming that EFL teachers have been successful in amplifying their self-efficacy growth will be more dedicated to showcasing their best teaching actions toward their particular classroom surroundings and have more propensity to remain at their teaching vocation. With respect to the above-explicated conceptions depicted before, it is inescapable for educational institutions to put more priority on fostering EFL teachers' self-efficacy levels at the outset of their teaching career for the further betterment of overarching ELT enterprise.

C. METHOD

This is a qualitative study in which the researcher aimed to investigate English Education aster students' perceptions on their self-efficacy as prospective EFL teachers. By conducting a qualitative investigation, more authentic research data can be fully obtained by the researcher.

Respondents

The participants taking part in this study were 2 invited Indonesian EFL teachers graduating from English Education Master Program, Sanata Dharma University, Yogyakarta. One research participant is still studying at English Education Master Program. Despite her

profound focus on his study journey, the participant had already experienced quite long-range teaching-learning experiences in one particular vocational school during her bachelor's study. Another participant is now managing an online English course during this pandemic situation. To a lesser extent, this second participant had also experienced plenty of teaching-learning experiences during his bachelor and master studies by becoming an English tutor for English Education students in a similar university.

Instruments

This current qualitative study utilized 5 open-ended written narrative inquiries to further investigate Indonesian EFL teachers' perceptions of their self-efficacy. Talmy and Richards (2011) argue that the major benefit of harnessing open-ended written narrative interview inquiries is to enable the researchers to gain more obvious portrayals out of the apparent life stories recited by others. Concerning the specific inquiries formation, the researcher cast more in-depth exploration regarding the specific perspectives on self-efficacy uphold by 2 invited research participants. With the presence of this research instrument, the researcher can potentially obtain more robust research results functioning to encourage Indonesian EFL teachers as well as educational institutions to start promoting a teaching vocation circumstance supportively corroborate the elevation of their self-efficacy growth.

Procedures

To collect the intended data accordingly, the researcher contacted 2 invited research participants to meet mutual concords whether they would like to participate in this current qualitative research or not. After obtaining further approval from them, the researcher was going to distribute 5 open-ended written narrative interview questions through the Whatsapp application concerning the long-distant data gathering locations underwent by two parties.

Data analysis

This present study was manifested qualitatively to gain more overarching research results from the targeted research participants. Deveci and Onder (2013) state that the main rewarding value for the researchers aiming to conduct the qualitative study is more obvious data can be attained fully through the specific phenomenon experienced by the research participants. To fulfill this main qualitative research aim, the researcher would profoundly delineate the obtained data argumentatively to promote more robust, trustworthy, and comprehensive depictions for Indonesian ELT experts, teachers, practitioners, and policy-makers to holistically embed a more potent establishment of self-efficacy development within our EFL teachers' fields as professional educationalists.

D. FINDINGS AND DISCUSSION

This section heeds more exhaustive attention in depicting the specific perceptions Indonesian EFL teachers upholding toward their self-efficacy while engaging in diverse wide-ranging classroom circumstances. These argumentative delineations are based on 5 open-ended written narrative inquiry questions addressed to the 2 invited research participants through the Whats app application. More specifically, 2 major themes could be inferred from the data analysis namely: (1) External positive supports impacted Indonesian EFL teachers' self-efficacy growth and (2) Self-efficacy transfigured Indonesian EFL teachers to be more professional educators.

Theme 1: External Positive Supports Impacted Indonesian EFL Teachers' Self-Efficacy Growth

Concerning the first research theme, it is worth suggesting for educational stakeholders to impart insistent external positive supports for the striking advancement of Indonesian EFL teachers' self-efficacy growth. In a similar vein, the first research participant frankly acknowledged that one major positive prompt enabling her to ingrain a higher degree of self-efficacy as a professional educator is the internalization of ample learning resources that can be explored by her learners in various second languages classroom settings. In the support of these multivariate learning resources, EFL learners will not merely be capable of fostering their target language competencies efficiently but also developing more life-long learning characters critically indispensable for their continual competency growth as future L2 academicians. When the ongoing teaching-learning dynamics have been more engaging, prosperous, meaningful, and transformative for the whole teaching-learning community members, EFL teachers' self-efficacy growth can also be heightened simultaneously as their self-beliefs in their cognitive, pedagogical, and professional skills leading them to consistently carry out high-quality teaching-learning enterprises for all learners. This first strand of finding is mutually intertwined with the prior EFL teachers' self-efficacy research result unfolded by Choi and Lee (2016) encouraging worldwide educational institutions to provide more intensive professional development training for EFL teachers in harnessing a vast array of language learning resources to bring about more positive influential impacts toward their overarching classroom learning dynamics as well as self-efficacy development as qualified educators. Similarly, Güngör and Yaylı (2012) also reported that a voluminous number of teacher professional development training will feasibly assist EFL educationalists to magnify their self-efficacy along with professionalism to the utmost levels since they are always motivated to dedicate the best effortful teaching actions in their classroom learning vicinities. Heidari et al., (2012) prompted Iranian EFL teachers to

constantly look for other captivating second language learning materials to promote more holistic teaching-learning dynamics in which all learners are capable of honing their target language competencies independently simultaneously resulted in a more significant advancement of educators' self-efficacy growth. All these explications are in accord with the first interviewee's excerpt as quoted in these brackets.

[Interviewee 1: *I feel that students have other learning resources to encourage them to perform language better than me. In other skills such as logical thinking in solving reading, listening, and writing problems, I feel quite capable of guiding them to display qualified language skills. Because I have a pretty good basic stock that I can share with them.*]

[Interviewee 1: *After being introduced to varied materials, I invite them to discuss in groups to do assignments, so they can learn from their colleagues.*]

Furthermore, the first participant also repudiated that these external positive supports do not just bring about influential striking impacts for the whole learners' target language competencies development but also laudable characters continually exhibited by EFL educators while dealing with a wide range of classroom learning barriers in terms of demotivated and noncompliant learners' learning behavior. Highly self-efficacious EFL teachers are the professional figures who continuously cast a more exhaustive caring for their learners' learning progression by providing various supports helping them to figure out some appropriate strategies to overcome the ongoing learning impediments. All these positive educational matters take place since these teachers have been satisfied with the external supports imparted by their school institutions. As a corollary, EFL teachers inculcating a higher degree of self-efficacy levels in the light of external supports addressed by educational institutions will be more able to thoroughly enjoy the beauty side of their challenging teaching-learning enterprises by substantially providing continual learning assistances for struggling language learners. All these aforesaid delineations are calibrated with the major-specific finding of EFL teachers' self-efficacy and job satisfaction study run by Safari et al., (2020) exhibiting that the majority of EFL teachers having received continuous external supports and a higher level of job satisfaction from their educational institutions will have more endeavor to extend their compassionate caring for all learners, particularly those increasingly struggling with varied language learning obstructions. In the same vein, Ucar and Bozkaya (2016) unearthed that when EFL teachers have been well-trained in managing their classroom learning enterprises, emotions, and feelings, they will have wider opportunities to accompany learners' learning processes in a better purpose eventually ended up in the significant enhancement of their self-efficacy and target language

learning proficiency. In another identical study, Rashidi and Moghadam (2014) prompted both EFL teachers and learners to altogether create more supportive teaching-learning communities for them to constantly strive and thrive to better promote a higher degree of second language learning satisfaction as well as self-efficacy. All these aforementioned delineations have an intertwining rapport with the excerpt taken from the first interviewee in these subsequent lines.

[Interviewee 1: *when teaching I try to pay attention to students who are less enthusiastic in class by approaching and greeting and asking questions regarding their learning progress. If with students who do not obey I have not dared to rebuke, I choose to give examples of cases about the consequences of their noncompliant in the future.*]

[Interviewee 1: *I think it's pretty good. What I do is invite them to continue the process. I understand that learning a foreign language is not easy, but in learning they have to make progress and show new works every day.*]

It is also noteworthy to be propounded here that EFL learners' language learning satisfaction needs to be well-entrenched within a wide range of classroom learning processes to establish, reinforce, and augment their existent language learning enthusiasm. When their language learning enthusiasm is gradually magnified, it is also probable for EFL teachers to heighten their self-efficacy levels since they will assume that all of the expendable teaching efforts they have imparted are not resulted in pointless, yet fruitful target language learning outcomes rewarding for the continual academic as well as future lives endured by their learners. All these above-mentioned explanations are in accord with the ultimate pivotal finding disseminated by the first research participant. She fully repudiated that her teaching commitment, dedication, and optimism were numerously elevated after discerning a higher degree of learning enthusiasm showcased by learners. Reversely, the first participant's teaching performances will be substantially eroded over time while observing a lower level of learning enthusiasm and demotivating learning behavior shown by her learners. All these findings are in line with highly self-efficacious EFL teachers study run by Huangfu (2012) advising EFL educationalists to capitalize on a vast array of positive sayings in their multiverse second language learning environments to better manage learners' unruly learning behavior and preserve their higher level of learning volition directly impacting their further development of self-efficacy. With a similar contention, Karimvand (2011) found out that a considerable number of EFL teachers infusing more positive perspectives toward multivariate language classroom surroundings will encounter more spacious attempts to sustainably cultivate their

learners' learning motivation leading to a more robust language learning satisfaction concurrently affect their self-efficacy nourishment. These 2 evidences are carefully aligned with EFL teachers' self-efficacy and professionalism study conducted by Malmir and Mohammadi (2018) mentioning that it is inevitably indispensable for EFL educationalists to continuously monitor and evaluate their self-efficacy development to promote more conducive teaching-learning environments wherein all learners are strongly motivated to hone their target language skills. In the last study, Marashi and Nassab (2018) also urged worldwide educational institutions to iteratively provide a mutual professional as well as pedagogical training for EFL teachers in an attempt to forge their target language competencies and self-efficacy development to fully instill more transformative learning advancement for all learners to proceed. In consonance with these above-explicated conceptions, the first interviewee also accorded the significance of self-efficacy in her professional journey as an EFL educator as evinced in these following lines.

[Interviewee 1: *External factors that strengthen self-efficacy is the enthusiasm of students in learning. I think their enthusiasm and enthusiasm for learning is able to grow my enthusiasm and confidence in my learning success. If they are happy, they will think well, and so am I. Furthermore, external factors that weaken self-efficacy are on the contrary, if they are less enthusiastic in learning, I feel afraid of failure in delivering the material.*]

Theme 2: Self-Efficacy Transfigured Indonesian EFL Teachers to be More Professional Educators

It is well-said here that a higher level of self-efficacy transformed Indonesian EFL Teachers to be more professional. This positive matter occurred since teachers are capable of exerting more gigantic effortful actions to rejuvenate their current teaching methodologies, activities and approaches in line with the learners' situated learning atmosphere. As in the case of the first research participant, he forthrightly confessed that his robust beliefs in carrying out various challenging and pleasurable language learning dynamics for multivariate learners had directed him to be a more professional educator due to the life-long learning spirit to explore a wide variety of cognitive, pedagogical, and affective positive elements determining the betterment of his evolving teaching venture. In addition, the second research participant also confessed that through this life-long learning spirit, he was also able to undergo more favorable teaching-learning experiences in his career due to the positive, laudable, and supportive learning behavior sustainably exhibited by his learners. Keeping all these aforementioned EFL teachers' self-efficacy significance into our consideration, Ghonsooly and Ghanizadeh (2013) encouraged

globalized formal educational institutions to continuously impart insistent moral support to amplify EFL teachers' self-efficacy development resulted in a more robust establishment of professionalism as well as gratifying language learning attainment obtained by learners. These findings are also corresponding with the prior research result unearthed by Karimvand (2011) finding out that Iranian EFL educationalists instilling a higher degree of self-efficacy will experience more enjoyable teaching-learning events in their particular classroom learning circumstances since they were capable of accommodating their learners' unique learning differences holistically. In another identical study, Malmir and Mohhamadi (2018) also unfolded those EFL teachers continuously corroborating their self-efficacy growth will have more opportunities to increase their professionalism due to the incorporation of transformative second language enterprises fully experienced by diverse wide-ranging learners. The second interviewee's excerpts also raised similar contention in the following lines.

[Interviewee 2: *In my opinion, I am a good teacher who can foster my learners' target language performances. However, I still need to learn and improve my teaching always. There are a lot of reasons why I have to improve my teaching skills every day. First, English materials are so broad and wide that it can take a whole life to learn them all. Second, each student has his/her own learning needs.*]

Doubtlessly, EFL teachers instilling a more potent level of self-efficacy as well as professional development will also better in managing their classroom learning surroundings. It can also be restated that highly self-efficacious and professional EFL educators have successfully transformed into more judicious decision-makers, effective problem-solvers, and persistent classroom managers while encountering a vast variety of language learning hindrances in their classrooms. Again, these issues can be manifested in the presence of unruly learners' behavior, learners sluggish their learning endeavor, frustrating learners, or even worse, rebellious learners dissented all the classroom regulations created by teachers. Instead of averting themselves from these above-mentioned learning impediments, EFL educationalists ingraining stronger construction of self-efficacy and professionalism will be more prone to deal with those aforesaid arduous teaching-learning challenges since they deem all these obstacles as one of the positive springboards potentially transforming them into more tenacious as well as high-quality educators in the future events. In a like manner, the second research participant also concurred that he was not crammed with a higher level of anxiety, stress, or burnout while encountering varied difficult learning interferences in their classroom learning vicinities. Rather, he had instilled a higher level of commitment and confidence to confront all these challenges

since he strongly believed that all learning hurdles he was facing enabling him to be more professional as well as resilient educators. All these above-explained conceptions are intimately intertwined with the prior finding of EFL teachers' self-efficacy study conducted by Mehmood (2019) exclaiming that highly self-efficacious and professional EFL teachers are the responsible figures proactively addressing continual pleasurable second language learning atmosphere in their ongoing classroom environments even amid taxing teaching-learning hurdles. In a similar sense, Merç (2015) also uncovered that EFL educators possessing a more advanced development of their self-efficacy and professionalism were more liable to expedite their learners' language learning progress in the presence of a favorable learning atmosphere eventually fostering the overarching second language learning quality. Moradkhani and Haghi (2017) strongly advised worldwide educational institutions to constantly cultivate their teachers' professional along with self-efficacy development in the manifestation of constructive feedback, positive verbal persuasion, and intensive pedagogical training to enable them to be more indomitable educators who are readily confronting a vast array of unpredictable teaching-learning barriers. Ultimately, Phan and Locke (2015) cogently suggested teacher training and education faculty to working hand-in-hand with various existing educational institutions in supporting EFL teachers' professional development and self-efficacy growth by exposing them to more apparent classroom learning situations for long period to arm their readiness while dealing with various classroom management issues throughout their future career as educationalists. The second interviewee's excerpt is also harmonious with the above-said EFL teachers' self-efficacy and professional development.

[Interviewee 2: *In my opinion, I am a fast learner. I adapt easily to different situations around me. I like to vary the teaching-learning activities in my class. As we know, various teaching-learning activities are useful to make the class more dynamic and fun.*]

[Interviewee 2: *If I face different students with different characteristics, I will help them to learn well by fitting the right choice of activities suited to them. I have to fit the way I teach with their characteristics because I know that each student learns in different way. If I face any noncompliant learners' learning behavior, I try to help them to alter it to be better. I usually do not force them to change their behavior. Usually, I give them examples. I think this way is more effective to help the learners to change.*]

[Interviewee 2: *I have experienced teaching for more than seven years. From those experiences, I have learned a lot of things both it is related to the teaching-learning process of my students. Besides, I have also been trained in how to be a good English teacher in my campus and I learned a lot of things from my lecturers and my friends.*

Even though there are some things that can make me down in teaching, such as my failures and complaints, I do not let anxiety and doubt dominating. I try to do what I can do to make my teaching better.]

E. CONCLUSION

As a final point, it is of urgently important for Indonesian EFL teachers to instill a higher degree of self-efficacy since in the beginning of teaching journeys in order to enable them become more highly professional, innovative, and resilient educators openly embracing a vast range of education transformation. This brave heart and endeavor lying within these teachers are mainly caused by their positive perceptions of those adversities since they believe that they will be more mature, qualified and influential learning guides for their learners to fully achieve more gratifying learning outcomes after successfully coping with all these unpleasant teaching-learning trajectories. For the betterment of future studies, it is worth advocating for future researchers to design a more profound investigation concerning the mutual interplays between Indonesian EFL educationalists' self-efficacy and self-regulation significance contributing to their resistance as well as committed dedication in ELT realms to remind all educational experts, practitioners, and policy-makers in this nation to design more intensive pedagogical training mutually correlated with these 2 indispensable psychological streams. Concerning the minimum number of research participants invited in this present study, it will be wiser for future researchers to involve a considerable number of research participants enrolling in distinctive educational institutions and those possessing multivariate educational backgrounds to yield more robust research results better in shedding more enlightenment toward the nourishment of EFL educators' affective, psychological, and professional states significantly contributable for the future advancement of our ELT enterprises.

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