



Moderating role of Self-Efficacy in building Professional Identity of Chinese L2 Teachers

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ABSTRACT

Purpose: The L2 teachers face a number of problems and issues in non-native countries in the presence of different religious and cultural views, making it difficult for L2 teachers to build a professional identity. In China there is an attempt to integrate L1 (First Language) with L2 (Second Language) in language classes and facilitate building the professional identity of L2 teachers. This study is an attempt to examine the moderating role of self-efficacy in strengthening the impact of educational orientation and professional commitment variables in building the professional identity of L2 teachers in

China. **Methodology:** A questionnaire was adopted from previous studies to carry out a quantitative study on L2 teachers teaching the English language in different educational institutions in Beijing, China. The purposive and criterion sampling technique was employed to identify the respondents for data collection. 109 useable responses were analyzed on Smart-PLS by assessing the validity and reliability of the constructs and their hypothesized relationship through structural equation model (SEM).

Findings: The results of the study revealed that educational orientation significantly influenced the professional identity of L2 teachers while professional commitment was considered as an important factor that influenced their behavior but very insignificantly related to professional identity. The self-efficacy was also found moderating the relationship between educational orientation and professional identity as well as the relationship between professional commitment and professional identity.

Implications to research and practice: The current research has provided a ground for the educational institutions to develop effective strategies for incorporating educational orientation and development of professional commitment among L2 teachers. This study has also suggested how to gain self-efficacy among L2 teachers in order to build their professional identity. Future studies may be conducted on other variables and in diverse geographical locations with larger and more diverse sample in order to generalize results.

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Introduction

The English language has already emerged as a global communication tool. Educational institutions recruit such teachers of English language that have higher level of competencies not only related with the language but also who are cultural friendly and well-familiar with teaching. The focus is to identify such teachers who possess a good knowledge of content, pedagogy and the ability to acculturate in order to understand their learners. Educational institutions also emphasize on utilizing competencies of language teaching and building a suitable professional identity of L2 teachers to teach English to speakers of other languages. In other words, the professional profile of teachers must meet the professional competencies required in teaching of the English language to non-native learners (Ortaçtepe, 2015). Eventually, in order to response to the need, the teachers also get inclined to developing their communicative skills, teaching competencies and creating awareness about both native and non-native cultures. It has been observed that a few language teachers who have taught in English-speaking countries like New Zealand and the United States strive for promoting the culture of the non-native English-speaking countries in accordance with the English language (Eslamdoost, King, & Tajeddin, 2020). Such teachers face the challenge of preserving their professional identity.

One of the objectives of teaching English as International Language (EIL) is also to create awareness among students about the knowledge of the English language as indispensable to their career and future plans. Students are encouraged to learn the English language along with its cultural aspects since most issues and problems that might arise later in their professional career would be due to external factors such as cultural background and personal beliefs, or due to the internal policies imposed by government on educational sector. Teachers are active agents to construct their identity through all possible methods such as adopting, adapting and rejecting the external mandates, provided these efforts do not result in frustration and tension (Kayi-Aydar, 2015). Most teachers face issues like conflicts, paradox, negative reactions, dissatisfaction, dilemmas and transformation and challenges while building a professional identity while teaching a foreign language. These conflicts are reported as multi-layered as critics have expressed that such perceptions of teachers about language teaching and building a professional identity are subject to change in different situations (Eslamdoost et al., 2020).

It is also often argued that professional identity may be developed over some time when new approaches are introduced in teaching and learning that enhance their performance in language teaching. It is important to explore and investigate about these new approaches that may contribute in development of professional identity of teachers. One of the approaches is to develop new roles for English teachers such as acting as a researcher in resolving classroom problems and issues or devise new pedagogical tools. Such language teachers who involve in research oriented teaching are found to be more effective in fulfilling the requirements for building the professional identity of teachers. Such teachers who are also research practitioners can also help in integrating pedagogy with other educational processes and performances (Hanks, 2017).

There is no dearth of research on L2 teaching and building the professional identity of a teacher in a foreign learning environment. However, all such exploratory research has

not been able to produce the required results and help language teachers to produce an effective professional identity based on pedagogical activities and innovative tools to teach a second language. Previous research has only focused on L2 teachers in the perspective of professional commitment, task orientation, work motivation, and self-efficacy (Meihami, 2021), thus ignoring the study of factors that build the professional identity of teachers. Hence, there was a need to carry out a research to fill this gap.

The current research investigated how to determine the professional identity of teachers of English as a foreign language in China, influenced by educational orientation and professional commitment. This research also addressed and examined the moderating role of self-efficacy between the exogenous and the endogenous constructs of the study.

Literature Review and Hypotheses Development

The less clear and political environment of the workplace causes number of conflicts among teachers as negotiations take place along with the roles and positions of participants in a centralized working environment. For instance, the teachers' professional identity in Iran has been exemplified as a prime instance of teaching English as a foreign language getting influenced by political games, specifically after the environment change due to the 1979 revolution and when country was governed by Islamic laws. English as foreign language (EFL) teaching and its coaching faced a shift in all textbooks, educational goals and curriculum change according to the Islamic perspective. The massive change in the Iran government when an Islamic political party came to power, it mandated to all institutions how the English language should be taught and how it should function. As a result, several English teachers faced the trauma, conflict, professional dilemma and dissatisfaction at national level as well as at policy level due to these major changes and day day-to-day political intervention in teaching practices. The English teachers negotiated for educational policies but it was proven that such kind of conflicts, policy development and constant negotiations negatively impacted the teachers' professional identity (Kibler, Valdés, & Walqui, 2014).

The Iranian experience of the EFL teachers exposed the conflicts and reactions that how teachers perceived the opposing ideological forces. This raises a question of how an individual should position himself or herself in such a situation. The teachers' professional identity construction should now include their positioning analysis and the assessment of their productivity. It is essential to counsel teachers how they should position themselves and others during such interactions (Arvaja, 2016). However, a few research studies found political interventions and ideological impact as a constant challenge in the professional development of EFL teachers (Eslamdoost et al., 2020). It is therefore important that the professional development of language teachers should only be addressed with their role and contribution in the fields of education and research. Besides, all such aspects need to be highlighted and investigated that concern building of the professional identity of language teachers (Behin, Esmaeili, & Assadollahi, 2018; Mehrpour & Moghaddam, 2018).

A few studies have depicted practices that contribute to the development of professional identity of language teachers such as research practices, exploratory practices, action research and reflective practices (Borg, 2017). There are critical arguments published

in implementation of action research and reflective practices for the purpose of development of language teachers' professional identity. Such improvement can be achieved only through action research and reflective practices as it encouraged the teachers to conduct research for self-improvement. The language teacher can, however, play a role in providing the context when it is felt that a complete and qualified knowledge was absent to conduct the research. The understanding was based on the exploratory practices conducted by the language teachers that can help the teachers related to language that suffered due to limitation or lack of expertise, lack of resources and lack of research for understanding the puzzles in classrooms (Borg, 2017).

Other studies have also viewed language teachers' professional identity as perception of their professional responsibilities (Han, 2016). These studies have argued that language teaching demonstrates the self-conceptualization role of a teacher while enhancing the sense of status based on values and beliefs and that how an individual should behave in front of others. The good, appropriate and proper behavioral set considered as professional identity and guiding actions are the main emphasis of these studies. The on-going process of negotiation for affirmation of values/beliefs for a professional and good teacher have also been emphasized. The personal beliefs of language teachers have nothing to do with the professionalism of teacher or to become a good teacher relative to the particular national or regional schools level culture that reflect the nature of the students (Marom, 2018). The professional identity of the teacher has been used for understanding the response of L2 teacher in their attitude towards educational reform and how they think they should adapt official teaching and curriculum (Qooyimah, Singh, Exley, Doherty, & Agustiawan, 2020).

A need to carry out the current study was felt because none of the previous studies have addressed the issue of professional identity of non-native English-speaking teachers or of English as International Language teachers. There was a need to examine how teachers link the L2 teaching as goal achievement or building their professional identity. In the Indonesian context, too, previous studies have focused on the Islamic Schools and their powerful ideologies which affected the EFL/ EIL teachers working in the education sector and failed to achieve a dominant position in the English teaching domain (Qooyimah et al., 2020)

Education orientation and professional identity

Educational orientation is influential in helping new teachers to adjust according to the situation of an employee, of which their professional colleagues and other community members are an integral part. These teachers are members of the social milieu which they belong to and their behavior is determined by various influential factors at their workplace. For instance, educational goal orientation shapes the role of a teacher in relation to both professional and instructional knowledge base (Schutz, Crowder, & White, 2001). Educational orientation is useful in various education related outcomes and contributes to enhancing the qualification, knowledge, skills and abilities of students. It is important to develop teachers' educational orientation as it helps in adoption of appropriate pedagogical and instructional strategies (Popper-Giveon & Shayshon, 2017). The individual teachers with a healthy educational orientation may perceive responsibilities

more seriously and holistically. Besides, teachers' knowledge of the subject is also very important and crucial for creating a good learning environment. A good learning environment establishes high-quality interactions and relationships between teachers and students and encourage teachers to adopt a learner-centered instructional orientation (Arvaja, Sarja, & Rönnberg, 2020). It is also observed that when teachers' goals of learning go beyond their knowledge of the subject, they utilize a learner-centered instructional approach which contributes to their professional identity (Li, Garza, Keicher, & Popov, 2019).

The current study aimed to determine the professional identity of the English language teachers in China, and therefore would investigate the relationship between a teacher's educational orientation. Hence, the following hypothesis was derived:

H1: Educational Orientation influence the Professional identity among L2 teachers in Chinese Education sector

Professional Commitment and Professional Identity

Professional commitment of teachers at any educational level has a crucial importance and has received much critical attention. The education sector management requires a higher professional commitment from teachers, which is defined as an agreement, affiliation and belonging towards the workplace and duties to meet the obligation and responsibilities (Marlina, Aliman, & Somantri, 2018). Various issues and problems in developing professional commitment have been reported, most of which are related to cultural changes and politico-religious perspectives in non-native countries. The lack of motivation and good leadership is also considered as an obstacle in building professional commitment. Studies have proved that professional commitment and motivation significantly moderate the relationship between leadership and teaching tasks and that schools must motivate employees to ensure their higher commitment. The higher the motivation, the longer is the retention, even when there is poor leadership but motivation keeps the committed teachers more productive (Firdaus, Purnamasari, Akuba, & Purwanto, 2020).

Owing to these factors, L2 teachers are not able to develop the desired professional identity. The question therefore arises how to address the phenomenon of professional commitment, how to ensure a positive job involvement, and how to improve work technical performance. Incidentally, the positive attitude of teachers, their professional commitment and job involvement together build their professional identity, all of which are reported as predictors of professional commitment. Technical decisions related to the teachers' major or discipline, their level of education, and job satisfaction have also been found correlated with professional commitment (Farris & Cordero, 2002; Pai, Yeh, & Huang, 2012; Wang & Armstrong, 2004). However, a few studies have gone a little farther and focused on the relationship between professional commitment and organizational commitment. According to them, both have a reciprocal relationship, which means the greater the commitment with organization, the lesser is the commitment towards the job (Singh & Gupta, 2015). Moreover, other studies have reported a positive phenomenon, claiming that professional and organizational commitment are not contradictory to each

other but positively related (Rong & Grover, 2009).

Previous studies have dealt with various aspects in relation to professional commitment, but no study has discussed professional identity of teachers in this context nor examined the relationship between professional commitment and professional identity. In this study, it is premised that the professional commitment of the L2 teachers has the tendency to influence the professional identity. The following hypothesis is hence derived from this statement.

H2: Professional Commitment influences the Professional identity among L2 teachers in Chinese Education sector

Moderating role of self-efficacy

Previous literature refers self-efficacy as the belief of an individual about his or her capabilities that contribute to achieving success at workplace (Klassen & Chiu, 2010). Self-efficacy is said to have influenced the human achievement in variety of settings, education, sports, business and health. It is also often expressed as the belief of a student that predicts a specific type of behavior. The behavior of teacher is also influenced by self-efficacy, motivation and achievement. The lower the self-efficacy, the higher are the difficulties in teaching and greater job stress, resulting in a decrease of job satisfaction level (Klassen & Chiu, 2010). The level of self-efficacy has often been assessed in terms of teacher-student relationship. It is premised that self-efficacy predicts the conflicts and influences teachers' closeness with students. Teachers' self-efficacy can be developed and leveraged in social and professional cognitive perspective. It is assumed that higher the self-efficacy among teachers, the greater is the level of closeness and lesser the number of conflicts. Studies have reported that higher self-efficacy of teachers play an important role in professional development of students and establish a long lasting and effective relationship with teachers (Hajovsky, Chesnut, & Jensen, 2020).

A study in China examined professional identity among medical students and argued that professional identity is much influenced by self-efficacy and that it is one of the most important factors in education sector and career development of students. The study also reported that there was not any significant change in professional self-efficacy during the experiment, while professional identity was seen declining after intervention and no significant change was found in the control group's behavior (Guo, Zhao, Gao, Peng, & Zhu, 2017). In another study on engineering students, it was found that self-efficacy of teachers affects the learning level of the students as well as the teacher's professional development. The study also found a reciprocal effect when it was found that teachers' self-efficacy also enhanced relatively with the increase in their professional development as self-efficacy is seen as a by-product of increased learning and knowledge enrichment (Kelley, Knowles, Holland, & Han, 2020).

Owing to its importance and playing a significant role in teachers' professional commitment, educational orientation and eventually helping build teachers' professional identity, this study examined the moderation role of self-efficacy between the independent and dependent variables of the study. The hypotheses stated are as follows:

H3: Self-Efficacy influence the Professional identity among L2 teachers in Chinese Education sector.

H4: Self-Efficacy moderates the relationship between Educational Orientation and Professional identity among L2 teachers in Chinese Education sector.

H5: Self-Efficacy moderates the relationship between Professional Commitment and Professional identity among L2 teachers in Chinese Education sector.

Research Framework

The research framework demonstrated in Figure 1 shows the hypothesized relationships between the constructs of the current study. The educational orientation and professional commitment are independent variables of the study and professional identity is dependent variable, whereas the self-efficacy is the moderating variable. It is argued here that self-efficacy has the tendency to moderate the relationship between the constructs by strengthening their individual relationship.

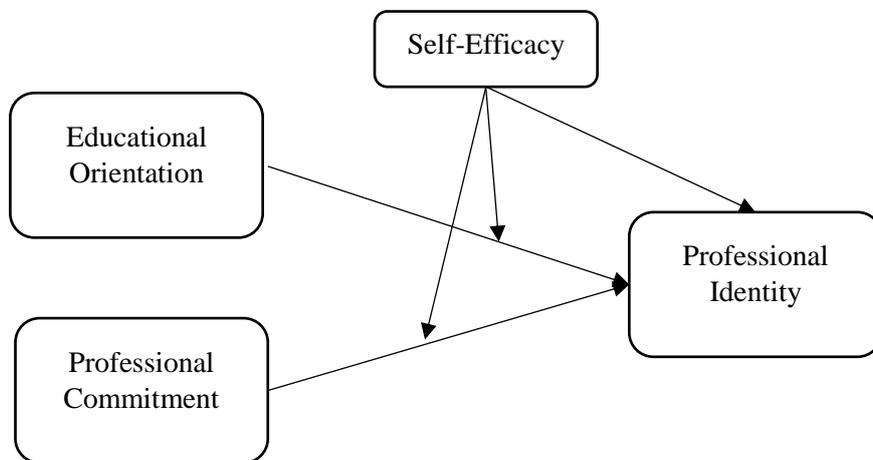


Figure 1. Research Framework

Methodology

Research design

The study used a quantitative research design, though previous studies had used qualitative research methods to assess the relationships and description of variables such as professional commitment and professional identity. Hence, there was a scarcity of empirical studies on the teaching of EFL or the L2 teachers in China. Many of these teachers faced diverse kinds of issues and problems such as cultural change, inadequate teaching

competencies, politico-religious disruptions and like that created obstacles in building the professional identity of teachers. Moreover, the empirical investigation could only explain the mutual relationship between professional identity, educational orientation and professional commitment. Lastly, self-efficacy was chosen as the moderating variable since the professional identity of teachers much depends upon an individual's skills and competencies.

Research Sample

The sample of this study was derived from the education sector of Beijing, China. The participants were chosen on the basis of purposive and criterion sampling technique (Yildirim & Simsek, 2013). This sampling technique has also been utilized in previous studies to conduct similar kinds of research. Such L2 English teachers were the sample target who were willing to collaborate and participate voluntarily. A total of 109 male and female participants were identified to conduct this research.

Data collection Instrument and Procedure

The data was collected through a questionnaire adapted from previous studies. The three item scale of educational orientation (EO) was adopted from (Lai & Jin, 2021). The three item measurement scale of professional commitment (PC) was adopted from (Singh & Gupta, 2015). The four item measurement scale of professional identity (PI) was adopted from (Yazdani & Ghasedi, 2021). The six item scale of self-efficacy (SE) was adopted from the study of (Hajovsky et al., 2020). All the items of variables were assessed on the 5-point Likert Scale, with the score of 5 calculated as Strongly Agree, 4 as Agree, 3 as Neutral, 2 as Disagree and 1 as Highly Disagree.

Data analysis

The SMART-PLS was utilized for analyzing the data. This analysis was completed in two stages: the first stage examined the validity and reliability of the constructs based on the collected data. The measurement assessment model was built to assess the reliability and validity of constructs obtained from the PLS-algorithm. The base of values given by Alpha (α), composite reliability and average variance extract were measured. The second stage was identifying the multicollinearity issue through assessing the discriminant validity (Hair, Risher, Sarstedt, & Ringle, 2019).

Results

Measurement Model Assessment

This section determines the construct reliability and validity through PLS-algorithm by assessing the values of Cronbach alpha, composite reliability and average variance extracted. The values of alpha, and CR must remain higher than 0.70 and AVE must remain higher than 0.50 for acceptable reliability (Hair et al., 2019).

Table 1 demonstrates the values for alpha, CR and AVE

Table 1.

Alpha, CR and AVE

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
EO	0.936	0.959	0.886
PC	0.937	0.960	0.888
PI	0.730	0.831	0.583
SE	0.912	0.931	0.694

Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

The above table demonstrates that all constructs meet the requirement of Alpha, CR and AVE; hence, it satisfies the reliability cutoff point and all constructs are reliable. The alpha values of constructs of framework including educational orientation (EO), professional commitment (PC), professional identity (PI) and self-efficacy (SE) was observed as 0.936, 0.937, 0.730 and 0.912 respectively. The composite reliability of constructs EO, PC, PT and SE was observed as 0.959, 0.960, 0.831 and 0.931 respectively. The AVE found to be satisfactory for all construct and reported as 0.886, 0.888, 0.583 and 0.694 respectively. The values of Cronbach alpha, CR and AVE found to be fulfilled the requirement of reliable and valid for second stage of structural equation model (SEM).

Discriminant validity

The square root of AVE must remain higher than correlational values of other constructs, the intersect value should remain higher than other values of same column for acceptance of discriminant validity (Fornell & Larcker, 1981). Table 2 presents the discriminant validity

Table 2.

Discriminant validity

	EO	PC	PI	SE
EO	0.941			
PC	0.684	0.942		
PI	0.504	0.448	0.763	
SE	0.486	0.493	0.482	0.833

Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

Measurement Model

Figure 2 below demonstrates the measurement model developed in Smart-PLS.

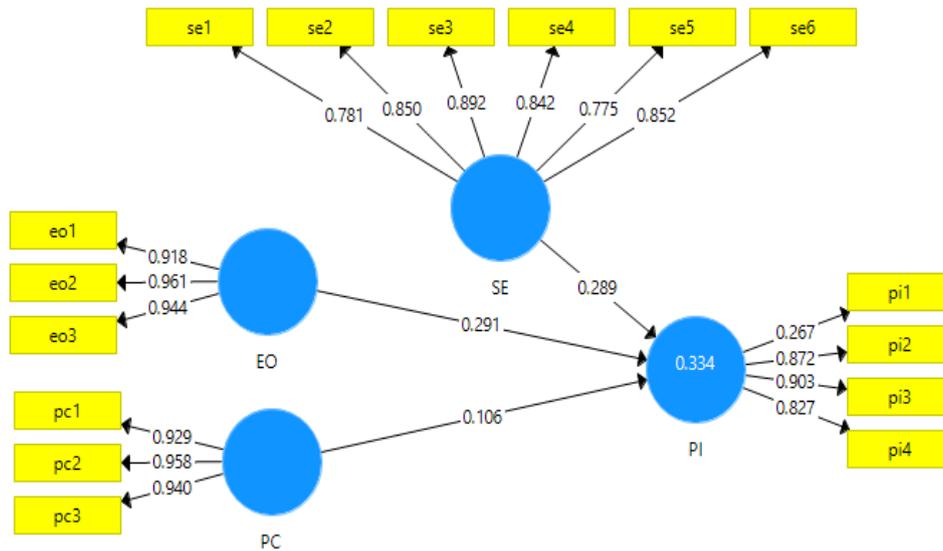


Figure 2. Measurement Model. Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

Structural equation model (SEM)

This section of the study investigates the relationship between constructs of the framework. All direct and moderating hypotheses are examined in this section. The first part of the SEM section investigates the direct relationship and second half of the current section investigates the moderation role of self-efficacy. There are three direct hypotheses to be investigated based on collected data, the hypothesis testing was conducted on Smart-PLS through bootstrapping method. The hypothesis H1 investigates the relationship between educational orientation and professional identity, the hypothesis H2 investigates the relationship between professional commitment and professional identity, the H3 investigates the relationship between self-efficacy and professional identity. Besides, in order to determine the moderating effect of self-efficacy, hypothesis H4 investigates the moderating effect between educational orientation and professional identity and hypothesis H5 investigates the moderating effect between professional commitment and professional identity.

Direct relationship testing

Table 3 demonstrates the direct hypotheses relationships and examined the base of β , t-value and p-value, the value for β shows the direction of the relationship and t-value must

remain higher than 1.96 for acceptable significance, the p-value must remain lower than 0.05 for acceptability of significance as error margin is 5% in social sciences (Hair et al., 2019).

Table 3.

Direct hypothesis

	Original Sample (O)	T Statistics (O/STDE...	P Values
EO -> PI	0.291	2.947	0.003
PC -> PI	0.106	1.083	0.279
SE -> PI	0.289	3.712	0.000

Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

Discussion

H1: Educational Orientation influences the Professional identity among L2 teachers in Chinese Education sector

In order to check the Hypothesis 1, the results show that ($\beta = 0.291$, t-value = 2.947, p-value = 0.003), the t-value found to be higher than cutoff points, therefore, the hypothesis H1 is accepted on statistical grounds. It means that educational orientation plays a significant role in developing the professional identity of L2 teachers and organization must be able to develop educational orientation among their teachers to ensure the transfer of knowledge, skills and abilities.

H2: Professional Commitment influences the Professional identity among L2 teachers in Chinese Education sector

In order to test Hypothesis 2, the results show that ($\beta = 0.106$, t-value = 1.083, p-value = 0.279), the t-value found to be higher than cutoff points, therefore, the hypothesis is rejected on statistical grounds. It means that professional commitment has an insignificant role in explaining the professional identity. However, professional commitment has its own worth and organization has to focus on gaining the professional commitment. The above stated hypothesis was found to be insignificant that may be due to the confusion among the organizational commitment and professional commitment as described in previous studies (Singh & Gupta, 2015).

H3: Self-Efficacy influences the Professional identity among L2 teachers in Chinese Education sector

In order to test Hypothesis 3, the results show that ($\beta = 0.289$, t-value = 3.712, p-value = 0.000), the t-value found to be higher than cutoff points, therefore, the hypothesis is

accepted on statistical grounds. The results show that self-efficacy is an important factor that influences the professional identity, hence, organizations must incorporate the organizational support to develop the self-efficacy among L2 teachers to construct the professional identity.

Moderation role investigation

This subsection presents the moderation role of self-efficacy between independent and dependent variables. Table 4 presents the moderation results.

Table 4.

Moderation effect

	Original Sample (O)	T Statistics	P Values
EO*SE→PI	0.193	3.939	0.000
PC*SE→PI	0.113	1.971	0.003

Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

H4: Self-Efficacy moderates the relationship between Educational Orientation and Professional identity among L2 teachers in Chinese Education sector

In order to check Hypothesis 4, the results show that ($\beta = 0.193$, t-value = 3.939, p-value = 0.000), the t-value found to be higher than cutoff points, therefore, the hypothesis is accepted on statistical grounds. This shows that self-efficacy plays an important role in constructing the professional identity as argued between the educational orientation and professional identity among L2 teachers. The organization should be able to focus on the self-efficacy of L2 teachers in order to gain the required consequences related to professional identity.

H5: Self-Efficacy moderates the relationship between Professional Commitment and Professional identity among L2 teachers in Chinese Education sector

In order to test Hypothesis 5, the results show that ($\beta = 0.113$, t-value = 1.971, p-value = 0.003), the t-value found to be higher than cutoff points, therefore, the hypothesis is accepted on statistical grounds. Surprisingly, the direct relationship between professional commitment and professional identity was not significant, but in the presence of self-efficacy the relationship becomes stronger, which shows that the higher is self-efficacy, the greater is its influence on professional identity development. The organization should focus on the self-efficacy among L2 teachers to gain positive results and behavioral outcomes.

The structural equation model is shown in Figure 3

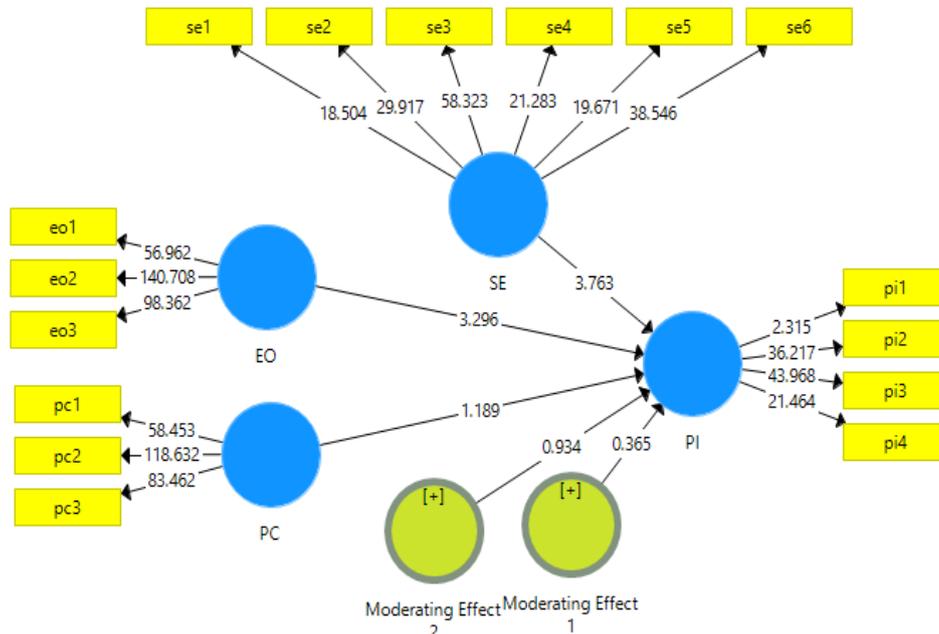


Figure 3. Measurement Model. Note: Educational Orientation (EO), Professional Commitment (PC), Professional Identity (PI), Self-efficacy (SE)

Conclusion, Recommendations and Implications

The prime purpose of the current research was to empirically investigate the phenomenon of professional identity among L2 teachers in China. The professional identity is important and crucial for language teachers as it helps them to acquire a good position in the organization, and the desired results and outcomes. The current research focused on the educational orientation and professional commitment to explain the phenomenon of the professional identity, while self-efficacy was incorporated as a moderator between the constructs. The study found interesting results namely, educational orientation influences the professional identity; professional commitment does not influence professional identity; and self-efficacy influences professional identity. When the moderating role of self-efficacy was determined, it was found that self-efficacy strengthened the relationship between educational orientation and professional identity; surprisingly, the direct relationship between professional commitment and professional identity was not significant but self-efficacy played an important role in establishing the significant relationship between professional commitment and professional identity.

The study has a number of important implications and suggestions for L2 teachers who face a number of issues and problems in non-native countries like China. Since this study

aimed at examining professional identity and empirically examine the relationship between educational orientation and professional commitment, it was implied that L2 teachers must develop educational orientation skills in order to construct their professional identity. For this purpose, they needed to involve in objectives-based learning, teaching and coaching so that all that contributes to developing their professional identity. The educational institutions are required to develop effective educational orientation as well as professional commitment in order to gain the required and desired consequences. Educational institutions should also develop such strategies that improves professional commitment that further facilitates the construction of professional identity. In this study, the role of self-efficacy was seen as a significant moderator of the relationship between independent variables and dependent variable. Educational institutions ought to develop self-efficacy among L2 teachers in order to gain the professional identity and facilitate achieving the learning outcomes.

The current study faced a number of limitations. The time constraint was one of the major limitations; a large sample size was also required to generalize the results. The current study included only 109 responses; however, a larger sample may provide different results. Moreover, the study incorporated only educational orientation and professional commitment and self-efficacy as variables to explain the professional identity. In future research, other variables such as teaching method, cultural aspect and educational motivation can also provide interesting results that may play a significant role in explaining the phenomenon of professional identity. Future studies can also be conducted on a larger sample size, with different variables to explain the professional identity in more detail. Future research may also be conducted to compare different samples taken from different geographical locations in order to compare the results on the base of cultural change.

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