Factors Contributing to EFL Teachers' Professional Development in Indonesia

Muhammad Amin,[a,*] and Ali Saukah[b]

[a]*University of Mataram, Indonesia*
[b]*State University of Malang, Indonesia*

Abstract

This study was aimed at investigating factors contributing to English as a Foreign Language teachers' professional development and how these factors have shaped their professionalism. The subjects of the study included six English teachers at senior high schools under the Ministry of Education and the Ministry of Religious Affairs in three different regions in Indonesia. Findings of the study reveal that there are both personal and environmental factors identified as having contributed to an EFL teacher's professionalism, both prior to and after their induction into EFL teaching. Prior to the induction, two of the personal factors were identified: an early interest in English and a high aptitude, although early exposure to English may also be considered an environmental factor. After induction, their professional development is affected by: the level of job satisfaction, commitment to their own learning and student learning, communication skills, and resilience as personal factors, and students, school facilities, teacher colleagues, curriculum change, school leadership, and the supervisory system as environmental factors.

Abstrak

Studi ini ditujukan untuk menginvestigasi faktor-faktor yang berkontribusi dalam pengembangan profesi guru Bahasa Inggris atau EFL, dan bagaimana faktor tersebut membentuk profesionalisme mereka. Subyek penelitian adalah enam guru Bahasa Inggris pada sekolah menengah atas (SMA) dibawah naungan Kementrian Pendidikan dan Kementrian Urusan Agama di tiga wilayah di Indonesia. Temuan studi mendapati beberapa faktor personal dan lingkungan yang teridentifikasi berkontribusi pada profesionalisme guru Bahasa Inggris, baik sebelum maupun setelah masa training pendidikan Bahasa Inggris. Sebelum masuk masa training, ada dua faktor personal yang berpengaruh: minat terhadap bahasa Inggris sedari awal dan prestasi tinggi, walaupun pengalaman terekspos bahasa Inggris sejak dini juga dinilai sebagai faktor lingkungan. Setelah masa training dan memasuki dunia pengajaran, pengembangan profesi mereka dipengaruhi oleh faktor personal yang meliputi tingkat kepuasan pekerjaan, komitmen terhadap pembelajaran sendiri dan pembelajaran siswa, keterampilan komunikasi, dan resiliensi atau daya kekuatan; dan faktor lingkungan, yang meliputi siswa, fasilitas sekolah, kolega guru, perubahan kurikulum, kepemimpinan sekolah, dan sistem pengawasan.

Keywords: English as a Second Language, Professionalism, EFL, Environmental Factors, Commitment, Resilience

Introduction

Teacher professionalism has been very much a topic of discussion among teachers and teacher educators alike. In Indonesian contexts, this issue has become of greater public concern since the issuance of the law regulating the position of teachers and lecturers,

*Corresponding author. Address: University of Mataram, Indonesia. Email: amin_abds2@yahoo.com.

Act on Teachers and Lecturers (Ministry of National Education 2005), the contents of which stipulate qualifications, rights, and responsibilities of a teacher or lecturer. This law mandates the professionalization of teachers through teacher certification. To ensure the implementation of this law and to provide a more detailed guideline for implementing it, three other legal documents have been issued.

The concept of teacher professionalism in Indonesia adopts Richards' (2008, p. 161) proposition, namely, a teacher's ability for "acquiring qualifications recognized by local educational authorities or by international professional organizations and attaining

standards mandated by such bodies." To ensure teacher professionalism and other standards of education, the government has established a Board of National Standards for Education, called *Badan Standar Nasional Pendidikan* or BSNP, which is responsible for establishing guidelines for the minimum standards in eight different domains of education, including teacher professionalism. Based on these guidelines, to be professional a teacher has to meet four different competency standards: personal, pedagogical, professional, and social.

The government's concerns about teacher professionalism are justified as a number of studies on the correlation between teacher quality and student learning have shown a relationship between the two (Darling-Hammond, 2000; Darling-Hammond, LaFors and Snyder 2001; Meiers 2007; Kyriakides, Creemers and Antoniou 2009; Kuijpers, Houtveen and Wubbels 2010). A review of studies on teachers' qualifications and students' achievement by Darling-Hammond et al. (2001), for example, has found that among various single factors affecting student learning, which include "poverty, race and parent education," teacher quality was the most influential one. The finding of Darling-Hammond et al. is supported by a later study by Hattie (2003). Hattie's study revealed that 30 percent of student achievement was affected by the teachers.

Some studies of teacher professional development, viewed particularly in relation to factors affecting it, have revealed that during their professional development process teachers are influenced by both internal and external factors (Levin 2003; Johnston, Pawan and Mahan-Taylor 2005; Day et al. 2007). This indication is in line with the theory of career choice and development (Bester 2004; Dawis 2002). According to them, there are two main factors that affect one's choice of career and its development: personal and environmental factors. In his proposition, Dawis (2002, p. 429) claims that the two factors are interacting continuously during one's career development by "acting on" and "reacting to" one another.

The professional development of a teacher is unique and complex. It is unique as it involves human beings, with each individual having unique characteristics socially, economically, and also culturally. It is also complex because of the uniqueness of each individual as a person and various components of the contexts within which he/she lives, an aspect that may include not only where, when, and for whom a teacher exercises his/her profession, but also what he/she teaches. In other words, it can be said that during the development of his/her career a teacher is affected not only by his/her professional life, but also by other factors. Research by VITAE (Day et al. 2007) involving 300 primary and secondary teachers in England between 2001-2005, for example, found that in addition to their professional lives, there were other factors: their personal lives, identities, and the school contexts within which they

worked. Another research study supporting this view was conducted by Levin (2003). From her 15-year-longitudinal study of 4 elementary teachers, she learned that in order to develop professionally, particularly in their pedagogical understandings, teachers are influenced by five factors: their prior beliefs and personal values, professional experiences as teachers, contexts in which they teach, personal relationships both in and out of school, and other life circumstances, such as children, health and changing educational policy (Levin 2003).

With regard to the professional development of teachers in Indonesia, only a few studies are available for review. These studies mainly focus on issues related to teacher certification, teacher standards, and teacher characteristics (Mustofa 2011; Razak et al. 2009; Yuwono and Harbon 2010). Two other studies relating to EFL teachers were conducted: the first was by Kolo (2006) on English teachers' perspectives of a good EFL teacher and the second was by Anugerahwati and Saukah (2010) on competencies of exemplary English teachers. Based on Kolo's study, a portrait of a good EFL teacher in Indonesia is not perceived differently by English teachers in Indonesia from what can be found in the literature. Meanwhile, Anugerahwati and Saukah's study revealed that the teacher competency standards developed by The Board for Education National Standards are applicable and realistic.

The most recent study on this topic was conducted by Mustofa (2011), who investigated the professional development process of three vocational English teachers. Based on the analysis of her findings, she concludes that the process of these teachers' professional development was mainly because of particular learning characteristics, that is, being autonomous. In addition, she also found that their ability to learn from their job experiences and other sources, such as courses and trainings, has also contributed to their professional development.

Based on the importance of teacher professionalism to students' learning, and realizing that there are a limited number of studies on this topic, the researchers conducted a more comprehensive study focusing on the investigation of factors that contribute to the professional development of English as a Foreign Language (EFL) teachers, both prior to and after their induction into EFL teaching.

There are three primary guiding research questions for this study. First, what factors contribute to the professional development of EFL teachers prior to their induction into the teaching profession? Second, what factors have been involved throughout their professional development after the induction? And third, how have the identified factors shaped a particular teacher's professionalism?

Research Method

This is a qualitative study employing principles of constructivist grounded theory as proposed by Charmaz (2006). Different from the other two types of grounded theory, systematic and emerging, constructivist design focuses more on meanings given by each individual in a research study, the meanings that represent their values, beliefs, feelings, assumptions, views, and ideologies (Charmaz 2000, 2006). This design was selected as the study intended to reveal factors and the process that have made teachers of EFL professional or unprofessional as perceived and experienced by the research subjects. The data were collected using in-depth interviews and were concerned mainly with verbal data representing the teachers' voices. Each subject was interviewed for between one and a half and three hours and all interviews were digitally recorded, supported by note-taking.

Information about potential research subjects, for both the professional and unprofessional attributions, was obtained from several sources: school principals, teacher supervisors, a Subject Teacher Consultation Forum, and students. Then, the subjects were selected using two instruments: an observation checklist and a questionnaire, both of which were developed based on the competency standards for professional teachers as outlined by the Indonesian Board of National Standards in Education. The checklist was used to evaluate their classroom teaching performance, teachers' lesson plans, and a post-teaching reflection. A questionnaire containing similar items was given to students to evaluate the teachers' teaching performance based on the students' perceptions.

Two groups of subjects were selected: professional and unprofessional teachers. Teachers fulfilling ≥ 90 percent of the requirements in the instrument were considered professional and those ≤ 50 percent as unprofessional. Based on students' perceptions, teachers who scored ≥ 80 considered professional, whereas those who scored ≤ 40 were deemed unprofessional teachers. Eventually, six research subjects consisting of three professional (PT1, PT2, and PT3) and three unprofessional teachers (UPT1, UPT2, and UPT3) were selected.

Findings and Discussion

This study reveals that there are several factors identified as relating to the development of their professionalism as EFL teachers, both prior to and after their induction into teaching.

Factors Relating to an EFL Teacher's Professionalism Prior to Teaching Induction

Personal Factors. There are two personal factors that relate to a teacher's professionalism prior to his/her induction into teaching: teacher aptitude and early interest in English. Teacher aptitude, which was equated in this study with the teachers' academic performance, was found to be related to the teachers' levels of professionalism. It was revealed that two of the three professional teachers (PTs) were those who performed the first and the second best in the class during their high school and initial teacher education courses of study. Perhaps because of this relationship, in Finland, a country identified as one of the best in education, only the best and brightest candidates with excellent interpersonal skills are accepted in teacher education institutions (Sahlberg 2010).

Another aspect found to account for teacher professionalism in this study was the teachers' interest in English as a foreign language and in EFL teaching. Interest in English is shown to be positively related to the teachers' professionalism, as all PTs claim to have been interested in English since the early phase of their education. In contrast, the UPTs started to build their interest in English only after they studied it at teacher education institutions. An early interest in English seems to be a source of PT motivation that has facilitated their learning the foreign language (e.g. Brown, 2000; Maslow, 2000; Dörnyei, 2008).

Environmental Factors. In this respect, the difference between professional teachers and unprofessional teachers is quite clear. Professional teachers are those who have been exposed to English or another foreign language since their youth. PT1 and PT3, for example, claim to have had such an exposure even before they entered elementary school. Although PT2's first introduction to English was similar to that of two UPTs (UPT1 and UPT2), that is, in their junior high school, this particular informant was already familiar with another foreign language (Dutch), as it was frequently spoken in her family. A different phenomenon happens to unprofessional teachers. Two of the UPTs (UPT1 and UPT2) did not experience early exposure to English or any other foreign language. They state that they began to learn English and became aware of this foreign language when they entered junior high school.

Factors Relating to an EFL Teacher's Professionalism After Teaching Induction

Personal Factors. Teacher Qualifications. In contrast with common perceptions, teacher qualifications (the certification status and academic degree(s) earned) do not necessarily relate to the level of professionalism. It was found in this study that even though all the teachers were already certified, they did not show the same degree of professionalism, and even showed two completely different levels of professional performance. With regard to the additional formal higher degree earned, it was also surprising that two of the UPTs had earned a master's degree and only one of the PTs had such an academic qualification. In research on teachers and teaching, however, this finding is not new, as previous studies such as one by Chingos and Peterson (2011), have shown a similar result. In their research on teacher qualifications and classroom performance, they found that a teacher's classroom performance does not correlate with "the type of certification a teacher has earned, nor with the acquisition of advanced degree, nor with the selectivity of the university a teacher attended" (Chingos and Peterson 2011, p. 449).

Personal Factor: Teacher Subject Matter Mastery. The close relationship between teacher professionalism and subject matter mastery, as shown in this study, has been consistently acknowledged in theories about and research on teacher education and teaching. For example, in their description of teacher capacities McDiarmid and Clevenger-Bright (2008, p. 136) identify that knowledge of subject matter is one important element of teacher knowledge, in addition to knowledge about: pedagogical content, curriculum, pedagogy, educational foundations (multicultural as well as historical, philosophical, sociological, and psychological), policy context, diverse learners (including those with special needs) and their cultures, technology, child and adolescent development, group processes and dynamics, and theories of learning, motivation, and assessment. In relation to teacher effectiveness, it has also been consistently identified that teacher mastery of the subject matter positively affects student learning (Darling-Hammond 2000; Darling-Hammond et al. 2001; Hattie 2003; Stronge 2007). Of course, such a proposition is reasonable as "[t]eachers cannot teach what they don't know" (Stronger, Tucker and Hindman 2004, p. 10). However, despite its recognized importance, content knowledge mastery alone cannot guarantee a teacher's professional performance as one of the participants in this study (UPT3) indicates. This confirms that in addition to mastery of subject matter, other factors are also at play.

Personal Factor: Teacher Job Satisfaction and Commitment. In this study job satisfaction was found to be very closely related to teacher professional performance. Teachers who feel relatively satisfied with their workplace tend to develop and maintain their professional performance (e.g. PT1 and PT2), whereas those lacking such situations risk their professional development and maintenance (UPT 1 and UPT3). People's job satisfaction, which, according to Savickas (2002, p. 155), is relative "to the degree to which they are able to implement their vocational self-concepts," can relate to different kinds of needs (Maslow, 2000). The disappointment that two of the UPTs (UPT1 and UPT3) experienced was caused by the inability of their school principals to fulfill their 'self-esteem' and 'self-actualization' needs.

While it is not difficult to explain why the two PTs (PT1 and PT2) have become professionals, that is, the supportive and satisfactory teaching contexts they have had during the greater part of their teaching careers, the fact that PT3 could attain such quality and sustain it despite his unfavorable context is an interesting finding. What differentiates him from the two of the UPTs, who seemed to be deeply and negatively affected by such disappointment, is the level of commitment each of them gives to their professional obligations. Commitment, which can be defined as "the degree of psychological attachment teachers have to their profession" (Day et al. 2007, p. 215), will determine whether or not a teacher will become and remain professional in a vulnerable teaching context. In relation to this, Razak, Darmawan and Keeves (2009, p. 344) assert that "Quality education cannot be achieved without the efforts of dedicated and highly committed teachers." In addition, previous research on teacher commitment that indicates that commitment among teachers "tends to decline progressively over a course of a career…" (Day et al. 2007, p. 215) was not evident in this study, as two of the PTs (PT1 and PT2) still remain professional despite their more than 25 years of teaching. This also sends a message, as Day et al. (2007) state, that previous research on this topic may have failed to see the complexity of teachers' lives in pursuing their profession. This commitment is of greater importance, especially under the following working conditions: (a) a limited amount of inspection and evaluation, (b) the professional autonomy of teachers, (c) indeterminate goals, (d) administrators' limited control over teachers, and (e) the large span of activities involved (Razak et al. 2009, p. 345), some of the conditions that were present in PT3's professional development history.

Commitment as a factor in teacher professional development also involves a commitment to pursuing continuing professional development (CPD). This personal quality, which, according to Stronge (2007, p. 29), is manifest in teachers' "dedication to students and to the job of teaching," is viewed as an important facet of professionalism because the level of commitment a teacher has will affect how much effort he/she will invest to meet his/her students'

learning needs and fulfill his/her own and other teachers' professional obligations. All three PTs are those who realize the complexity of their teaching contexts and hence consistently question their professional practice accordingly. As a result, they are continuously engaged in professional development procedures aiming to improve such practices. This kind of relationship between personality traits and professionalism was also found to account for the professional development of English teachers in vocational schools (Mustofa 2011).

Personal Factor: Teacher Personality Traits and Resilience. The discussion so far has revealed that teachers' professional development is not linear and uniform, but idiosyncratic instead, and is influenced by personal and environmental factors. It has also been shown that commitment plays an important role in teacher professional development. If we look back to the career trajectory of all three PTs, particularly that of PT3, then it is obvious that, after having good subject matter mastery—one requirement of professional teaching—this personal factor is more predictive of a teacher's professional development and maintenance of professionalism than the environmental factors, a finding that confirms the previous study by Kwakman (2003).

Two teachers who share several similar situations at the start of their careers might end them at two very different levels of professionalism, as in the case of PT3 and UPT3. This study suggests that, in addition to those aspects, other factors are also at play in teacher professional development, one of which is personality traits.

Data analyses in this study indicate that there are several traits found to be pertinent to a particular category of teachers, which largely differentiate them from one another. Central to these differences is resilience, which Gu and Day (2007, p. 1302) define as a teacher's "capacity to continue to 'bounce back,' to recover strengths or spirit quickly and efficiently in the face of adversity."

In short, as it is with strong commitment to the profession and to student learning, teacher resilience is of great importance in developing and maintaining teacher professionalism as the lack of it may lead to loss of motivation to utilize the already acquired expertise and skills and pursue further personal and professional development. Without resilience it is very unlikely that teachers will persevere with teaching dynamics, particularly when they are unfavorable.

Environmental Factors Overview. The contexts in which teachers go about their day-to-day teaching activities have also been considered influential in their professional performance and workplace well-being. Although the presence of particular contexts cannot be claimed to automatically lead teachers to a particular level of professionalism, contexts can have a significant influence in the way they perceive the teaching profession and how they approach instructional practices. The following is a description of contexts identified as very influential in teacher professionalism.

Environmental Factor: Students. Students as part of a teacher's teaching context can be influential in the process of his/her professional development. Previous studies of factors affecting teacher professional development (e.g., Levin 2003; Provasnik and Dorfman 2005; Sugino 2010; Hildebrandt and Eom 2011) have revealed that students can significantly affect teachers' professional performance and well-being. In this study, students' influences on their teachers were identified as relating more to teachers' professional selves rather than their personal selves. Their degree of willingness to improve how they teach students (PT1, PT2 and UPT3), the teachers' negative views of student evaluations (UPT1), and the teachers' perceptions of low student motivation (PT3) are examples of students' influences on teachers' professional selves. Students' empathy with the teacher (PT2) was an example of students' influence on the teachers' personal selves.

Another aspect also identified as affecting teachers is student behavior. A study by Provasnik and Dorfman (2005) that revealed that student behavior was one of the causes of teacher unhappiness, attrition, and school transfer was not evidenced in this study. Rather than being a de-motivator, student behavior (as experienced by all PTs) was found to be a motivator for them to improve their professionalism and to love the teaching profession. For example, "to teach the students better" was the teachers' main motive for being involved in professional development programs, a finding that supports previous research studies (e.g., Hildebrant and Eom 2011).

In short, the type of students a teacher is assigned to teach and his/her attitude towards them will determine the kind of influence they may have on his/her professional development. The motivation to teach them better is a trigger for a teacher to engage in professional development programs as well.

Environmental Factor: School Location and Facilities. School location, which was equated with teachers' access from home to school and access to professional development activities (CPD), was considered influential in their professional development. A teacher who arrives at school not physically fit anymore due to a long and tiring travel to school is unlikely to perform professionally (PT3). If this continues, it can affect teachers' well-being as a whole. According to Holmes (2005), teacher physical well-being, one of the four types of teacher well-being in addition to emotional, intellectual, and spiritual well-being, if not appropriately addressed, can lead a teacher to burnout, which is "a pathogenic condition residing within individuals and predisposing them to undue stress and resulting breakdown" (Huberman and Vandenberghe 1999, p. 5).

School location in relation to the access it provides to professional development activities is also considered important for professional development. Teachers who teach in a school far from such professional development centers tend to suffer slower professional development than those having easy access to them (PT3, during his teaching in his first school). If we refer back to Holmes' (2005) theory of teacher well-being mentioned earlier, this kind of problem can affect teachers' intellectual well-being, as it may inhibit their intellectual development.

The availability of facilities relates to teachers' professional development in two ways: the conduct of CPD and the implementation of instructional practices. As stated earlier, one of the requirements of professional teaching is the teachers' ability to adopt and make use of information and communication technology (ICT) for the teacher's own professional development and for improving student learning.

There are several studies showing the importance of facilities in education, two of which are mentioned below. The first one is a study of the influence of school facilities on teaching and learning processes involving secondary school students in Pakistan. In the study, it was concluded that "Effective teaching and learning would not be possible without adequate physical facilities to the students and teachers" (Khan and Iqbal 2012, p. 210).

Environmental Factor: Teacher Colleagues. Colleagues were also found to affect a teacher's professional development and workplace well-being as a whole. If they are supportive, they can be agents of change for a teacher in terms of his/her professionalism. However, these same people can also be inhibitors of such development. In relation to this, Bullough Jr. states that "hope and happiness, like hopelessness and despair [of colleagues], are infectious" (Bullough Jr. 2011, p. 28). However, the impacts those colleagues may have on a teacher are not automatic, as they still depend on the teacher's level of commitment and resilience. For example, PT3 could still develop professionally and maintain his professional performance despite his unsupportive colleagues, while UPT1 was not able to maintain his professionalism despite supportive colleagues. The case of PT1 and PT2, however, has confirmed Bullough Jr.'s proposition in that these two teachers have acknowledged their colleagues' role in helping them develop and maintain their professional performance.

A teacher's learning of his/her profession is enhanced by cooperating with others, such as teacher colleagues, school administrators and teacher supervisors. They can discuss teaching issues, such as sharing insights, experiences and teaching problems. In addition to their role of assisting teachers to develop professionally, good peers can also provide a sense of relief.

Based on the participants' experiences, however, this type of professional collaborative work did not materialize in all schools. Among the six teachers involved in the study, only three (PT1, PT2, and UPT1) reported this kind of collaborative work being organized in their schools, while the other three hardly had such an experience in their schools.

Regarding this discrepancy, it was revealed that school principal and English teacher forums have played a role in the existence or non-existence of such collaborative activity. This sends a message that those conducting school principals and teacher forums need to be aware of their role in assisting teachers in their professional development; teacher participation in a collegial, collaborative work environment results in more positive attitudes among teachers (Southeast Center for Teaching Quality [SECTQ] 2003). In addition, in a research report by the VITAE (Variations in Teachers' Work, Lives and their Effects on Pupils) project (Day et al. 2007), it was found that among teachers who were able to sustain commitment, 63 percent managed to do so because of factors relating to colleagues. In sum, supportive teacher colleagues can help teachers gain both personal and professional well-being, but the reverse is also true.

Environmental Factor: School Leadership. A school principal as the top leader in the teachers' workplace also exerts influence on the teachers' personal and professional development. If they are supportive, they can help a teacher to become professional and maintain this professional performance. However, if they are unsupportive or destructive, they can cause him/her difficulties in achieving such professional goals. Research by King (2002) reports that school organizational contexts, with school leadership included in them, can facilitate or constrict teacher professional learning. In relation to this, Richards and Farrel (2005) assert that the responsibility for teacher development not only lies on the teachers themselves, but also on schools and administrators. These latter two should "provide opportunities for continued professional education and encourage teachers to participate in them" (Richards and Farrel 2005, p. 3) and should allow teachers to learn from and with one another (Day 1999).

A school principal's differing roles were acknowledged by the participants in this study. For two of the PTs (PT1 and PT2), this top school leader was supportive of their personal and professional development. According to them, their professional development was, in part, due to their principal's accommodative and supportive attitudes. On the other hand, two of the UPTs (UPT1 and UPT3) claimed that principals contributed to their lack of professional development because their principals lacked the qualities needed to accommodate their personal and professional needs and development. The intervening role of school leadership was also reported

in the VITAE project (Day et al. 2007). According to this report, 57 percent of teachers suffer declining commitment because of unsupportive school leadership.

Environmental Factor: Opportunities for Conducting Professional Development. Due to the complex nature of their work, teachers need to continuously pursue professional development during their teaching careers. This kind of career-long professional development is commonly known as continuing professional development (CPD). According to Early (2010, p. 208), CPD is "an ongoing process, building upon initial teacher training (ITT) and induction, including development and training opportunities throughout the career and concluding with preparation for retirement." CPD is also seen by teachers as "a means of recharging themselves professionally, and to help pursue further career advancement in the teaching profession" (Levin 2003, p. 126). So important is the role of CPD that Day and Sachs (2004, p. 3) view it as an effort "which is at the heart of raising and maintaining standards of teaching, learning and achievement in a range of schools."

Teachers should not be the only party held responsible for their professional development. In other words, motivation to conduct CPD alone does not suffice to ensure the engagement with CPD among teachers. As in the case of PT3 described above, if the teachers' immediate contexts are not supportive, it is very unlikely that they will get involved in CPD activities. The immediate contexts, such as the school leadership, colleagues, other staff members, teacher supervisors, and policies, influence teachers in one way or another to either take part or not in such activities. There is a need to involve other related parties in CPD to provide a conducive atmosphere for CPD where personal, task and environmental factors (Kwakman 2003) can work together to address such complex issues in education.

Ideally, teachers should be involved in CPD throughout their careers and should be supported by all parties mentioned above. However, if that ideal situation is not possible, at least teachers should be made aware of and should be committed to CPD, a process that should begin prior to their induction into teaching. By having this awareness and commitment, they may start their engagement in teaching with "a clear expectation of continuing, relevant, and planned professional development" (Early 2010, p. 209). These two qualities, awareness and commitment, are of great importance for teachers' professional development, especially where immediate facilities and supports are not available, as in the cases of PT3 and UPT3. If a teacher lacks those two qualities and triggers and supports from the immediate environment are not present, it is very likely that he/she will remain untouched by necessary CPD, as in the case of UPT2.

Environmental Factor: Existence and roles of Teacher Supervisory Board. One of the potential agents identified by the participants in this study to help realize the need to conduct CPD is the teacher supervisor. According to participants, the existence of teacher supervision or an inspection body can be potentially effective for developing and sustaining teacher professionalism as they can play various roles: resource person, facilitator, and quality controller (Bailey 2006, p. 17).

Based on the study, however, this supervisory body has not fulfilled its obligations satisfactorily. All participants contend that there are two problems pertaining to this unfavorable situation: the quality of the teacher supervisors employed and the adequacy of supervision conducted. They also indicate that, most of the time, the personnel employed for the task were inappropriate in terms of qualifications and competencies. Often a supervisor is someone whose subject specialization is different from those they supervise, as was the case with two English teachers (PT1 and UPT1), who were supervised by a biology teacher. As a result, rather than assisting them to develop professionally, this mismatch created confusion among teachers as the evaluation and feedback given was often inappropriate for the specific contexts of their English as a Foreign Language teaching. In addition, the very low frequency of supervision was also felt as another problem, as experienced by UPT3, who was supervised only twice during his 12 year-teaching career. This may be due to the fact that a supervisor is responsible for supervising between 40 and 60 teachers to do his/her job (Ministry of National Education 2009).

Conclusion

English as a Foreign Language teachers' professional development is a complex and non-linear process involving both personal and environmental factors. In addition, teachers do not always go through the same process for their professional development, a process that indicates idiosyncrasy. Despite the idiosyncratic nature of the process, however, there is a typicality of patterns leading to a particular level of professionalism.

There are factors identified as contributors to teachers' professionalism prior to their induction into teaching, and during their employment as EFL teachers. An early interest in English, and exposure to it and aptitude for it are factors closely related to their professional development prior to their teaching induction, whereas the educational institutions that employed them were not. Factors significantly contributing to teacher professional development after teaching induction also include personal and environmental factors. The personal factors include subject matter mastery, commitment to teaching and student learning, job satisfaction, and communication skills and resilience. The environment factors include school

location, opportunities for professional development, and school leadership. In addition, there is still another factor perceived to be very important in assisting EFL teachers to develop and sustain professionalism: the existence of and roles played by the teacher supervisory system.

References

Anugerahwati, Mirjam, and Ali Saukah. 2010. "Professional Competence of English Teachers in Indonesia: A Profile of Exemplary Teachers." *Indonesian Journal of English Language Teaching (IJELT)* 6 (2).

Bailey, Kathleen M. 2006. *Language Teacher Supervision: A Case-Based Approach.* New York: Cambridge University Press.

Bester, Suzanne. 2004. "Career Development. In *Keys to Educational Psychology* edited by Irma Eloff and Liesel Ebersoehn (pp. 289-313). Cape Town: University of Cape Town Press.

Brown, H. Douglas. 2000. *Principles in Language Learning and Teaching.* 4th Ed. New York: Longman.

Bullough Jr., Robert V. 2011. "Hope, Happiness, Teaching, and Learning." In *New Understandings of Teacher's Work: Emotions and Educational Change*, edited by Christopher Day and John Chi-Kin Lee (pp.15-30). London: Springer.

Charmaz, Kathy. 2000. "Grounded Theory: Objectivist and Constructivist Methods." In *Handbook of Qualitative Research*. 2nd Ed., edited by Norma K. Denzin and Yvonna S. Lincoln (pp. 509-535). Thousand Oaks, CA: Sage.

Charmaz, Kathy. 2006. *Constructing Grounded Theory.* London: Sage.

Chingos, Mathew M., and Paul E. Peterson. 2011. "It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness." *Economics of Education Review* 30 (3): 449-465.

Darling-Hammond, Linda. 2000. "Teacher Quality and Student Achievement: A Review of State Policy Evidence." *Education Policy Analysis Archives* 8 (1).

Darling-Hammond, Linda, Jeannette LaFors, and Jon Snyder. 2001. "Educating Teachers for California's Future." *Teacher Education Quarterly* 28 (1): 9-55.

Dawis, Rene V. 2002. "Person-Environment-Correspondence Theory." In *Career Choice and Development*, 4th ed., edited by Duane Brown and Associates (pp. 427-464). San Francisco, CA: Jossey-Bass.

Day, Christopher. 1999. *Developing Teachers: The Challenges of Lifelong Learning.* London: Falmer.

Day, Christopher, and Judyth Sachs. 2004. *International Handbook on the Continuing Professional Development of Teachers.* Berkshire, UK: Open University Press.

Day, Christopher, Gordon Stobart, Pam Sammons, Alison Kington, and Qing Gu. 2007. *Teachers Matter: Connecting Work, Lives and Effectiveness.* Berkshire, UK: Open University Press.

Ministry of National Education (MONE). 2005. *Undang-Undang no 14 Tahun 2005 tentang Guru dan Dosen.* [*Responsibilities of Teachers and Lecturers, Law no. 14, no. 2005.*] Jakarta: MONE.

MONE. 2009. *Pedoman Pelaksanaan Tugas Guru dan Pengawas.* [*Guidelines for Teachers and Teacher Inspectors.*] Jakarta: MONE.

Dörnyei, Zoltán. 2008. *The Psychology of Language Learner: Individual Differences in Second Language Acquisition.* Mahwah, NJ: Lawrence Erlbaum Associates.

Early, P. 2010. "Continuing Professional Development of Teachers." *International Encyclopedia of Education,* 3rd Ed., edited by Penelope Peterson, Eva Baker, and Barry McGaw (pp. 207-213). Amsterdam, Netherlands: Elsevier.

Gu, Qing, and Christopher Day. 2007. "Teachers Resilience: A Necessary Condition for Effectiveness." *Teaching and Teacher Education* 23 (8): 1302-1316.

Hattie, John. 2003. "Teachers Make a Difference: What is the Research Evidence?" Paper presented at the Australian Council for Educational Research Annual Conference, Melbourne, Australia, 19-21 October 2003.

Hildebrandt, Susan A., and Minhee Eom. 2011. "Teacher Professionalization: Motivational Factors and the Influence of Age." *Teaching and Teacher Education* 27 (2): 416-423.

Holmes, Elizabeth. 2005. *Teacher Well-Being: Looking after Yourselves and Your Career in the Classroom.* New York: Routledge Falmer.

Huberman, A. Michael., and Roland Vandenberghe. 1999. "Introduction: Burnout and the Teaching Profession." In *Understanding and Preventing Teacher Burnout: A Sourcebook of International Research and Practice*, edited by Roland Vandenberghe and Michael A. Huberman (pp. 1-11). Cambridge, UK: Cambridge University Press.

Johnston, Bill, Faridah Pawan, and Rebecca Mahan-Taylor. 2005. "The Professional Development of Working ESL/EFL Teachers: A Pilot Study." In *Second Language Teacher Education: International Perspectives*, edited by Diane J. Tedick (pp. 53-72). Mahwah, NJ: Laurence Erlbaum.

Khan, Parveen, and Mohammad Iqbal. 2012. "Role of Physical Facilities in Teaching and Learning Process." *Interdisciplinary Journal of Contemporary Research in Business* 4 (3): 210-216.

King, M. Bruce. 2002. "Professional Development to Promote Schoolwide Inquiry." *Teaching and Teacher Education* 18 (3): 243-257.

Kolo, Clemens. 2006. *A Portrait of a Good EFL Teacher: A Study on Teachers' Perspectives*. Unpublished Dissertation. Malang: PPS UM.

Kuijpers, J.M., A.A.M. Houtveen, and T. Wubbels. 2010. "An Integrated Professional Development Model for Effective Teaching." *Teaching and Teacher Education* 26 (8): 1687-1694.

Kwakman, Kitty. 2003. "Factors Affecting Teacher participation in Professional Learning Activities." *Teaching and Teacher Education* 19 (2): 149-170.

Kyriakides, L., B.P.M. Creemers, and P. Antoniou. 2009. "Teacher Behaviour and Student Outcomes: Suggestions for Research on Teacher Training and Professional Development." *Teaching and Teacher Education* 25 (1): 12-23.

Levin, Barbara Barry. 2003. *Case Studies of Teacher Development: An In-depth Look at How Thinking about Pedagogy Develops Over Time*. Mahwah, NJ: Lawrence Erlbaum.

Maslow, Abraham H. 1943, 2000. "A Theory of Human Motivation." *Psychological Review* 50 (4): 370-396.

McDiarmid, G. Williamson, and Mary Clevenger-Bright. 2008. "Rethinking Teacher Capacity." In *Handbook of Research of Teacher Education: Enduring Questions in Changing Contexts*, 3rd ed., edited by Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John McIntyre, and Kelly E. Demers (pp. 134-156). New York: Routledge.

Meiers, Marion. 2007. "Teacher Professional Learning, Teaching Practice and Student Learning Outcomes: Important Issues." In *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change*, edited by Tony Townsend and Richard Bates (pp. 409-414). Dordrecht, Netherlands: Springer.

Mustofa, Mutmainnah. 2011. *Professional Development of EFL Teachers at Vocational Schools*. Unpublished dissertation. Malang: PPS UM.

Provasnik, Stephen, and Scott Dorfman. 2005. *Mobility in the Teacher Workforce: Findings from the Condition of Education.* NCES 2005-114. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Razak, Nordin Abd, I. Gusti Ngurah Darmawan, and John P. Keeves. 2009. "Teacher Commitment." In *International Handbook of Research on Teachers and Teaching*, edited by Lawrence J. Saha and Anthony Gary Dworkin (pp.343-360). New York: Springer.

Richards, Jack C. 2008. "Second Language Teacher Education Today." *Regional Language Centre Journal* 39 (2): 157-177.

Richards, Jack C., and Thomas S.C. Farrel. 2005. *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge, UK: Cambridge University Press.

Sahlberg, Pasi. 2010. *The Secret to Finland's Success: Educating Teachers.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

Savickas, Mark L. 2002. "Career Construction: A Developmental Theory of Vocational Behavior." In *Career Choice and Development,* 4th Ed., edited by Duane. Brown and Associates (pp. 149-205). San Francisco, CA: Jossey-Bass.

Southeast Center for Teaching Quality (SECTQ). 2003. "How do Teachers Learn to Teach Effectively? Quality Indicators from Quality Schools." *Teaching Quality in the Southeast: Best Practices and Policies* 2 (7): 1-7.

Stronge, James H. 2007. *Qualities of Effective Teachers.* 2nd Ed. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Stronge, James H., Pamela D. Tucker, and Jennifer L. Hindman. 2004. *Handbook for Qualities of Effective Teachers.* Alexandria, VA: ASCD.

Sugino, Toshiko. 2010. "Teacher Demotivational Factors in the Japanese Language Teaching Context." *Procedia Social and Behavioral Sciences* 3: 216-226.

Yuwono, Grace Ika, and Lesley Harbon. 2010. "English Teacher Professionalism and Professional Development: Some Common Issues in Indonesia." *Asian EFL Journal* 12 (3):145-163