

THE IMPACT OF EFL TEACHERS' CREATIVE SELF-EFFICACY AND SELF-ESTEEM ON CREATIVE TEACHING

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Abstract: Investigating the impact of teachers' creative self-efficacy and self-esteem is crucial for enhancing creative teaching practices, particularly within the framework of Indonesia's Merdeka curriculum, which emphasizes the development of students' creativity and innovative skill. This study explores the impact of EFL teachers' creative self-efficacy and self-esteem on their creative teaching practices. A correlational design and multiple regression analysis were used in this study. The data were collected from six EFL teachers in three different high schools Lengayang, Pesisir Selatan, Sumatera Barat. Questionnaires and observation checklist were the instruments in this research. The findings indicate that creative self-efficacy significantly enhances creative teaching, while high self-esteem negatively affects it. These results highlight the need for balanced self-esteem to support creative teaching. Therefore, creative self-efficacy and self-esteem simultaneously contributes 81.2 percent towards creative teaching. Fostering these behaviors can create a supportive learning environment and enhancing student outcomes. Social support from principals and colleagues, along with a positive school climate, is crucial for boosting teachers' self-esteem and creative

INTRODUCTION

In recent years, Indonesia has embarked on an educational transformation through the development of the Merdeka curriculum, with the Profil Pelajar Pancasila program at from the curriculum. This initiative by the Ministry of Education and Culture (2020) aims to shape students into well-rounded, faith-driven, and dignified citizens who are educated, creative, critical thinkers, and independent. These students are expected to contribute to society as democratic and responsible citizens. One of the essential components of the Profil Pelajar Pancasila is fostering creativity among students.

The role of creative teachers becomes crucial in this context. Teachers who embody creativity are essential in navigating the dynamic requirements of their students with flexibility and innovation (Mulyoto et al., 2023). According to Mroz & Ocetkiewicz (2021), a creative teacher embraces risk, remains open to new experiences, and demonstrates discipline and persistence. These qualities are not only vital for the teachers' self-improvement but also for enhancing the

overall learning experience. Creative teachers have the unique ability to boost student motivation, making the learning process more engaging and effective (Inayatulloh et al., 2023). Their creativity stimulates students to be creative as well. Students' creativity can be utilized through directing and guiding it (Fan & Cai, 2022).

Karwowski & Kaufman (2017) stated one of the aspects that influence creativity is creative self-efficacy and self-esteem. This is a supportive behavior that every teacher must demonstrate in order to promote creativity in the classroom. Tierney and Farmer (2002) define creative self-efficacy as a person's belief in their own ability to accomplish creative goals. It is focused on future performance and demonstrates confidence in doing the present task creatively (Beghetto & Karwowski, 2018). Teachers' belief in their creativity influences their teaching practices, creative self-efficacy positively enhancing creative fostering behavior and increasing student creativity in learning environments (Capron Puzozzo & Audrin, 2021).

Teachers with low creative self-efficacy may be less motivated and involved in their teaching practices. On the other hand, teachers with high creative self-efficacy are more willing and driven to perform innovative behaviour in teaching activities (Chen, 2024).

Additionally, teachers who lack creative self-efficacy may struggle to encourage risk-taking and experimentation in their students, which is essential for student growth and development. As Wu et al (2022) said, this belief influences success expectations and motivation to achieve a difficult goal. If teachers don't believe in their own creative process, it could prevent the creative process for their students (Munro, 2019). Because teachers have a responsibility for being creative in the classroom, teachers need creative self-efficacy (Cayirdag, 2017) which indicates that teachers should believe in themselves to produce innovative outcomes for their students.

In order to foster the creativity in classroom, teachers are intended to have high self-esteem. Tafarodi & Swann (2001) state that self-esteem is the behavior of assessing oneself based on what they can do and what other people see about them (personal competence, as well as appearance, character and social identity). Individuals with high self-esteem believe they are competent and valuable, therefore they are more inclined to share creative ideas (Thatcher & Brown, 2010).

As the issues about self-esteem have been increased in educational context, some of the researchers have been defining teachers' self-esteem. According to Dele (2023) teacher self-esteem is viewed as the teacher' self-worth or satisfaction with themselves. On the other hand, based on Tabassum & Ali, (2012) self-esteem is a complex concept affecting a professional's personality, attributes, and authenticity, influencing their professional images. Teachers' self-esteem is related to their belief in their capacity to achieve the learning outcomes for their students. It is important that teachers have positive self-esteem. Teachers' self-esteem has been associated to students' academic achievement which in turn influences their own self-worth (Zhao et al., 2021).

According to Wang & Wang (2016), self-esteem is essential for creativity. Interdependent self-construal creativity can be predicted more positively with high self-esteem. Teachers' self-esteem and creativity are clearly related: a positive view of themselves may facilitate students succeed when faced with situations of

uncertainty, crisis, or unpredictability, and ability to innovate can lead to a better perception about themselves. (Cantero et al., 2016)

The discussion about creative self-efficacy has been done by several researchers. Most of the studies that discussed creative self-efficacy are related to job and work behavior (Candra, 2022; Indriyani et al., 2022; Suryanto & Purba, 2022). In the educational context, some researchers talked about creative self-efficacy and creative performance (Chang & Jaisook, 2020; Park et al., 2021). In the relation of creative self-efficacy and teachers, (Cayirdag, 2017; Huang et al., 2019) investigated creative self-efficacy and teacher creative role identity, as well as supporting creativity. Discussions about self-esteem often revolve around the problems of students. As discussed by (Blegur et al., 2021; Omodan & Mtshatsha, 2022; Skripsiani et al., 2022; Zhao et al., 2021). Self-esteem in their study is indicated as a factor that contributes to student academic achievement and engagement. As for the study about teachers' self-esteem, Dele (2023) discussed self-esteem and anxiety as a predictor of teacher efficacy.

This study intends to investigate the impact of EFL teachers' creative self-efficacy and self-esteem and their creative teaching practices. While previous research has focused on these concepts individually, this study addresses the gap by examining their combined impact in an EFL context. Along with the development of the new curriculum which requires students to be creative. This research topic has become crucial, so that teachers are aware that creative students are formed from creative teachers.

METHOD

In conducting this research, this research employs a correlational design with multiple regression analysis. Correlational research entails gathering data to establish whether and to what extent a relationship exists between more than one quantifiable variable. (Gay et al., 2012). Then, multiple regressions are a regression model with multiple independent variables used to analyze the direction and influence of these variables on the dependent variable (Ghozali, 2018). This research used the multiple regressions to find out the impact between two independent variables namely teachers' creative self-efficacy and self-esteem with the symbol (X1, X2) and one dependent variable namely creative teaching with the symbol (Y). This research was provided

information about the impact of teacher creative self-efficacy and self-esteem to creative teaching.

The participants of this study are six EFL teachers from three different high schools in Lengayang, Pesisir Selatan, Sumatera Barat. These teachers were selected through accidental sampling. Because some English teachers in the Lengayang district had already completed the required lesson and were concentrating completely on the project lesson, the researcher employed this sampling technique. It happened as a result of the schools implementing the Merdeka curriculum, which assigned students to two focused lessons per semester: the project lesson and the regular class.

To find out teachers creative self-efficacy, researcher used a questionnaire that adapted from the theory of (Tierney & Farmer, 2002) that included 15 statements. There were 3 indicators such as, 1) Individuals feel confident in their ability to solve problems creatively, 2) Individuals are able to generate new ideas. 3) Individuals talented at developing ideas that comes from others. Meanwhile for teachers' self-esteem, researcher adopted the questionnaire from (Tafarodi & Swann, 2001) were there are 15 statement. There were two indicators such as.1) self-liking and 2) self-competence. As for creative teaching, researcher used observation checklist to investigate how teachers did their creative teaching practices in the classroom. The indicators of observation checklist are based on the creative teaching practices scale that was developed by (Alali, 2020) that include 40 statement.

The teacher creative self-efficacy and self-esteem questionnaires used a likert scales. Likert scales are widely used to evaluate individuals' attitudes, values, internal states, and judgments about their own or others' behavior through graded responses to statements. The study used a Likert scale with four levels for creative self-efficacy and self-esteem questionnaires: strongly agreed (SA), agree (A), disagree (D), and strongly disagree (SD). To find out how teacher do creative teaching in the classroom, the observation checklist is scored by using rating scale. The rating scale has four scales in order to score the item needed in the observation (Sugiyono, 2013). Then, this research has four scores to investigate how teacher do their creative teaching in the classroom. There are four rating scales scores from 1-4. If the teacher did the item very well, research will give 4 point. Then, if the teacher did the item well, it will be 3 point. If the

teacher did the item less well, researcher will give 2 point and if the teacher did not do the item, which will be 1 point.

Before give the instrument to the teacher, researcher used validity and reliability to determine the data valid and reliable. For the validity, researcher used content validity and to measure the reliability of the instrument, Cronbach's Alpha formula was used. An instrument is considered or can be said reliable if Cronbach's Alpha value greater than 0.6 (Hajjar, 2018). To calculated reliability test, researchers used SPSS version 24.

Before doing hypothesis testing, a requirements analysis is conducted. Some of the tests are the normality test, linearity test, and multicollinearity test. The researcher used the Kolmogorov-Smirnov test to determine the normality of the data distribution, with sig. > 0.05 indicating that the data is normally distributed. The researcher conducted a linearity test after ensuring that the data was normally distributed. The linearity test identifies a connection between the dependent and independent variables. Then, multicollinearity was tested to see if the independent variables influenced one another.

After all the requirements analysis is conducted, The hypothesis was tested to determine the impact of teachers' creative self-efficacy and self-esteem on creative teaching by using multiple regression analysis techniques assisted by using the SPSS version 24. The hypotheses are formulated as follows:

First hypothesis. Ho: there is no significant impact of teachers' creative self-efficacy on creative teaching.

Ha: there is a significant impact of teachers' creative self-efficacy on creative teaching.

Second hypothesis. Ho: there is no significant impact of teachers' self-esteem on creative teaching. Ha: there is a significant impact teachers' self-esteem on creative teaching

Third hypothesis. Ho: there are no significant impact of both teachers' creative self-efficacy and self-esteem on creative teaching.

Ha: there are significant impact of both teachers' creative self-efficacy and self-esteem on creative teaching.

RESULT AND DISCUSSION

The data from this study consisted of two independent variables, namely creative self-efficacy and self-esteem, with one dependent variable, namely creative teaching. In order to

describe and find out the impact of the independent variables and dependent variable of this research, this result presented a description of the data that were obtained from the field, it presented the description of the mean score, deviation score and a frequency distribution table of each variable. The result of the questionnaires of creative self-efficacy, self-esteem and observation checklist from creative teaching can be seen as follow:

Table 1. *Data Description*

Variables	Min	Max	Mean	Std Deviation
Creative Self-Efficacy	39	50	44.33	4.844
Self-Esteem	43	51	47.17	3.430
Creative Teaching	100	123	117.83	8.886

The study found that teachers' creative self-efficacy highest score was 50, while the lowest was 39. The mean creative self-efficacy score was 44.33, indicating moderate creative self-efficacy. Meanwhile, the highest score of teacher self-esteem was 51, while the lowest was 43. The mean self-esteem score was 47.17, indicating moderate self-esteem. Then for creative teaching, the highest score was 123, and the lowest was 100. The mean creative teaching score was 117.83, indicating high creative teaching.

In order to find out the impact between the independent variables: creative-self-efficacy (X1) and self-esteem (X2) towards dependent variable, researcher was used partial t test. The partial t test (t test) is a test carried out to see whether an independent variable has an effect on the dependent variable. This test was used to answer the first and second hypothesis.

Table 2. *Partial T test result*

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	176.767	25.868		6.833	.006
Creative Self-Efficacy	3.551	.734	1.936	4.837	.017
Self-Esteem	-4.588	1.037	-1.771	-4.425	.021

a. Dependent Variable: Creative Teaching

Based on the table above, the result of partial t test of creative-self efficacy on creative teaching (rx1y) was 4.837. Next, the result of partial t test of self-esteem on creative teaching (rx2y) was -4.425. This result would answer the first and second hypothesis.

The interpretation of this hypothesis was analyzed if $t_{\text{observed}} > t_{\text{table}}$ or there is a significant impact of teachers' creative self-efficacy on creative teaching, H_a was accepted. If $t_{\text{observed}} < t_{\text{table}}$ or there is no significant impact of teachers' creative self-efficacy on creative teaching, H_o was accepted. Based on the result, $t_{\text{observed}} 4.837 > t_{\text{table}} 2.776$, so it can be concluded that H_a is accepted. There is a significant impact of teachers' creative self-efficacy on creative teaching. The result of partial t test is positive. A positive coefficient indicates that as the value of the independent variable increases, the mean of the dependent variable also tends to increase. So, if the teachers' creative self-efficacy increased, the creative also increased.

Therefore, to determine the impact of teachers' self-esteem on creative teaching, it can be seen from the result, $t_{\text{observed}} -4.425 > t_{\text{table}} 2.776$, so it can be concluded that H_a is accepted. There is a significant impact of teachers' creative self-efficacy on creative teaching. The result of partial t test is negative. If the regression coefficient is negative, it indicates a negative (or opposite) relationship between the independent and dependent variables. As X increases, Y decreases and as X decreases, Y increases. So, if the teachers' self-esteem increased their creative teaching decreased and if the self-esteem decrease, creative teaching increase.

In order to answer the third hypothesis, this study used the simultaneous F test (Simultaneous Test) to examine if independent variables have a simultaneous influence on the dependent variable.

Table 3. *Simultaneous F test result*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	350.232	2	175.116	11.779	.038 ^b
Residual	44.601	3	14.867		
Total	394.833	5			

a. Dependent Variable: Creative Teaching

b. Predictors: (Constant), Self-Esteem, Creative Self-Efficacy

Based on the table above, the result of simultaneous f test of creative-self efficacy and self-esteem on creative teaching (rx1x2y) was 11.779. The interpretation of this hypothesis was analyzed if f observed > f table or there are significant impact of both teachers' creative self-efficacy and self-esteem on creative teaching, ha was accepted. If f observed < f table or there are no significant impact of both teachers' creative self-efficacy and self-esteem on creative teaching, Ho was accepted. Based on the result, f observed 11.779 > f table 9.552, so it can be concluded that Ha was accepted and Ho was rejected. There are significant impact of both teachers' creative self-efficacy and self-esteem on creative teaching.

To find out how much influence the independent variables have together (simultaneously) on the dependent variable, in this research a coefficient of determination test was carried out which is indicated by the adjusted r squared value.

Table 4. *Adjusted R squared value*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942 ^a	.887	.812	3.856

a. Predictors: (Constant), Self-Esteem, Creative Self-Esteem

Based on the results of the coefficient of determination test in the table above, an adjusted r square value of 0.812 (81.2%) was obtained. This means that the ability of the independent variable to influence the dependent variable is 81.2 percent, while the remaining 18.8 percent is influenced by other variables.

This study showed a positive association between creative self-efficacy and creative teaching, which is in line with previous studies. Cayirdag (2017) discovered that creative self-efficacy is essential in the process of teaching and learning because it encourages teachers to nurture students' creativity and adjust their methods to different learning styles. Teachers ought to possess a high level of creative self-efficacy and accept personal responsibility for improving their abilities to foster creativity. According to NemerÅitski & Heinla (2020), teachers must have creative self-efficacy to adapt their methods to varied learning styles and

demands, ensuring that all students understand what they are studying effectively.

In addition, Zee and Koomen (2016) revealed that teachers' behavioral objectives and creative self-efficacy had a significant impact on whether they prefer to implement educational changes in the educational setting. This also supported by Zhang et al. (2022), they discovered a correlation between creative self-efficacy and teachers' responsiveness. Teaching responsiveness, defined as teachers who are sensitive and attentive to their students' needs and provide friendly, inventive, and supportive creative learning environments, increases Students' belief in their ability to be creative.. Teachers with creative self-efficacy can create an exciting and dynamic learning environment for their students, encouraging perseverance while engaging in creative activities. To encourage their students' creativity, teachers must believe in and be capable in their own. (Fathi &Naderi, 2023).

Furthermore, creative self-efficacy is essential in various fields, particularly in teaching and learning. Teachers whose believe they are capable of producing creative work are more likely to try new techniques for developing creative students and improving academic outcomes. Creative self-efficacy also helps teachers be more confident in overcoming obstacles and challenges in the classroom, finding creative solutions and not giving up when faced with difficulties.

Meanwhile, researcher found negative impact of self-esteem on creative teaching. Which indicate that if self-esteem increased the creative teaching decrease and if the self-esteem decrease, creative teaching increase. In contrast from this research, Moon & Pan (2022) found that teachers with high self-esteem correlate positively with their job performance and productivity, directly impacting student learning (Gómez-Jorge & Díaz-Garrido, 2023). High self-esteem is linked to higher self-efficacy, promoting adaptive self-management, motivation, and task engagement (Rippon et al.,2022). Teachers with high self-esteem help students develop problem-solving strategies and build trust through understanding, cooperation, and respect, whereas those with low self-esteem are more judgmental and repressive. (Branden, 2011).

However, overly high self-esteem can lead to narcissistic tendencies, characterized by self-superiority, a need for appreciation, and expecting special attention (Gok et al., 2021; Neff, 2023). People with high self-esteem might

rate themselves as more intelligent, attractive, and skilled than warranted by objective measures (Baumeister & Vohs, 2018; Waller, 2019).

In conclusion, teachers with high self-esteem can enhance learning experiences through confidence and innovation (Mbuva, 2017). However, overly high self-esteem can result in narcissism, reducing receptivity to feedback and cooperation, negatively impacting teaching and student development (Albu et al., 2011; Naslamol, 2022). This highlights the need for balanced self-esteem and continuous professional development from teachers.

Then, from the findings, it showed that simultaneously both of creative self-efficacy and self-esteem showed a positive and significant impact on creative teaching. Creative self-efficacy is crucial for fostering innovation and creativity in teaching, as it influences teachers' motivation and ability to implement creative ideas and solutions in challenging situations (Ismayilova & Laksov, 2023). Therefore, higher self-esteem in teachers is closely connected with higher creative self-efficacy, making them confidence in their pedagogical skills and more willing to engage in creative teaching techniques. (Kõiv et al., 2019; NemerÅitski & Heinla, 2020).

There are several aspects that can influence self-esteem and creative self-efficacy, such as social support and school climate. Support from principals and coworkers significantly impacts teachers' self-esteem and creative self-efficacy, enhancing their sense of belonging, commitment, and ability to cope with stress (Chung, 2019; Li et al., 2022). A positive school climate fosters teachers' self-esteem and creative self-efficacy by providing a sense of security, motivation, and encouragement for teachers to ask questions, receive feedback, and innovate in their teaching methods (Liu & Wang, 2019 & Hamid, 2020)

Creative self-efficacy and self-esteem are interconnected and necessary for fostering creative behaviors in teachers. Teachers who feel respected and supported are more willing to embrace and exhibit creative behaviors, inspiring their students to be creative as well. (Cayirdag, 2017; Massie et al., 2022). Ultimately, teachers' creative behaviors, driven by high self-esteem and supported by a positive school climate, are fundamental to creative teaching, improved the overall learning experience and nurturing a culture of creativity in the classroom (Liu & Wang, 2019; NemerÅitski & Heinla, 2020).

In conclusion, creative self-efficacy and self-esteem are vital for fostering creative teaching.

Teachers with higher self-esteem exhibit greater creative self-efficacy, leading to enhanced confidence and a willingness to implement innovative teaching methods. Social support and a positive school climate significantly contribute to boosting these creative behaviors, creating an environment where teachers feel respected and motivated. This supportive atmosphere encourages teachers to embrace creativity, eventually enriching the learning experience and cultivating creativity in the classroom.

CONCLUSION

This research investigated the impact of EFL teachers' creative self-efficacy and self-esteem on creative teaching at senior high school Lengayang, Pesisir Selatan, Sumatera Barat. The findings shown that creative self-efficacy positively and significantly enhances creative teaching, making it easier for teachers to implement innovative practices and foster an engaging learning environment. On the other hand, high self-esteem was found to negatively contribute to creative teaching, as overly high self-esteem can lead to narcissistic tendencies that hinder creativity. Thus, maintaining balanced self-esteem is crucial for fostering creative teaching and continuous improvement. Together, creative self-efficacy and self-esteem account for 81.2% of the variance in creative teaching.

This study highlights the significant impact of EFL teachers' creative self-efficacy and the self-esteem in creative teaching, emphasizing the need for balanced self-esteem and support from school administrators to foster innovative teaching practices. It suggest the importance of creating forums for teachers to share ideas and best practices, as well as organizing self-development workshops to improve self-esteem by focusing on stress management and constructive use of criticism. Additionally, fostering a supportive working environment through positive feedback from colleagues, students, and administrators can enhance teachers' self-esteem and creative self-efficacy, encouraging innovative teaching methods. Future research should explore these variables in diverse educational settings and with larger sample sizes to better understand these relationships and validate the findings.

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