

Bagaimana Guru Perempuan dengan Tanggung Jawab Ganda Mengembangkan Kegigihan dalam Pengembangan Profesional Mandiri dalam Konteks CALL?

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi bagaimana guru perempuan Bahasa Inggris sebagai Bahasa Asing (EFL) dengan tanggung jawab ganda sebagai istri/ibu dan guru menggambarkan *grit* mereka dalam pengembangan profesional mandiri di konteks CALL dan tantangan yang mereka hadapi. Penelitian ini menggunakan pendekatan inkuiri naratif untuk memahami kisah partisipan. Penelitian ini merekrut tiga guru EFL perempuan di Indonesia sebagai partisipan penelitian. Di Indonesia, seorang guru perempuan biasanya memiliki tanggung jawab ganda sebagai istri/ibu dalam keluarga dan guru di sekolah. Tahap pertama memungkinkan peneliti untuk mengumpulkan semua data survei biografi, peta konsep guru, dan wawancara naratif. Mengikuti langkah-langkah analisis konten kualitatif, semua data kemudian diproses. Pada tahap kedua, peneliti memberikan nilai pada ide-ide ini dengan menggabungkan atau menciptakannya kembali secara naratif melalui cerita. Hal ini didasarkan pada gagasan bahwa manusia memberikan dunia berbagai pengetahuan, tindakan, dan nilai mereka melalui konstruksi naratif. Hasil penelitian menunjukkan: 1) *Grit* guru perempuan EFL Indonesia dalam konteks CALL biasanya digambarkan oleh hasrat mereka untuk mengajar, sistem pendukung (keluarga, kolega, siswa), dan tanggung jawab sebagai guru, dan (2) selama perjalanan pengembangan mandiri dalam konteks CALL, guru perempuan EFL menghadapi tantangan dalam membangun *grit* seperti manajemen waktu, kelelahan, dan stereotip sebagai guru pemula. Hasil penelitian ini diharapkan dapat memberikan perspektif baru bagi sekolah dan pemerintah dalam memahami kebutuhan dan tantangan guru perempuan EFL.

Kata Kunci: CALL, Guru Bahasa Inggris Perempuan Indonesia (EFL), Pembelajaran *Grit*, Inkuiri Naratif, Pengembangan Profesional Mandiri.

How do Female Teachers with Double Responsibilities Develop Grit in Self-Directed Professional Development in the CALL Context?

Abstract

This study aimed to explore how female English as a foreign language (EFL) teachers with double responsibilities as a wife/mother and teacher describe their grit in self-directed Professional Development (PD) in Computer-Assisted Language Learning (CALL) context and the challenges they face. This study employed a narrative inquiry approach to understand participants' stories. The study recruited three female EFL teachers in Indonesia as the research participants. In Indonesia, a female teacher typically had double responsibilities by being a wife/mother in their family and a teacher in school. The first stage allowed the researcher to collect all data of biographical survey, teachers' concept map, and narrative interview. Following the steps for qualitative content analysis, all the data were then being processed. In the second stage, the researcher provided these ideas value by combining or recreating them in a narrative way through stories. It was based on the idea that humans gave the world as well as their knowledge, action, and value through narrative constructions. The results showed: 1) Indonesian female EFL teachers' grit in CALL context was typically described by their passion for teaching, support system (family, colleagues, students), and responsibility of being a teacher, and (2) during their journey of self-directed PD in the CALL context, female EFL teachers faced challenges in constructing grit such as time management, burnout, and stereotypes as novice teachers. The results were expected to provide a new perspective for schools and government in comprehending female EFL teachers' needs and challenges.

Keywords: CALL, Indonesian female EFL teacher, Learning Grit, Narrative inquiry, self-directed professional development

INTRODUCTION

The global COVID-19 pandemic has had an impact on education worldwide (Nisiforou et al., 2021; Tafazoli & Meihami, 2022), including in Indonesia, where technology has been used as an option for distant learning (e.g., Ferdiansyah et al., 2020; Author, 2022). It is essential to acquire the skills to effectively use technology for teaching English in the post-pandemic period, as technology continues to be utilized even after the pandemic (Zhang & Wasie, 2023). The process of becoming professional EFL teachers during the post-pandemic era is therefore challenging. To meet these demands, EFL teachers must be motivated to engage in ongoing and career-long learning (Bhatt, 2021), particularly joining in educational technology workshops and seminars to improve their agency as teachers in this 21st century era.

To be well motivated to develop their teachers' agency, teachers need positive emotions, such as grit which refers to a strong desire to achieve long-term goals, no matter how hard the challenges are (Duckworth et al., 2007; Duckworth & Quinn, 2009; Robertson-Kraft & Duckworth, 2014). Grit stimulates individuals' efforts to achieve goals and promotes personal development (Duckworth & Yeager, 2016). Grit also helps individuals to persevere in the face of obstacles, improve academic achievement, and prolong their time in education (Li & Li, 2021). Therefore, positive emotions are pivotal in teacher PD (Namaziandost & Heydarnejad, 2023), and grit has been identified as an important element of positive emotions in teachers' PD (Baraquia, 2020).

Regarding gender, female teachers exhibit greater levels of grit than male teachers in terms of their sustained efforts (Argon & Kaya, 2018; Kaya & Yuksel, 2022), including their dedication to acquiring CALL knowledge. Regrettably, global research, including studies conducted in Indonesia, indicates that female teachers are linked to a lack of proficiency in utilizing technology for instructional purposes (Islahi & Nasrin, 2019; Author, 2023; Raman & Thannimalai, 2019). One possible reason for this situation is that Indonesian female teachers encounter greater difficulties in advancing their careers as professional educators (Rashid & Maharashi, 2015; Limbong, 2019; Hendriani et al., 2022), and one of these hurdles is related to family matters (Maharjan, 2021). Female teachers demonstrated notably lower self-perceptions of their digital teaching proficiency compared to male teachers. Additionally, they displayed less inclination to utilize technologies (Trigueros & Aldecoa, 2021). Female teachers who have double responsibilities, such as being a wife/mother and a teacher, may have additional hurdles in developing their teachers' agency, particularly in CALL context.

Research indicates that Indonesian EFL teachers exhibit a considerable inclination to enhance their proficiency in utilizing technology for English instruction (Djiwandono, 2019; Drajadi et al., 2018). Despite the challenges posed by the COVID-19 pandemic, Indonesian EFL teachers demonstrated a strong willingness to enhancing their technological proficiency to effectively facilitate emergency remote instruction (Author, 2022). Furthermore, teacher education programs in Indonesia promote the enhancement of CALL knowledge by including educational technology courses in their educational programs and upgrading their technological infrastructures (Author, 2021). Hence, enhancing the EFL teachers' CALL knowledge is indeed achievable.

However, it is still unknown how Indonesian female teachers with double responsibilities develop grit and face challenges to develop their CALL knowledge. Prior research mostly focused on the impact of grit and other positive emotions on teachers' agency. Hence, the data regarding Indonesian female teachers who have double responsibilities is scarce. This study therefore aimed to address this gap by conducting research, led by the following overarching questions.

1. How do Indonesian female EFL teachers with double responsibilities (wife/mother and professional teacher) describe their grit in self-directed PD in the CALL context?
2. What challenges do Indonesian female EFL teachers face in constructing grit while pursuing self-directed PD in the CALL context?

METHOD

Research Design and Setting

The present study employed a qualitative narrative inquiry to understand individuals' experiences and the interpretations they assigned to their experiences (Porter & Freeman, 2020). Using stories as study subjects, as a tool for data analysis, or as a means of presenting findings, narrative inquiry integrated research and storytelling (Barkhuizen et al., 2014). This study took place in Indonesia, particularly Central Java Province. It was done to facilitate consistency in data collection and to make it easier for one of the researchers in collecting data because she was living in Central Java. Culture played an important role in the perspective of career women. In Javanese culture, there was a saying that said women only did 3M (*macak*-dress up, *manak*-give birth, *masak*-cook) duties (Stefanie et al., 2022). This saying gradually shaped the understanding that women's duties were only limited to dressing up, giving birth, raising children, and cooking.

Participants

Prior to conducting this study, we contacted the potential participants to explain the study, including the risks and benefits of joining this study. First, five female EFL teachers were contacted, however only three were willing to join in this study and gave their consent. In order to obtain the participants' consent to engage in the research, the researchers approached them and described the current study. After that, each subject officially consented to participate in the study by signing an official consent letter. This study employed a purposive sampling technique where the participants fulfilled requirements that were appropriate for the research objective, problem, and purpose. Participants were teaching English in the same education level of senior secondary school with married status and having children. The researchers provided all participants' general profiles, as followed:

Table 1.

Participants' General Profile

Participant	Education Title	Teaching Experience Duration	Teacher Category	Participation in CALL PD Program	Numbers of Children
Arimbi	S.Pd	5 years	Novice	Yes	2
Larasati	M.Pd	14 years	Experienced	Yes	6 (1 passed away)
Srikandi	M.Pd	20 years	Experienced	Yes	2

The researchers applied pseudonyms of Teacher 1 (Arimbi), Teacher 2 (Larasati), and Teacher 3 (Srikandi) to narrate participants' stories in this research. Participants were given pseudonyms in order to address privacy and ethical issues (Aguilar & Krasny, 2011). One of the researchers' relations with Arimbi was as a friend during bachelor education back then, while Larasati and Srikandi were recruited based on their required criteria with no relations to the researchers at all before conducting this research. Two kinds of teachers were involved in this study, which were experienced English teachers (more than 6 years teaching experience) and novice English teachers (minimum one year teaching experience).

Data Collection and Instrumentation

The researchers collected primary data from participants' biographical survey, teacher's concept map, and narrative interview. The most popular format for studies on language teaching and learning was semi-structured interviews (Barkhuizen et al., 2014). Every participant in this study underwent two semi-structured interviews. The Teachers' Grit Scale (TGS) indicators from Baraquia (2020) were utilized in this study to inform the design of interview questions. The interview questions were specifically combined to address the purpose of this study, which was to identify female teachers who had double responsibilities of teaching in schools and being a wife and mother at home. The first interview spent around 90 minutes on each participant, data from TGS of self-directed PD and persistence in the classroom were examined in the context of CALL. The second interview spent not more than 60 minutes on each participant to focus on TGS of passion and purpose in teaching. We conducted interviews with all of the participants in Indonesian language to allow for a natural flow of conversation. All interviews were done online through Zoom meetings and then being recorded as data collection instruments. The interviews were transcribed, and we also took notes for any essential stories emerging both during the interview process and while rewatching the videotaped.

Data Analysis

To examine all the data that was gathered, the researchers used content analysis. In content analysis, themes were coded and categorized, patterns were searched within them, and the resulting arrangements were interpreted (Miles & Huberman, 1994; Strauss & Corbin, 1998; Barkhuizen & Wette, 2008). All data were analyzed using the procedures for qualitative content analysis. The method involved categorizing the themes, looking for patterns within them, and producing interpretations of these arrangements. In the following phase, the researchers gave these concepts significance by reimagining them in narrative stories. The literature review helped the researchers in relating some data with empirical findings and named the themes. Furthermore, we reviewed theoretical and empirical literature for the data analysis in order to address the research questions that had been developed. The researchers started to identify themes for the first research questions, namely growth mindset, a support system, and a passion for teaching and learning. But after giving it some thought and reviewing relevant literature, the researchers changed the themes to passion for teaching, support system (family, colleagues, students), and responsibility of being a teacher. In the second research question, the researchers identified four themes at first that presented challenges of time management, burnout, novice teacher stereotypes, and financial problems. Then, we removed the financial problem theme at the end of data analysis. The reason for this was that the topic study did not pertain to financial problems.

FINDINGS

Three female EFL teachers who had double responsibilities had their experiences thoroughly analyzed. Three themes for each research question were found by the researcher during the analysis. The general findings were summarized in the following table:

Table 2.
Participants' General Findings

Research Questions	Themes	Sample Excerpts
How do Indonesian female EFL teachers with double responsibilities (wife/mother and professional teacher) describe their grit	Passion for teaching	"As long as I am still able, I still want to do this job. Because I am doing something that I love. My plan is, <i>Insyaaallah</i> , I will continue my doctoral study. I want to

in self-directed PD in the CALL context?	be a lecturer ... lecturers retire at sixty-five years old.” (Larasati, December 2023)
Support system	<p>“There is no obligation that a wife must cook, clean house, and so on. But both parties can understand (and alternately do the tasks) because we are both in the same profession as teachers, so we understand each other.” (Arimbi, December 2023)</p> <p>“My point is collaboration. If I really cannot (do something related to ICT), I will collaborate. Whether it is with students, with colleagues, fellow English teachers, or other subject teachers. Then I also learn from the internet ... I follow the PMM portal. Well, there are lots of those out there. There are many things I can learn from there. Sharing too (materials at PMM).” (Larasati, December 2023)</p>
Responsibility of being a teacher	“As a teacher, I always have to update my skills.” (Srikandi, December 2023)
What challenges do Indonesian female EFL teachers face in constructing grit while pursuing self-directed PD in the CALL context?	Time management “... so my challenge is actually time management. We both have the same 24 hours, yes, but I feel that I cannot really manage my time.” (Arimbi, December 2023)
	<p>Burnout “... because we are not only thinking about that (learning ICT). As a civil servant, we are required to leave at 7 in the morning and get home at half past 4. Apart from teaching, I have additional responsibilities. Then at home, the responsibilities will also not stop. So, as a female, I definitely want to do many things (like cleaning, cooking, etc)” (Srikandi, December 2023)</p> <p>“... the point is that all work at school is (must be) finished at school. There is no thinking about work at home (focus to family). Working hours were already until around 4 p.m on the weekdays. It would risk me to feel stressed (if I still think about work on weekends).” (Larasati, December 2023)</p>

In highlighting the similarities in the findings, the data had also been presented narratively. For additional support of the story, this study included sample excerpts from Arimbi, Larasati, and Srikandi. They frequently combined the pronouns “I” into “we” in their conversations to refer to themselves. The details of research finding from all the data collection could be shown below:

How Do Indonesian Female EFL Teachers with Double Responsibilities Describe Their Grit in Self-Directed PD in the CALL Context.

Passion for Teaching

Each participant fully expressed their teaching experiences within this study while working at several senior secondary schools in Central Java's small towns. After earning her bachelor's degree in 2017, Arimbi, a 30-year-old novice female EFL teacher, became a teacher with non-permanent status. Arimbi considered herself to have achieved her aim of becoming a teacher. From

the moment she entered college to earn her degree in English education, she made the decision to become a teacher, leading her to join in some seminars and workshops, including CALL PD to improve her agency as a teacher in this 21st century era. When she was asked how long she would be an English teacher, she replied, "I will be a teacher until I retire. Currently, I am a non-permanent teacher and preparing to take the civil servant examination next year." Moreover, her preparation of taking the examination also influenced her to enhance her CALL knowledge through joining some CALL PD because one of the tests would be teaching and she wanted to perform it by integrating technology in her teaching test.

Larasati stood as a symbol of experience and wisdom. She has worked in education for 14 years and carried herself with grace and dignity despite being 49 years old, showing her passion to the teaching profession. Larasati, who held a Master of Education degree, began her teaching journey. She took her father's legacy, a respected teacher who had taught German years ago, with her as she strolled through the vocational high school's hallways. Larasati viewed teaching as a vocation deeply ingrained in her essence, rather than just a job. Her passion for education grew stronger each year, inspired by following her father's path and making a lasting impact on her students' lives. Recognizing the critical role that technology plays in contemporary English instruction, she was determined to improve her teaching abilities, including her knowledge of CALL, in keeping with her honor and devotion as the daughter of a teacher

Srikandi also held a master's degree. Srikandi's teaching was impacted by her permanent status since it gave her greater self-assurance when she was teaching in front of her students. She has been a teacher for over twenty years. Srikandi's fervor for education was evident in her classroom, motivating her students to strive for their utmost capabilities and fostering in them a lasting enthusiasm for learning. When asked how long she intended to remain an English teacher, she answered, "I will keep teaching until I retire. The retirement age for Indonesian civil servants is at sixty years old." She argued that, as a result, she needed to enhance her CALL knowledge in order to stay abreast of the most recent developments in English teaching, which involve the incorporation of technology.

Support System

Participants credited their abilities to develop CALL PD to their support systems, particularly their spouses. Arimbi, for instance, found strength in her marital bond, as her husband was also a teacher, and shared her dedication to the profession. Grateful for her husband's support, she felt empowered to pursue her career goal of teaching English. Despite being married with two toddlers, Arimbi managed to balance her career and family responsibilities, attending CALL PD sessions without detriment to her domestic duties. She clarified, "There is no obligation that a wife must cook, clean house, and so on. But both parties can understand [and alternately do the tasks] because we are both in the same profession as teachers, so we understand each other."

The results also disclosed Larasati's family history; she chose to wed her spouse while pursuing her bachelor's degree. Although he studied French which was in a different language program, his spouse was her college buddy. They chose to be together because of their chemistry and compatibility, and they were fortunate to have three sons and three daughters. Unfortunately, the third son already passed away due to illness. Larasati told her husband was a very supportive one. He ran a little business from home, giving him more time at home. Despite Javanese customs dictating that household work were Larasati's job, he wanted to share them with her as she said, "I share my household tasks with my husband. Who is washing clothes ... who is doing the dishes." She admitted that both of them supported each other and shared roles. In addition, her spouse strongly encouraged her to enroll in CALL PD, recognizing the importance of CALL knowledge in modern English teaching.

On the other hand, even though Srikandi was also supported by her husband to join in some CALL PD, her husband did not have to do the household chores as the other did because they had household assistance. In addition, Srikandi's children have reached adolescence, with a 19-year-old son and a 16-year-old daughter. She therefore had more time to do the CALL PD. Even when Srikandi faced challenges in operating her devices, they helped as Srikandi explained, “Usually, my son and daughter help me or sometimes my husband too [helping].”

Besides support from family, the researchers also found that the participants frequently stressed the value of developing a strong support system, including a supporting workplace environment. This might entail making connections with other teachers at their schools—both online and offline—who were aware of the difficulties and who could offer guidance, materials, and support. It was represented by the statements below of Arimbi who was categorized as novice teacher, explaining about the situation at the workplace in terms of knowledge sharing about CALL knowledge.

There are discussions, however they are not official meetings. Maybe it is just what it is called ... normal conversation. Discussing a class like this or this, this topic, this and that, and so on. That is often done but not in the official forum with specific scheduled time. (Arimbi, December 2023)

Interestingly, the experienced teachers (Larasati and Srikandi) also continued to hold regular meetings with their colleagues and received support to improve their professional skills. Larasati, for example, was appointed as the leader of the School Teacher Association at school, which allowed her to form many friendships with her colleagues. She eagerly pursued opportunities to collaborate with these colleagues, acknowledging the combined power that arises from working together as she said, “I [usually] invite friends to collaborate, then to build bridges with friends who may have problems.” This helped create a culture of reciprocal assistance throughout the school community. She took comfort in the fact that her friends were always ready to assist her whenever she faced challenges in her teaching career, including those pertaining to CALL.

In addition, the participants acknowledged receiving support from their students if an issue arose during their technology-enhanced ELT. Most of the participants reported experiencing technical problems, such as weak internet signals, restricted student WiFi, blackouts, and malfunctioning projector screens in specific classrooms. For example, Srikandi got benefits from her tech-savvy students, as she explained, “As time goes by, I learn not only from colleagues who are more senior. I learn from my students too; I learn from them [about technology]. They teach a lot about how to apply certain technologies”

Responsibility of Being a Teacher

The interviews revealed the other thing that influenced participants to join in some CALL PD was because of their responsibility as a teacher. Srikandi, for example, said, “As a teacher, I always have to update my skills.” This influenced her to update her CALL knowledge. She knew that she was not a tech-savvy person, but her sense of being a teacher supported her interests to join in some CALL PD to provide better CALL activities for her students. Through the PD she had joined, she realized it was not too late for her to learn educational technology. In the same vein, Arimbi had been doing CALL PD since 2022 because she knew how important it was updating teaching skills using recent technology. Besides, it was also a mandatory requirement to use technology in the latest curriculum. She then joined in a Google training, as she said, “So, I took part in one of the workshops related to using Google. There are various types of Google, there are drives, classrooms, meets, and so on that are related to Google that can be used in learning. Interestingly, Arimbi did this CALL PD without support from her school and she kept doing it independently because she thought that she still had to improve her CALL knowledge and skills. It

was similar to Larasati experiences, admitting her CALL knowledge was still limited. However, it did not make her feel inferior because she kept learning from colleagues, students, and the internet. She always spent time doing CALL PD and updating her teaching skills by following the self-development materials available on the platforms provided by the Ministry of Education.

The Challenges Faced by Female EFL Teachers in Constructing Grit while Pursuing Self-directed Professional Development in the CALL Context.

Time Management

In the Indonesian educational context, Arimbi, Larasati, and Srikandi had previously encountered the curriculum changing every few years. As the results of the curriculum change, they participated in a variety of TPD and CALL programs to stay current on curricular changes. When questioned about the difficulties they encountered while pursuing self-directed PD within the context of CALL, participants were unable to schedule a fixed time to practice CALL and learn more. For example, Arimbi told an interesting anecdote about how she felt like her everyday schedule consisted of working and taking care of her family at home. She struggled with time management because she had a toddler boy and a preschooler daughter. Fortunately, her family occasionally assisted her in taking care of her kids when she had a lot of schoolwork to complete and CALL PD programs to join in. As was the case during the data collection interview process, Arimbi was interviewed by the researcher via Zoom meeting when she was carrying her son. Her daughter was at her aunt's place at the time. Even though Sunday was a day off, the interview revealed that Arimbi was still very much involved in her role as a mother at home. Moreover, she took care of all household tasks such as cleaning, cooking, and laundry without a domestic helper. She argued, "So my challenge is actually time management. We both might have the same 24 hours, yes, but I feel that I cannot really manage my time"

Burnout

As professional teachers, the participants had to manage several tasks which were not limited only to teaching. In addition, they also took care of their domestic responsibilities as a wife and mother. For example, even though Srikandi acknowledged having a household assistance at home, she still carried out most of the household tasks by herself. She said, "Maybe there is a job that I am not really satisfied with. For example, wiping and sweeping. I will do it by myself again. It is part of instinct."

However, in this study, only Srikandi admitted to experiencing burnout. She shared the story of being hospitalized due to Dengue Hemorrhagic Fever (DHF) and Lymphadenopathy. Her history of illnesses made her to be more careful in her daily activities, including hiring a household assistant to help her at home. However, Srikandi mentioned she sometimes still experienced fatigue because there was a lot to think on her mind about work tasks. As the Deputy Principal for Public Relations at school, she carried out a lot of activities that had to be handled besides teaching. Unfortunately, she was also getting pressure from the senior colleagues sometimes. The fatigue led to the burnout, thus increasing Srikandi's stress level. Even though only Srikandi clearly described experiencing job burnout, other participants did not deny that they sometimes also got overwhelmed with workload at school and at home.

Stereotypes as Novice Teachers

Regardless of the teaching experience level, teachers could face criticism from colleagues, parents, or students who favored conventional teaching approaches. It was shared by Arimbi during the interview session. Among all EFL teachers at her school, Arimbi had the fewest teaching experiences. She taught in a state school that she studied there during her secondary school.

Furthermore, there was a senior male EFL teacher there that was once her teacher back then and now he was her colleague at the school. He believed that Arimbi's knowledge of CALL was not the same as his own because he had participated in several CALL PD activities before Arimbi. Arimbi said:

I did not experience gender discrimination [during my teaching career], but it is more like age discrimination. I am a novice teacher there ... like a junior. He is an experienced senior in school. This man feels that I am still a beginner, I used to be his student when I was still in senior high school. How come I am trusted to accompany the students in some competitions to represent the region. (Arimbi, December 2023)

The statement above showed the seniority phenomenon in Arimbi's workplace. Stereotypes as novice teachers allowed the experienced teachers to think that they were better than the novice ones. Arimbi explained that she understood the senior colleagues' opinion where they believed that teaching English should be easy, not difficult due to the use of multiple media and technologies. Sometimes, she felt uncomfortable at times when she wished to voice her opinions to the senior teacher. For novice teachers who were still adapting how to organize lessons and manage time well, Arimbi admitted she sometimes took a lot of time to prepare and implement technology in classes. However, Arimbi emphasized that while her use of technology in the classroom might not be to suit all students, at least she made an effort to improve the atmosphere for learning.

Talking about novice teacher stereotypes, Srikandi shared her experience when started her teaching career as a novice teacher many years ago as she said, "At that time, my child was sick. My senior colleagues did not approve my leave. I had been told that I was still a novice teacher, so I was not allowed to leave often." Srikandi admitted that it was a difficult situation for her where her child was sick but the senior colleague could not approve her leave. She was aware that she should be as professional as possible in the workplace, but she hoped to have an exception at that time. As years went by, Srikandi mentioned that she grew up being a senior that was more flexible for her junior, particularly for unexpected situations such as illness.

DISCUSSION

The study's first research question revealed that female EFL teachers with double responsibilities demonstrated grit in their pursuit of self-directed PD in the CALL context, driven by their passion for teaching. Their long-term goal of teaching until retirement, despite varying ages, underscores Indonesian EFL teachers' strong passion for advancing CALL PD as also found by previous research (Djiwandono, 2019; Drajadi et al., 2018). Regarding the support system, the study conducted by Qurratuaini et al. (2022) established a substantial correlation between social support and both grit and academic involvement. In this study, social support is referred to as the presence of support networks, such as family, colleagues, and fellow students. Previous research also stated that sharing with close friends was to be helpful in assisting Indonesian EFL teachers develop their agency, particularly the novice ones, in resolving professional and pedagogical challenges (Cendra, 2019). Additionally, the responsibility of being a teacher drove participants' learning grit, aligning with characteristics of grit identified in previous research (Bashant, 2014; Baraquia, 2020).

Moreover, the researchers predicted that positive emotions observed among participants strengthened grit, reflecting the impact of positive psychology on persistence and resilience as claimed by previous scholars (Shahvarani et al., 2023). Also, participants remained dedicated to developing their agency for the benefit of their students' learning quality. Therefore, the researchers surmised that the experiences encountered by the participants during their CALL PD journeys have contributed to their positive emotions. As Peterson and Park (2014) suggest, positive emotions lead to positive life outcomes. Importantly, the researchers assumed that these positive emotions aided

the participants in cultivating sufficient levels of grit, despite facing double responsibilities that could potentially impede their CALL PD interests and journeys. This aligns with Macintyre and Gregersen's (2012) assertion that positive psychology influences the motivation of second language teachers and supports their professional development.

The second research question explored the challenges faced by Indonesian female EFL teachers in constructing grit while pursuing CALL PD. During the process to construct grit while pursuing self-directed PD in the CALL context, the participants experienced challenges both internal and external. They juggled CALL PD with other commitments such as family duties. This study revealed that female teachers faced difficulties in managing time well. It became the primary challenge to manage their time and handle their workload in school and at home. The study also found that burnout feelings are one of the challenges. Srikandi's case, for example, indicated perfectionism characteristic of Srikandi who forced herself to do both responsibilities even though she had a household assistant. For EFL teachers, perfectionism was a personality trait linked to burnout, improper coping strategies, and elevated stress levels (Farjami and Rahmani, 2016). Many medical systems struggled with the issue of job burnout (Shamir et al., 2019). Similarly, Arimbi and Larasati did not deny they got overwhelmed sometimes with their job workloads. Interestingly, one of the main causes of teachers quitting their jobs is their workload (Hendriani et al., 2022). Regardless of the teaching experience level, teachers faced criticism from colleagues, parents, or students who favored conventional teaching approaches. Sometimes, they had doubts about the advantages of incorporating technology into language teaching. In the Indonesian context, people who were older or had a greater social position still triggered strong feelings of nervousness in an individual (Cendra, 2019). Stereotypes as novice teachers allowed the experienced teachers to think that they were better than the novice ones as experienced by Arimbi. Moreover, novice teachers were typically expected to show obedience to their more experienced counterparts (Cendra, 2019). In the CALL context, novice EFL teachers might not completely understand the pedagogical concepts underlying the integration of technology into EFL classes. In fact, when integrating technology into English language teaching, experienced teachers with many years of teaching still faced challenges (Jamil et al., 2023).

However, the researchers assumed that the challenges seem to not influence the participants' grit constructions and agency since the positive emotions they had helped them to persist as claimed by Fredrickson (2001), the existence of good emotions, which are indicative of positive psychology, results in an enlargement of the range of thoughts and actions. This, in turn, improves one's ability to persist and achieve success. It is also assumed that the participants successfully develop their grit into higher levels where according to Noughabi et al. (2022), individuals with higher levels of grit exhibit more perseverance and it also has an impact on academic adjustment, confidence, engagement (Datu & Restubog, 2020), and performance (Vela et al., 2023).

CONCLUSION

This study concluded that without grit, it was uneasy for female EFL teachers with double responsibilities (wife/mother and professional teacher) to achieve success in developing a career professionally and personally. This present study has implications for teachers, particularly female EFL teachers. It is anticipated that the results assisted female teachers in successfully integrating ICT into EFL classes and being aware of challenges that might arise during their self-directed PD in the CALL context. By understanding these, the research findings could serve as a guide for future research on the grit and self-directed PD of female EFL teachers in the CALL context.

Future research should involve more participants, or it would be great to have participants in the various nationalities to give depth understanding. This present study employed both novice and experienced teachers, future research could focus on the same teaching experience category.

Another thing to add was observation in the classroom directly, so it would emerge new perspectives between the interview and the real practice data. The future study could also extend the topic into social-emotional learning that was related to perseverance and adaptability which became the parts of grit. Finally, this study could not be used to support generalization because it included a relatively small number of participants. However, this study added understanding of female EFL teachers' self-directed PD within the context of CALL.

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