

## The role of self-efficacy and work engagement on the contextual performance of special guidance teachers

Een Rohaeni<sup>1\*</sup>, Aulia Aulia<sup>1</sup>

<sup>1</sup>Faculty of Psychology, Ahmad Dahlan University, Yogyakarta, Indonesia  
Corresponding author: een2007044030@webmail.uad.ac.id

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### ABSTRACT

This research aims to examine the role of self-efficacy and work engagement on the contextual performance of special guidance teachers in inclusive schools. Participants in this research were 101 special guidance teachers consisting of 86 women, 15 men; 22 people aged <30 years, 87 people aged 30-50 years, and 3 people aged >50 years. The data was collected through three scales, namely the self-efficacy scale, the modified UWES scale, and the contextual performance scale and was analysed using the linear regression technique on SPSS 25.00. The results showed that self-efficacy and work engagement together have a significant relationship to contextual performance with a magnitude of 31.2%. Partially, self-efficacy has a very significant role on contextual performance, with a magnitude of 13,2%; likewise, work engagement has a very significant role in contextual performance with a magnitude of 16,7%. These results have implications on how organisations may improve special guidance teachers' contextual performance by enhancing their self-efficacy and work engagement.

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### Introduction

Special guidance teachers are those who teach children with special needs in inclusive schools. According to the Minister of National Education Republic of Indonesia (2009), the formal duties (task performance) of a special guidance teacher may include: conducting assessments, administration, and curriculum and home visits as well as organising special learning services, media adaptation and program development. They also have some responsibilities in managing special aids/ visual aids/ special books/ special media and carrying out special administration. In doing those formal duties, special guidance teachers need encouragement, motivation, dedication and fostering contextual performance, so that the implementation of this inclusion program runs well.

Motowidlo and Van Scotter (1994) defined contextual performances as performances that do not directly contribute to the organisation's main technical process, but instead, they maintain the larger organizational, social, and psychological environment in which the technological core operates. It encompasses activities that improve the psychological climate and the viability of the social and organizational network, such as volunteering to complete tasks that are not formally part of the job, cooperating with others, and adhering to organizational rules, even when it is personally inconvenient. Moreover, according to Van

Scotter (2000) contextual performance becomes visible when employees voluntarily help colleagues who have difficulty completing their tasks, act with certain steps to establish good working relationships, or try their best to complete tasks on time.

According to Borman et al., (2001) contextual performances are characterized by enthusiasm, which refers to the ability to maintain enthusiasm and work extra to complete the task; voluntary, which refers to the willingness to carry out tasks that are not formally related to work/duties; cooperate, which means helping and cooperating with others; comply with the rules, which means being able to follow the rules and procedures that exist within the organization and the support and defend the goals of the organization, that refers to the willingness to support and defend the organizational's goals.

In the context of special guidance teachers, contextual performance may involve assisting each other in completing administrative tasks, providing assistance to kids with special needs, and demonstrating initiative in completing critical job tasks. Cheasakul and Varma (2016) revealed that teachers with high contextual performance demonstrate their commitment to the organization by willingly taking on tasks beyond their job responsibilities, exceeding the assigned tasks, and taking on additional responsibility to ensure the efficient operation of their respective departments. They eagerly take on tasks that go beyond their allocated responsibilities in the subjects they teach as well as a high enthusiasm for teaching and are more persistent in facing the challenges of teaching children with special needs (Christian et al., 2011).

Previous research found some factors that affect teachers' contextual performance which cover both internal factors and external factors. The internal factors include emotional intelligence, self-efficacy, work engagement, extrinsic motivation, organizational citizenship behaviour (Hao & Li, 2020; Laili et al., 2022; Salisu & Awang, 2018; Satriyono & Vitasmoro, 2018). The external factors encompass the organizational environment, leadership, perceptions of organizational support, and organizational culture (Aulia et al., 2022).

One internal factor affecting contextual performance is self-efficacy. Bandura (1997) defined self-efficacy as a person's belief in his ability to produce a performance that influences events and affects his life. This belief can determine how a person feels, thinks, motivates himself, and behaves. This belief creates various effects through four main processes, namely cognitive, motivational, affective and selection processes. That is, self-efficacy is the belief in one's abilities that will determine the desired results of the main tasks carried out. According to Bandura (1997), self-efficacy consists of three dimensions, namely magnitude, generality, and strength. Magnitude is related to the difficulty of a task. Generality means that it is related to the task, and refers to how much confidence a person has in carrying out the task. Strength refers to how strong or weak a person's belief in carrying out the task.

Past research examined self-efficacy among teachers for example, Haddad and Thaleb (2016) found that self-efficacy was associated with higher performance among lecturers. Another research also found higher self-efficacy among vocational teachers was associated with performance and job satisfaction (Bustami et al., 2022). In inclusive school settings, Shade and Stewart (2001) found that many teachers in inclusive schools have low self-efficacy as they are not confident in teaching children with special needs in inclusive schools which may reduce the quality of education. However, self-efficacy has not been examined in association with contextual performance, particularly among special guidance teachers.

Self-efficacy is very important for teachers as it fosters the quality of student learning (Santrock, 2007). It is also important to enhance teachers' confidence regarding their abilities to teach in inclusive schools. Moreover, self-efficacy is an important factor that

affects the ability to teach students with disabilities more effectively (Sharma et al., 2015). Past research found that self-efficacy has a significant and positive correlation with task performance and contextual performance (Kappagoda, 2018; Salisu & Awang, 2018).

Another factor influencing contextual performance is work engagement. Schaufeli and Bakker (2004) defined work engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption”. Kahn (1990) conceptually explains that work engagement emphasizes the involvement of a person in carrying out tasks by expressing himself physically, cognitively, and emotionally at work. Furthermore González-Romá et al. (2006), explained that work engagement is a positive, satisfying, work-related mindset characterized by passion, dedication, and appreciation.

According to Schaufeli and Bakker (2004) work engagement is characterized by vigor, dedication, and absorption. Vigor refers to high energy, a willingness to invest energy in work, and perseverance in facing difficulties. Dedication refers to a strong involvement marked by enthusiasm, pride, and inspiration. Those with high dedication have a sense of significance, enthusiasm, inspiration, pride and challenge. Absorption is a condition in which employees feel that time is running fast and it is difficult to separate themselves from their work.

Work engagement is important, particularly for special guidance teachers in inclusive schools as teachers with high work engagement demonstrate positive emotions such as joy, interest and enthusiasm as well as arousal in teaching that brings a positive learning atmosphere (Bakker & Bal, 2010). Past research found that work engagement has a strong correlation with performance among employees (Yao et al., 2022). Other research also found that work engagement was associated with teachers’ performance (Bakker & Bal, 2010). Moreover, it was also associated with tasks and contextual performances among special education teachers (Christian et al., 2011).

Research about self-efficacy and work engagement and how those were associated with contextual performance among special guidance teachers in Indonesia was limited. This research is important to enhance the current knowledge regarding contextual performance, particularly among special guidance teachers as well as provide reference for institutions or counsellors in promoting employees’ contextual performance. Thus, this research examined whether self-efficacy and work engagement together have an association with contextual performance among special guidance teachers in inclusive schools?; does self-efficacy have a role on contextual performance?; does work engagement have a role on contextual performance?. We expected that self-efficacy and work engagement have a role on contextual performance.

## **Method**

### ***Research Approach***

This study used a quantitative approach through a survey to collect the data.

### ***Participants***

The participants were 110 special guidance teachers in inclusive schools in Bogor Regency, Indonesia with the criteria: special guidance teacher in inclusive school and still actively teaching until the time the research was conducted. Breaking down by gender yields 86 females (55.9%) and 15 males (41.36%) representing a balanced gender distribution in this

student population. Breakdown by age resulted in 22 teachers aged <30 years, 87 teachers aged 30-50 years and 3 teachers aged >50 years.

### ***Instruments***

This study used three scales that were distributed online to respondents via *Google Forms*.

Contextual performance was measured using the contextual performance scale that was adapted from the contextual performance scale compiled by (Aulia et al., 2022). This scale consists of 10 items which were developed based on the aspects of contextual performance (Borman et al., 2001) (i.e., enthusiasm, volunteering, cooperation, complying with regulations, and defending organizational goals). The scale had very good content validity indicated by Aiken V coefficients ranging from 0.75 to 1.00. The Cronbach alpha coefficient was 0.90 (Aulia et al., 2022). In this study, the alpha was 0.83.

Self-efficacy was assessed using the self-efficacy scale adopted from the self-efficacy scale compiled by (Aulia et al., 2019). The scale consists of 12 items that measure three aspects of self-efficacy based on Bandura (1997) which include magnitude, generality, and strength. The scale had very good content validity indicated by Aiken V coefficients ranging from 0.66 to 0.88. The Cronbach alpha coefficient was 0.91 (Aulia et al., 2022). In this study, the alpha was 0.85.

We used the *Utrecht Work Engagement Scale* (UWES) developed by Schaufeli and Bakker (2004) which was modified for the Indonesian context by (Aulia et al., 2019). This 18-item modified Utrecht Work Engagement Scale has been validated by (Aulia et al., 2019). The scale had very good content validity indicated by Aiken V coefficients ranging from 0.61 to 0.88 and the alpha reliability coefficient was 0.89 (Aulia et al., 2019). The current was 0.87.

### ***Data analysis***

The data was analysed using the linear regression technique conducted through SPSS 25.00.

### **Results**

Before carrying out multiple regression analysis techniques. We did several assumptions tests, the *normality test*, *linearity test* and *multicollinearity test*. The results of the *normality test* show the value of *Kolmogorov Smirnov* was  $p = 0.20$  ( $p > 0.05$ ), which means that the residual data was normally distributed. The results of the *linearity test* showed that the relationship between self-efficacy and contextual performance had a deviation from a linearity value of  $0.25 > 0.05$  and a linearity significance value of  $0.00 < 0.05$ , meaning that the data was linear. Likewise, the relationship between work engagement and contextual performance has a deviation from a linearity value of  $0.68 > 0.05$  and a linearity significance value of  $0.00 < 0.05$ , meaning that the data was linear, so it can be concluded that the linearity prerequisites have been met. The results of the *multicollinearity test* showed that the two independent variables, self-efficacy and work engagement, have a tolerance value of  $0.78 > 0.10$ , meaning that there is no multicollinearity. Then based on the value of *VIF* obtained a value of  $1.28 < 10$ , meaning that it does not occur between one independent variable and another independent variable.

Based on the assumption and prerequisite tests of the *normality*, *linearity*, and *multicollinearity* that have previously been met, the data analysis in this study can be continued using multiple regression analysis techniques to test the hypothesis.

The result showed that self-efficacy and work engagement were associated with contextual performance ( $R=0.55$ ), and this relationship was quite strong with an  $F$ count of 14.63 and a significance value of 0.000. It can be seen that the value of  $F$ count  $>$   $F$ table is 3.09 with a significance value of  $0.000 < 1\%$ , so it can be interpreted that self-efficacy and work engagement together have a very significant role on contextual performance. The magnitude of the effect of self-efficacy and work engagement can be seen from the value of  $R^2=0.31$ , meaning that these two independent variables simultaneously contributed 31.2% to contextual performance, while 68.8% was affected by other variables.

**Table 1**  
*The Results of the T Test*

Variable	Beta	Pearson Correlation	T	Sig	
Self-efficacy	.285	.464	2.92	0.004	Significant
Work engagement	.333	.472	3.48	0.001	Significant

*Dependent Variable:* Contextual performance  
signifikansi  $p$  - value (\*\*\*)  $p < 0.001$ ).

Based on Table 1, it can be seen that the self-efficacy regression coefficient value as a significance level of  $p=0.004$  and a  $t$ -count value of 2.924. This shows that the  $t$  count  $>$   $t$  table was 1.984 with  $p$  value  $0.004 < 0.01$ , so it can be interpreted that self-efficacy has a very significant role on the contextual performance variable. Meanwhile, the contribution value of self-efficacy was 0.132. This value is obtained from the product of the Beta value of self-efficacy (0.285) and the correlation value ( $r = 0.464$ ). The magnitude role of the self-efficacy variable on contextual performance variables was 13.2%.

On the work engagement variable, it can be seen that the value of the work engagement regression coefficient has a significance level of  $p= 0.001$  and a  $t$ -count value of 3.485. This shows that the  $t$  count  $>$   $t$  table is 1.984 with a significance value of  $p 0.001 < 0.01$ , so it can be interpreted that work engagement has a very significant role on contextual performance. Meanwhile, the contribution value of work engagement was 0.167. This value was obtained from the product of the Beta value of the work engagement (0.333) and the correlation value ( $r = 0.472$ ). The magnitude role of the work engagement variable on contextual performance variables was 16.7 %.

## Discussion

This research aimed to investigate the role of self-efficacy and work engagement on contextual performance among special guidance teachers in inclusive schools. The result showed that self-efficacy and work engagement simultaneously have a role on contextual performance. This indicates that higher self-efficacy and work engagement will affect the increase in enthusiasm, their willingness to carry out, tasks outside of their formal duties, and their ability to cooperate with colleagues, comply with regulations, and support and defend the goals of the school. The study's findings also support the research objectives that self-efficacy and work engagement are important factors in contextual performance at work. The magnitude of the relationship of the variables self-efficacy and work engagement on contextual performance is 31.2%.

The results suggest that a special guidance teacher who is confident in his abilities has a sense of enthusiasm and satisfaction, is actively engaged in fulfilling his responsibilities and has the energy to dedicate to his work. They are also involved with their work, which

makes them believe that time is running fast and it is difficult to stop working. The self-confidence regarding their abilities will affect them in completing their tasks effectively so that contextual performance increases. On the other hand, those who lack confidence in their abilities would experience pessimistic, and dissatisfaction, are less able to invest in their energy for work and are less attached to their working time will cause lower contextual performance.

The results also showed that self-efficacy has a role on contextual performance. This indicates that special guidance teachers who have great and strong beliefs and the ability to complete any difficult task well will have a better willingness to help others, volunteer for extra work, and follow rules and procedures. When teachers feel confident in their ability, they also feel confident in being able to collaborate with parents, other professionals and colleagues, and teachers feel confident in being able to prevent and handle disruptive student behavior in the classroom. The results supported past research by Kappagoda (2018), that found that self-efficacy was associated with contextual performance among employees in banking organisations. Another research also found that self-efficacy was strongly related to contextual performance (Jawahar et al., 2008). The employees' confidence in their ability to organize and execute the necessary courses of action to complete the task has a significant and positive correlation with the additional role-supporting behaviours that are not directly related to their job.

The results also showed that partially, work engagement has a role on contextual performance. This indicates that special guidance teacher who dedicates themselves to their work with great energy will affect their contextual performance. Teachers who are highly engaged in their work are able to invest their energy and persevere in resolving any issue while accomplishing their responsibilities as educators of children with special needs. They hold a strong sense of pride and enthusiasm and are motivated to complete their work efficiently. Additionally, they are willing to assist their colleagues, despite the fact that this is not part of their responsibilities. This result aligns with previous studies that showed that work engagement has a considerable relationship on contextual performance, such as research conducted by Laili et al. (2022) which revealed that work engagement partially contributed 40% on contextual performances. Moreover, (Christian et al., 2011; Putra & Darmastuti, 2021) also found that work engagement has a relationship with contextual performance.

This research has implications on how schools may help special guidance teachers increase their contextual performance by increasing self-efficacy and work engagement through training or enhancing the individuals' meaning of work as well as promoting organizational support. This research also has limitations. First, the samples were relatively homogenous as those were recruited from one region, which limits the generalisation of the result. Future research needs to increase the number of respondents recruited from several regions in Indonesia or teachers in non-inclusive schools. Future research may also advance this research by involving those with different characteristics such as from non-teacher samples. Second, this research examined the direct relationships between self-efficacy, and work engagement and contextual performance which may lack an explanation regarding the underlying mechanisms explaining those relationships. Future research could advance the research by using more sophisticated methods and data such as LISREL or AMOS to test the model to examine the underlying mechanism explaining the relationships between self-efficacy and work engagement and contextual performance or investigate other variables that may weaken or strengthen the relationships among those variables.

## Conclusion

Based on the results, it can be concluded that both simultaneously and partially self-efficacy and work engagement have roles on contextual performances among special guidance teachers in inclusive schools. These findings underline the importance of efficacy and work engagement for special guidance teacher in inclusive schools because increasing these two variables will also increase their contextual performance. These findings also have implications on how school management may increase teachers' contextual performance by promoting their efficacy and the level of engagement with their work.

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## Declarations

**Author contribution.** The first author contributed to designing the study, collecting data, and writing the draft manuscript. The second author contributed to supervising study design, consulting data analysis, reviewing manuscripts, and finalizing manuscripts.

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