

Comparing Teaching and Administrative Self-Efficacy Among Kindergarten Teachers in an EMI Settings

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ABSTRACT

The implementation of English-Medium Instruction (EMI) in early childhood education requires teachers to be ready not only for classroom pedagogy but also for meeting institutional documentation duties. This study evaluated the difference in teacher self-efficacy across instructional and administrative domains between English major and non-English major kindergarten practitioners within an Indonesian EMI context. A quantitative approach was used, involving fourteen kindergarten teachers (N = 14) from an integrated international-standard institution in West Kalimantan. Data were gathered through a structured self-efficacy questionnaire and analyzed using the non-parametric Mann-Whitney U test. The findings show that academic specialization did not significantly differentiate instructional self-efficacy in classroom teaching within this study ($p = 0.517$). Foundational pedagogical skills appeared to compensate within routine interactions in this sample for the absence of a specialized linguistic degree. Conversely, a notable difference was identified within the administrative and reporting domain ($p = 0.004$, $r = 0.74$), with non-English major generalists reporting lower self-perceptions of competence when preparing formal curriculum maps, weekly agendas, and written progress updates in English. These findings imply that EMI policy challenges extend beyond active teaching hours into structural documentation duties, suggesting that professional development should prioritize administrative literacy over generic language proficiency training.

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1. Introduction

In recent years, English-Medium Instruction (EMI) has become increasingly prevalent within early childhood education, particularly among Satuan Pendidikan Kerja Sama (SPK) schools in Indonesia. SPK institutions are formal Indonesian educational entities operating in partnership with accredited overseas educational institutions, making them legally mandated to implement international curricula where English serves as the primary medium of instruction. In these environments, English serves as the vehicle for delivering core learning areas, including Phonics, Mathematics, and foundational science (Bolton et al., 2023). This phenomenon is evident in integrated schools spanning from Early Childhood Education (ECE) to Secondary levels in West Kalimantan, where the ECE department plays an important role in developing students' foundational English skills for higher educational levels (Bolton et al., 2023; Dearden, 2015).

Globally, the expanding integration of English as the primary language in early childhood classrooms presents significant institutional challenges. This international trend requires schools and educators to meticulously prepare both pedagogical and structural resources. However, switching the medium of instruction in kindergarten presents complex operational adjustments. Teachers frequently face substantial difficulties because they must adapt their instructional delivery while simultaneously modifying the existing curriculum to meet foreign standards (Galloway et al., 2017; O'Dowd, 2018). In the Indonesian context, this situation is further complicated by the diverse academic backgrounds of kindergarten practitioners. Many educators operating in EMI environments are generalists graduated from non-English majors, such as Early Childhood Teacher Education (PGPAUD) or Primary School Teacher Education (PGSD). These practitioners often possess rich pedagogical foundations but lack formal, advanced training in academic English writing and curriculum design.

Previous studies on teacher self-efficacy under EMI frameworks have predominantly focused on higher education or secondary school levels (Faez & Karas, 2017; Macaro, 2018; Macaro et al., 2018). Research in early childhood education has also frequently leaned toward student learning outcomes rather than the specific operational anxieties of the instructors (Bialystok, 2016). This creates a noticeable research gap, as little empirical attention has been given to how academic specialization influences a teacher's confidence across different occupational domains, particularly when separating live classroom management from formal institutional reporting. The structural demand for accountability, such as designing curriculum maps and weekly lesson plans in a second language, represents a distinct professional hurdle that remains under-investigated in early childhood settings.

The present study addresses this research niche by utilizing Bandura's social cognitive theory of self-efficacy as its primary framework, which posits that professional confidence is context-specific and heavily influenced by environmental stressors. The specific focus of this research is to investigate how academic backgrounds differentiate the self-efficacy of kindergarten teachers when executing two distinct institutional tasks. By isolating live, interactive classroom teaching from written, administrative accountability, this study provides a more nuanced understanding of EMI policy implementation at the early childhood level. Therefore, the objective of this study is to analyze and compare the levels of teaching self-efficacy and administrative self-efficacy between English major and non-English major kindergarten practitioners within an Indonesian EMI context.

2. Method

Type of Research

This study employed a quantitative research design to evaluate and compare teacher self-efficacy across two distinct professional domains. Specifically, a causal-comparative or ex post facto approach was used to examine the potential differences in instructional and administrative self-efficacy based on the academic specialization of kindergarten practitioners. This design was selected because the independent variable, which is the teachers' undergraduate educational background, had already occurred and could not be manipulated by the researcher. By utilizing this approach, the study systematically investigated the relationship between predetermined academic backgrounds and the teachers' current self-perceptions of competence within an established English-Medium Instruction (EMI) framework

Population and Sample

The population for this research consisted of early childhood educators operating within an integrated international-standard educational institution in West Kalimantan, Indonesia. Given the specialized nature of the institutional setting and the limited number of personnel meeting the specific criteria, a total sampling or saturated sampling technique was applied. Consequently, the sample involved fourteen kindergarten teachers ($N = 14$) who were actively responsible for instructional delivery and administrative reporting under the school's EMI policy.

The demographic distribution of the participants was categorized based on their undergraduate academic degrees to satisfy the comparative requirements of the research design. The first cohort comprised seven teachers ($n = 7$) who held specialized degrees in English education or English literature. The second cohort consisted of seven teachers ($n = 7$) who were generalists graduated from non-English majors, predominantly holding degrees in Early Childhood Teacher Education (PGPAUD) or Primary School Teacher Education (PGSD). All fourteen participants were female educators with teaching experience ranging from two to eight years within the same institutional framework, ensuring a comparable baseline of institutional exposure among the subjects.

Instrument and Data Collection

Data were collected using an adapted version of the Teacher Self-Efficacy Scale, originally grounded in the theoretical framework of Tschannen-Moran and Hoy (2001) and further contextualized following Thompson and Woodman (2022) and Wang et al. (2020) for international school settings. The adaptation process involved two stages. First, items from the original scale's instructional efficacy dimension were reworded to reflect concrete, observable tasks specific to the kindergarten EMI context (e.g., phonics instruction, spontaneous classroom interaction). Second, a new subscale for administrative and reporting self-efficacy was developed inductively from the institution's actual documentation workflows curriculum mapping, weekly agenda preparation, and parent progress reporting since this dimension is not explicitly represented in the original TSES framework. Item wording and the two-dimensional structure were reviewed internally by the researcher(s) against the institution's documented curriculum and reporting procedures to ensure task relevance and clarity.

The final instrument comprised eight core items measured on a 5-point Likert scale, ranging from 1 (Not Confident at All) to 5 (Highly Confident), and was divided into two subscales: In-Class Teaching Self-Efficacy (Items 1-4), assessing confidence in delivering active, English-based classroom content and interactions, and Administrative and Reporting Self-Efficacy (Items 5-8), evaluating confidence in completing written institutional documentation and reports in English. The blueprint and item structure of the questionnaire are detailed in Table 1.

Table 1. Instrument Blueprint for Teaching and Administrative Self-Efficacy

Dimension	Indicator	Example Item
In-Class Teaching Self-Efficacy	Classroom Content Delivery	<i>"I feel confident explaining foundational concepts in Phonics or Mathematics using clear English"</i>
	Classroom Interaction	<i>"I feel confident responding spontaneously to students' unexpected questions in English."</i>
Administrative Reporting and Self-Efficacy	Reporting Tasks	<i>"I feel confident providing formal communications and written progress updates to parents completely in English."</i>
	Documentation & Planning	<i>"I feel confident designing long-term Curriculum Maps and Weekly Agendas completely in English."</i>

Data collection was executed digitally via Google Forms during the mid-term academic reflection period. Prior to participation, all subjects received an informed consent statement ensuring anonymity and explaining that their responses would be processed purely for academic purposes. A 100% response rate was achieved, resulting in fourteen completed questionnaire profiles ready for computational screening.

Instrument Validity and Reliability

Face validity was established by constructing questionnaire items based on the actual workflows, curriculum tasks, and reporting practices used within the institution. Internal consistency was evaluated using Cronbach's alpha (α) coefficient, computed directly from the study dataset ($N = 14$), using ≥ 0.70 as the criterion for acceptable reliability prior to inferential analysis.

It should be noted that formal content validation through independent expert judgment (e.g., Content Validity Index procedures) and factor-analytic construct validation were not conducted in this study, primarily due to the constrained sample size and scope of the research. This represents a methodological limitation: while item content was grounded in the institution's documented practices, the absence of independent expert review means that the instrument's content and construct validity rest on face validity alone and should be interpreted with corresponding caution. Future replications of this instrument, particularly at larger scale, would benefit from formal expert content validation and confirmatory factor analysis to strengthen the psychometric evidence base. Given the limited sample size, the reliability coefficient reported here should likewise be interpreted cautiously and understood as specific to the institutional context of this study.

Data Analysis

The collected data were analyzed using SPSS statistical software. Descriptively, mean scores and standard deviations were computed for each questionnaire item and self-efficacy dimension to identify overall patterns. Due to the small sample size ($N = 14$) and the ordinal nature of the Likert-scale items, a non-parametric alternative to the independent t-test was required; normality tests confirmed that the data distribution violated parametric assumptions, justifying the application of the Mann-Whitney U test to evaluate differences between the English major and non-English major groups across both self-efficacy dimensions. The significance level for all inferential tests was set at $p < 0.05$. To determine the practical significance of the findings, effect sizes were calculated using the r-coefficient for both comparisons, with values above 0.5 indicating a strong effect (Field, 2018).

Limitations and Future Directions

This study acknowledges several methodological limitations. First, the small sample size ($N = 14$), drawn from a single ECE department, restricts the statistical power of the inferential tests; the findings are therefore intended to offer context-specific insights rather than broad generalizations across EMI institutions. Future studies involving larger, multi-site samples are recommended to strengthen the generalizability of these findings. Second, because data collection relied on self-reported questionnaires, the results reflect participants' subjective perceptions of competence rather than an objective measurement of actual language proficiency or performance. Third, this study did not control for teaching experience, which may also influence teachers' self-efficacy. Finally, the cross-sectional design limits the ability to examine changes in teacher self-efficacy over time.

3. Research Findings

The comparative statistical analysis revealed divergent outcomes across the two examined dimensions of self-efficacy. Table 2 summarizes the descriptive and inferential statistics generated from the Mann-Whitney U test, contrasting the mean ranks and sum of ranks between English major and non-English major teachers.

Table 2. Mann-Whitney U Test Results for Teaching and Administrative Self-Efficacy

Domain	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z-value	Asym p. Sig. (2-tailed)	Effect Size (r)
Teaching Efficacy	English Major	7	8.14	57.00	20.00	48.00	-0.648	0.517	0.17
	Non-English	7	6.86	48.00					
Administrative Efficacy	English Major	7	11.00	77.00	0.00	28.00	-3.130	0.004	0.74
	Non-English	7	4.00	28.00					

As shown in Table 2, the evaluation of instructional self-efficacy in classroom teaching indicated no statistically significant difference between the two teacher groups ($U = 20.00$, $Z = -0.648$, $p = 0.517$). The mean rank for English majors (8.14) was only marginally higher than that of non-English majors (6.86), and the resulting effect size was small ($r = 0.17$), indicating substantial overlap between the two groups' distributions. On this basis, the first hypothesis (H1) that academic specialization differentiates classroom instructional self-efficacy was not supported.

Conversely, the analysis of administrative and reporting self-efficacy revealed a highly significant difference between the two groups ($U = 0.00$, $Z = -3.130$, $p = 0.004$). Notably, a Mann-Whitney U value of 0.00 indicates complete separation between the two distributions: every English major teacher recorded a higher self-efficacy score than every non-English major teacher in this domain, with mean ranks of 11.00 and 4.00, respectively. The corresponding effect size was strong ($r = 0.74$), well above the threshold proposed by Field (2018) for a large effect. These results support the second hypothesis (H2), indicating that undergraduate academic specialization significantly differentiates administrative self-efficacy within an EMI environment—specifically in tasks requiring formal written English such as curriculum mapping, weekly agenda preparation, and progress reporting.

Taken together, these contrasting results suggest that the influence of academic specialization on teacher self-efficacy in this EMI setting is domain-specific rather than uniform: it does not meaningfully distinguish teachers' confidence during spontaneous, interactive classroom teaching, but becomes a substantial differentiating factor once the task shifts to formal written documentation.

4. Discussion

Discussion of H1: Instructional Self-Efficacy

The absence of a statistically significant difference suggests that, within this EMI kindergarten setting, instructional self-efficacy in classroom teaching may be driven more heavily by general pedagogical competencies than by specialized linguistic degrees. Within early childhood education, instructional delivery relies primarily on interactive, physical, and repetitive methods, such as foundational phonics routines, basic mathematics concepts, songs, and structured play. This aligns with principles of early childhood bilingual education, where language exposure is achieved through contextualized, interactive, routine-based pedagogy rather than rigid, formal syntactic instruction (Baker & Wright, 2021; Bialystok, 2016; Toth, 2018). As Smit (2022) notes, EMI implementation across various global contexts often shows that classroom interactional competence depends considerably on pedagogical flexibility rather than native-like formal language mastery.

Non-English major generalists, such as graduates of Primary School Teacher Education (PGSD), typically possess comprehensive training in child development and classroom management. This pedagogical foundation appeared to compensate, within the routine classroom interactions observed in this sample, for the absence of a formal English degree. As Faez and Karas (2017) argue, advanced language proficiency alone does not guarantee effective teaching, as it must work in tandem with core pedagogical skills (Richards, 2017). When language use remains primarily interactional and centered on early childhood routines, both teacher cohorts in this study reported comparable levels of professional confidence.

Discussion of H2: Administrative and Reporting Self-Efficacy

The pronounced divergence observed in administrative self-efficacy points to an important nuance in EMI professional demands. While classroom instruction allows for spontaneous, multimodal communication in which grammatical precision is secondary to student engagement, formal institutional reporting typically demands greater linguistic accuracy and a more formal professional register. Preparing long-term curriculum maps, weekly agendas, and formal written progress updates for parents requires familiarity with academic vocabulary and precise syntax. These administrative demands represent a significant, and often underexamined, dimension of EMI policy implementation, in which teachers navigate linguistic and structural expectations beyond active teaching hours (O'Dowd, 2018).

The contrast in reported confidence across the two domains is consistent with prior research suggesting that external structural pressures such as high documentation workloads can affect teachers' self-efficacy independently of their in-class teaching competence (Kaniuka, 2010; Lasagabaster, 2018; Tschannen-Moran & Hoy, 2001). English major graduates in this sample are more likely to have received systematic university-level training in academic writing, which may explain their comparatively higher confidence in completing these tasks. Non-English major generalists, by contrast, generally lack structured training in professional English documentation, which may correspond to lower self-efficacy in this domain and, potentially, heightened professional anxiety around administrative duties. This pattern may be particularly salient in institutions implementing international curricula, where educators without specialized English backgrounds are required to interpret technical terminology while meeting formal accountability standards. Taken together, these linguistic and structural demands offer a plausible explanation for the marked difference in administrative self-efficacy

observed between the two teacher cohorts in this sample.

5. Conclusion

This study examined differences in teacher self-efficacy across instructional and administrative domains between English major and non-English major kindergarten practitioners in an Indonesian EMI context. The findings indicate that academic specialization did not significantly differentiate instructional self-efficacy in classroom teaching within this sample. As classroom instruction in early childhood settings relies heavily on interactive, multimodal, and routinized communication, the foundational pedagogical training held by non-English major generalists appeared to offset the absence of a specialized linguistic degree, allowing both cohorts to report a broadly comparable baseline of instructional self-efficacy.

Conversely, a marked difference emerged within the administrative and reporting domain. The requirement to produce formal institutional documentation in English appeared to pose a greater professional challenge for non-English major teachers, who reported lower self-efficacy in this domain. The general absence of structured university-level training in academic English writing among generalist practitioners may partly account for this pattern of lower confidence in formal reporting duties.

Taken together, these findings suggest that the challenges of EMI implementation in early childhood settings are not confined to classroom instruction but extend into structural and administrative responsibilities, an aspect that may warrant greater attention in teacher preparation and professional development. Given the limited sample size and single-institution scope of this study, these findings should be interpreted as context-specific rather than generalizable, and future research involving larger, multi-site samples is needed to confirm and extend these patterns.

6. Recommendations

Based on these findings, targeted interventions should prioritize administrative and reporting proficiencies rather than generic language proficiency courses. School administrators in EMI settings are encouraged to design structured professional development frameworks tailored specifically for non-English major teachers, addressing the conventions of institutional documentation rather than general English competency. Such interventions should favor reflective, practice-based approaches that enable early childhood educators to systematically evaluate their own reporting artifacts and progressively align them with international documentation standards (Postholm, 2018).

To ensure sustainable improvement, professional development should be embedded within the school's ongoing structure, emphasizing collaborative planning and peer support rather than one-off training sessions (Postholm, 2018; Sancar et al., 2021). Practical measures may include providing standardized reporting templates, developing curated glossaries of formal early childhood academic terminology, and pairing non-English major generalists with English major peers within collaborative professional learning communities. Institutional management and school foundations, in turn, should remain attentive to these structural demands when designing workload expectations and support systems for generalist teachers.

Future research should employ multi-site and longitudinal designs to capture how EMI teacher self-efficacy evolves over extended teaching tenures and across diverse institutional contexts, thereby strengthening the generalizability of the patterns observed in this study.

7. Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

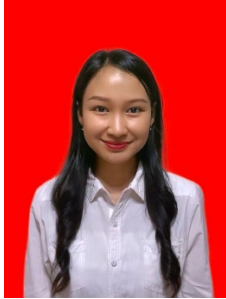
7. Data Availability Statement

The authors declare that data sharing is not applicable, as no new data were created or analyzed in this study.

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