



Exploring The Role of Grit and Self-Efficacy in Improving Teachers' Psychological Performance

Siti Jamilah

Universitas Muhammadiyah Jakarta

Email: siti.jamilah@umj.ac.id

Nor Lailla

Universitas Muhammadiyah Jakarta

Email: nor.lailla@umj.ac.id

Wawan Sadtyo Nugroho

Universitas Muhammadiyah Magelang

Email: ws.nugraha@unimma.ac.id

ABSTRACT

In the world of education, work engagement is one of the important factors that determine the quality of teacher performance in carrying out their professional duties. Teachers who have a high level of work engagement tend to be more dedicated, energetic, and fully involved in teaching activities. The purpose of this study was to determine the effect of: (1) Grit on Work Engagement; (2) Self Efficacy on Work Engagement; and (3) the effect of Grit on Self Efficacy. Research method This study used a non-experimental quantitative design with a survey approach. The population in the study were teachers at SMK Negeri 9 Tangerang. Samples were taken using the census method. Data collection used Google Forms. Data was analyzed using SmartPls. This method was chosen to test variables and is more flexible for limited sample sizes. The results of the study showed that grit had an effect on work engagement and self-efficacy. However, self-efficacy did not affect work engagement.

Keywords: Grit, Self Efficacy, Teacher.

Received: 20 April 2025 ;

Accepted: 25 June 2025 ;

Published: June 2025.

How to Cite:

Jamilah, S., Lailla, N., & Nugroho, W.S. (2025). Exploring The Role of Grit and Self-Efficacy in Improving Teachers' Psychological Performance. *Journal of Business and Behavioural Entrepreneurship*, 9(1), 182-192.
<https://doi.org/10.21009/JOBBE.009.1.10>

INTRODUCTION

Education is not without any difficult times and disturbing complications, therefore that teacher must take the right approach For make student tough and light in face challenge the so that creating a sense of determination and strength ultimately produces performance high academic (Keegan, 2017). Teachers and practitioners expected do effort For inspire and develop skills practical and perseverance student For Work hard to reach objective term length (TAŞPINAR & KÜLEKÇİ, 2018). The teacher realized the need more pay attention to involvement academic student as factor important in achieving success in the academic world (Y. Wang et al., 2021).

Psychological performance of teachers in the study This refers to the role of the teacher involved in a way emotional , cognitive , and physical in do activity teaching . In terms of This known as work engagement, which includes three aspect main : vigor , dedication , and absorption (involvement) full) (Schaufeli & Bakker, 2004a). Work engagement in a organization still important For progress positive a organization , agency , or company. This is also very important For stimulate attitude smooth work with various challenge in a organization that ultimately can influence success organization . Teachers face unique challenges such as teaching students with diverse language backgrounds (Bao et al., 2021). One important factor associated with teacher work engagement is a teacher's (Azari Noughabi et al., 2022)grit, conceptualized as an individual's persistence and passion to achieve long-term goals in their profession (Robertson-Kraft & Duckworth, 2014). Teachers who have grit are better able to overcome challenges and setbacks, thereby increasing engagement and better outcomes for their students (Robertson-Kraft & Duckworth, 2014).

Teacher grit is an important construct that deserves attention. In educational literature because of its positive relationship with academic outcomes. (Fernández Martín et al., 2020) (Zeng et al., 2019) state that teachers who demonstrate higher levels of grit tend to engage in effective teaching behaviors and improve student academic achievement, thus being able to handle the demands of the teaching profession, such as dealing with challenging students, navigating school policies, and balancing work and personal life, which can have a positive impact on their overall well-being (Sudina et al., 2021). Grit is associated with performance, increased engagement, well-being, and decreased employee attrition. It can be measured through a person's level of passion and persistence in achieving long-term goals (Schimschal, 2021).

Teaching is an emotional process, where teachers manage, observe, and control their feelings to achieve teaching effectiveness, inspire students, and create a positive learning environment (Schonert-Reichl, 2017). Because teachers are an important part of education (Derakhshan et al., 2020), teachers with high self-efficacy are needed, who are more likely to implement innovative teaching practices (Kent & Giles, 2017). According to(Guidetti et al., 2018) teachers who strongly believe in their professional abilities will be more successful in achieving their teaching goals. Teachers who have a sense of self-efficacy to empower themselves to manage the classroom context effectively (Poulou et al., 2019).

State of the art This research highlights the role of teachers who not only have an impact on the perseverance of carrying out the profession but also increase self-efficacy in carrying out tasks innovatively and effectively. In addition, grit and self-efficacy

provide an understanding of both constructs to influence teacher work engagement, but ultimately will improve student academic achievement (Ozkal, 2019).

Research purposes This is to know (1) Grit's influence on Work Engagement (2) Self Efficacy on Work Engagement (3) the influence of Grit Self Efficacy.

LITERATURE REVIEW

Work Engagement

Kahn (1990) In the beginning conceptualized involvement Work as a state in which an individual realize self cognitive, emotional, and physical through performance work, which leads to increased commitment and reduced intention For stop. Work engagement teacher defined as variable affective which shows devotion voluntary instructor on source Power physical , cognitive, and emotional For practice teaching certain (Klassen et al., 2012). According to (Schaufeli et al., 2002) *Work engagement* defined as a mental condition, that is relevant to work and consists of from energy and devotion. How energetic and agile a teacher is and how much dedicated he to his job leads to how far he sinks in his work and can do his job with alert(Xu, 2023).

According to (Schaufeli & Bakker, 2004b)*work engagement* refers to the desire , enthusiasm and energy that one has for somebody For his work . All feelings can grouped become three dimensions main , which includes strength , dedication, and absorption, with description: vigor symbolizes height mental resilience and energy in the process of working , readiness or disposition For deploy effort in work , and persistence when face challenges and difficulties hinting. Dedication is related with a sense of importance , joy , inspiration , pride , and challenge . Absorption interpreted as concentrating full and fun doing tasks, so that time walk fast and hard release self from work .

Grit

Defined as a combination of perseverance and passion For reach objective long (Kwon, 2021)term , has proven to become key predictor success in various fields , including Education (Duckworth et al., 2007). *Grit* defined as perseverance and passion For reach objective term long (Duckworth et al., 2007). *Grit* No only conducive in settling a rigorous course , but also relatable positive with mark academic .

Draft *grit* nature multidimensional, with two aspects main , namely consistency interest and perseverance business (Y. Wang et al., 2021). Consistency involves maintenance interest somebody in reach objective although There is obstacles , while perseverance effort refers to the tendency For Work hard and exerting effort when face difficulty (Li, 2020). Temporary according to (Duckworth et al., 2007) identify two dimensions *grit* : perseverance in effort, which reflects achievement sustainable goals , and consistency interests , which indicates motivation that is not shaken in the middle challenge . *Grit* grow long - lasting dedication , even moments face difficulty (MacIntyre & Khajavy, 2021).

Self Efficacy

Self-efficacy as defined by Bandura (Bandura, 1986), refers to an individual's assessment of their ability to achieve desired performance through organized and executed actions. Teacher self-efficacy can be defined as teachers' evaluation of their capacity to

engage students in classroom activities, implement efficient teaching techniques, and manage the learning environment (Lu & Mustafa, 2021). (Burić & Macuka, 2018a) revealed that higher levels of teacher self-efficacy predicted an increase in positive emotions over time, while higher levels of negative emotions negatively impacted teacher self-efficacy. Furthermore, (Burić & Macuka, 2018a) stated that positive emotions were associated with higher teacher engagement, while negative emotions were associated with lower levels of teacher engagement. In addition, (Kazemkhah Hasankiadeh & Azari Noughabi, 2023) (Kazemkhah Hasankiadeh & Azari Noughabi, 2023) stated the contribution of teacher self-efficacy to their resilience.

According to Bandura (1986) belief self-efficacy originate from four source different , including experience mastery active , experience Study representation , verbal persuasion, and passion physiological Experience active referring to the experience success someone in the past in doing a tasks that can be done beneficial for development his professional future . According to (Bandura, 1977) self efficacy has two dimensions : self-efficacy refers to belief somebody about his abilities , and results give optimal results

Self-efficacy in educators can be broadly characterized as educators' beliefs about their ability to improve student outcomes, engage them in class, perform educational tasks effectively, and achieve teaching goals (Hoang & Wyatt, 2021). Self-efficacy is a dominant concern in describing how a person acts, reflects, and responds in the face of difficult and stressful conditions (Downes et al., 2021).

Hypothesis study

Grit is a characteristics personality . (Singh & Chopra, 2016)states that there is connection positive between component spirituality place work (life) inner , meaningful work and community) with work engagement components (attention and absorption) and between component grit (consistency) interest and perseverance) with component work engagement (attention and persistence). With thus that consistency interest , and perseverance in a way significantly predict work engagement . So the hypothesis study This is :

H1: Grit Influential to Work Engagement

Teacher self-efficacy influences work engagement teacher. Based on theory work engagement (Schaufeli et al., 2006), that state that work engagement relate positive with various variable antecedents, including s elf efficacy of teachers who have belief with his ability will tend For involved in activity work and motivated in do develop his profession (Burić & Macuka, 2018b; Simbula et al., 2011). So the hypothesis study

H2 : Self efficacy influential to Work Engagement

Teacher with high grit , has perseverance and consistency For reach objective term long , and professional in operating his/her task . Perseverance helps him For face challenge learning , managing class , and adapt with pressure work . So that capable strengthen self-efficacy on his ability teach in a way effective (Zhou, 2022). Research results (Moè & Katz, 2020) show that grit play a role as a mediator in increasing teacher self-efficacy during training . So that show contribution grit to formation self-efficacy , in particular in context education and the teaching profession . So the hypothesis study

H3: Grit influential to Self Efficacy

RESEARCH METHOD

This study use design quantitative non- experimental with approach survey. Population in study This is all teachers at SMK Negeri 9 Tangerang totaling 54 people. The sample was taken using the census method, where the entire population was used as respondents. Of the 54 questionnaires distributed, 34 questionnaires were back and analyzed, so that level response study This by 63%. Data collection using google form . Data is analyzed use SmartPls . This method was chosen For test variables , as well as more flexible to size limited sample

RESULTS AND DISCUSSION

Characteristics Respondent

Table 1. Characteristics Respondents

	Respondent profile	Amount	Percentage (%)
Gender	Woman	17	50%
	Man	17	50%
Age	25 – 30 years	1	2.94%
	31 – 40 years	7	20.59%
	> 40 years	26	76.47%
Years of service	< 5 years	3	8.82%
	> 5 years	5	14.71%
	> 10 years	26	76.47%

Processed data researcher (2025)

Based on table 1, profile Respondent type sex Men and women are the same , each weighing 50%. For age majority more from 40 years by 76.47%. The majority of teachers' work periods are more than 10 years with total 26 people or 76.47%

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	AVE
<i>Grit</i>	0.939	0.944	0.970	0.942
<i>Self efficacy</i>	0.901	0.905	0.938	0.835
<i>Work Engagement</i>	0.913	0.924	0.935	0.743

Data processed by researchers 2025

All variable mark *Cronbach's Alpha* exceeds 0.9, so that shows high internal consistency (Hair Jr et al., 2021). The *composite reliability* values for all variables are also greater than 0.9, which confirms that this construct is highly reliable. The AVE value for each variable is greater than 0.7, which indicates strong (Schuberth et al., 2023) *convergent validity*, where the latent variables explain more than 50% of the variance of the construct indicators. AVE Value of *Grit Variable* 0.942, *Self efficacy* 0.835 and *Work Engagement* 0.743 so it can be concluded that all constructs in this study have very good validity and reliability, allowing further analysis with high confidence in the results obtained. (Hwang et al., 2021; Marcoulides & Falk, 2018)

Table 3. R Square

	R Square	R Square Adjusted
Self efficacy	0.688	0.675
Work Engagement	0.729	0.706

Data processed by researchers 2025

The results of table 3 show that R-Square value (R²) or coefficient determination from construct *work engagement* of 0.729. The result is show that variable *endogenous Work Engagement* can explained by variables exogenous by 72.9% while the rest explained by variables exogenous other outside study this .

For evaluate significance is t value must be more big from 1.96 and the P value should be smaller of 0.05. This method is to evaluate the hypothesis of the presence or absence of a significant relationship (Sugiyono, 2019). The results of this test will be used for empirical evidence to support or reject the proposed hypothesis, thereby strengthening the validity of the findings in the field of sustainability and human resource management.

Table IV Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics	P Values
Grit -> Work Engagement	0.604	0.652	0.219	2,754	0.009

Self efficacy -> Work Engagement	0.284	0.251	0.241	1,176	0.248
Grit -> Self efficacy	0.830	0.852	0.050	16,549	0,000

Data processed by researchers 2025

Table 4 above display coefficient track along with statistics related like T- value and P- value for test significance connection This . Indicator statistics This help determine does the data support hypothesized path between variable . In general , a track considered significant in a way statistics If The T -value exceeds 1.96 and the P -value is below 0.05 (Hair Jr et al., 2021).

DISCUSSION

H1 : *Grit* Influential to *Work Engagement*

Grit influential to *work engagement* as big as 0.604 with T value of 2.754 > 1.96 with P value of 0.009 < 0.05. So that matter This show that *grit* influential significant to to *work engagement* . This is in line with study (Liu et al., 2023) disclose that *grit* in a way directly predicts involvement English teacher job as Language foreign (EFL), Teacher with level *grit* tall more stand to challenge profession, have motivation strong intrinsic , and shows dedication tall in jobs. In addition, research by(He et al., 2023) show that *grit* works as a mediator in the connection between a growth mindset and well-being teacher's work. (Shao, 2023)which highlights importance *grit* in increase welfare psychology of EFL teachers. Other studies have stated *grit* relate positively with *work engagement* lecturer at college tall (Hanley et al., 2024). Findings This shows the Teacher who has *grit* high (perseverance and enthusiasm) term long) tends to more capable For more innovative , diligent , in the teaching process so that impact positive towards the teaching and learning process student .

H2: Self-efficacy has an influence to *Work Engagement*

Self efficacy influential to work engagement as big as 0.284 with T value of 1.176 < 1.96 with P value of 0.248 > 0.05. So that matter This show that self-efficacy No influential significant to to work engagement . This is No in line with study (Heng & Chu, 2023)that states teacher self-efficacy functions as predictor direct involvement work, with impact No direct through reflection and resilience . So that show that the teacher with level high self -efficacy will be more involved in work them . In line with other (Xiao et al., 2022)research that teacher self-efficacy plays a role as predictor of significant work engagement , more strong compared to with pleasure in teaching . Teacher self-efficacy has connection significant with involvement work and satisfaction work . Self-efficacy play a role as a mediator between satisfaction work and work engagement, highlighting importance development of self-efficacy for increased teacher (F. Wang & Dapat, 2023)work engagement . Findings This show that For can increase teacher self-efficacy then important For involving teachers in task professional in matter various thing , one of them with give training. Because ifNo involved will teacher self-efficacy will not develop .

H3 : Grit Influential to Self Efficacy

Grit matters to self efficacy as big as 0.830 with T value of 16.549 > 1.96 with P value of 0.000 < 0.05. So that matter This show that g rit influential and significant to to self efficacy . This is in line with study (Shao, 2023) that grit is related positively with welfare psychology of EFL teachers, with self efficacy play a role as a mediator. In addition study(Riddle, 2018) state that g rit relate positively with belief self will prospective teachers. This shows that level high grit will tend own belief a better self strong in face challenge in his profession . Findings This show that the teacher who does not Once give up will tend more believe self in create atmosphere environment conducive learning because g rit is factor important to note since education begins with a teacher for strengthen self efficacy before entering the world of work.

CONCLUSION

Research conclusion This that influence g rit to self efficacy own the strongest correlation. Findings This show that gr rit, which is defined as a combination of perseverance in term long and passionate abstinence give up in face challenge, is factor the most contributes psychology in to form teacher's belief in his ability themselves (self efficacy). Teachers who have g rit tall tend more stand to pressure, able maintain motivation they in term long time, and still focus on achievement objective professional although face various obstacles in the environment Work. In a world full of education with complex and dynamic, the presence grit become source Power very important Because support formation self efficacy the high one.

REFERENCES

- Azari Noughabi, M., Ghonsooly, B., & Jahedizadeh, S. (2022). Modeling the associations between EFL teachers' immunity, L2 grit, and work engagement. *Journal of Multilingual and Multicultural Development*, 1–16.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191.
- Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, 1986(23–28).
- Bao, C., Zhang, L. J., & Dixon, H. R. (2021). Teacher engagement in language teaching: Investigating self-Efficacy for teaching based on the project “Sino-Greece online Chinese language classrooms.” *Frontiers in Psychology*, 12, 710736.
- Burić, I., & Macuka, I. (2018a). Self-efficacy, emotions and work engagement among teachers: A two wave cross-lagged analysis. *Journal of Happiness Studies*, 19(7), 1917–1933.
- Burić, I., & Macuka, I. (2018b). Self-efficacy, emotions and work engagement among teachers: A two wave cross-lagged analysis. *Journal of Happiness Studies*, 19(7), 1917–1933.
- Derakhshan, A., Coombe, C., Arabmofrad, A., & Taghizadeh, M. (2020). Investigating the effects of English language teachers' professional identity and autonomy in their success. *Issues in Language Teaching*, 9(1), 1–28.

- Downes, P. E., Crawford, E. R., Seibert, S. E., Stoverink, A. C., & Campbell, E. M. (2021). Referents or role models? The self-efficacy and job performance effects of perceiving higher performing peers. *Journal of Applied Psychology*, 106(3), 422.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087.
- Fernández Martín, F. D., Arco Tirado, J. L., & Hervás Torres, M. (2020). *Grit as a predictor and outcome of educational, professional, and personal success: A systematic review*.
- Guidetti, G., Viotti, S., Bruno, A., & Converso, D. (2018). Teachers' work ability: A study of relationships between collective efficacy and self-efficacy beliefs. *Psychology Research and Behavior Management*, 197–206.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., Ray, S., Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). An introduction to structural equation modeling. *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook*, 1–29.
- Hanley, Y. D., Maykrantz, S. A., & Houghton, J. D. (2024). Broken engagement: The role of grit and LMX in enhancing faculty engagement. *Higher Education Quarterly*, 78(1), 153–172.
- He, J., Iskhar, S., Yang, Y., & Aisuluu, M. (2023). Exploring the relationship between teacher growth mindset, grit, mindfulness, and EFL teachers' well-being. *Frontiers in Psychology*, 14, 1241335.
- Heng, Q., & Chu, L. (2023). Self-efficacy, reflection, and resilience as predictors of work engagement among English teachers. *Frontiers in Psychology*, 14, 1160681.
- Hoang, T., & Wyatt, M. (2021). Exploring the self-efficacy beliefs of Vietnamese pre-service teachers of English as a foreign language. *System*, 96, 102422.
- Hwang, H., Ringle, C. M., & Sarstedt, M. (2021). Guest editorial: Special issue on composite-based structural equation modeling. *ACM SIGMIS Database: The DATABASE for Advances in Information Systems*, 52(SI), 7–9.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
- Kazemkhah Hasankiadeh, F., & Azari Noughabi, M. (2023). Investigating the interplay among EFL teachers' L2 grit, self-efficacy, and self-regulation: A structural equation modeling analysis. *The Asia-Pacific Education Researcher*, 32(5), 707–717.
- Keegan, K. (2017). Identifying and building grit in language learners. *English Teaching Forum*, 55(3), 2–9.
- Kent, A. M., & Giles, R. M. (2017). Preservice Teachers' Technology Self-Efficacy. *SRATE Journal*, 26(1), 9–20.
- Klassen, R. M., Aldhafri, S., Mansfield, C. F., Purwanto, E., Siu, A. F. Y., Wong, M. W., & Woods-McConney, A. (2012). Teachers' engagement at work: An international validation study. *The Journal of Experimental Education*, 80(4), 317–337.
- Kwon, H. W. (2021). Are gritty people happier than others?: evidence from the United States and South Korea. *Journal of Happiness Studies*, 22(7), 2937–2959.

- Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246–263.
- Liu, L., Fathi, J., Allahveysi, S. P., & Kamran, K. (2023). A model of teachers' growth mindset, teaching enjoyment, work engagement, and teacher grit among EFL teachers. *Frontiers in Psychology*, 14, 1137357.
- Lu, Q., & Mustafa, Z. (2021). Toward the impact of EFL teachers' self-efficacy and collective efficacy on students' engagement. *Frontiers in Psychology*, 12, 744586.
- MacIntyre, P., & Khajavy, G. H. (2021). Grit in second language learning and teaching: introduction to the special issue. *Journal for the Psychology of Language Learning*, 3(2), 1–6.
- Marcoulides, K. M., & Falk, C. F. (2018). Model specification searches in structural equation modeling with R. *Structural Equation Modeling: A Multidisciplinary Journal*, 25(3), 484–491.
- Moè, A., & Katz, I. (2020). Self-compassionate teachers are more autonomy supportive and structuring whereas self-derogating teachers are more controlling and chaotic: The mediating role of need satisfaction and burnout. *Teaching and Teacher Education*, 96, 103173.
- Ozkal, N. (2019). Relationships between self-efficacy beliefs, engagement and academic performance in math lessons. *Kıbrıslı Eğitim Bilimleri Dergisi*, 14(2), 190–200.
- Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25–48.
- Riddle, R. L. (2018). *Examining the Relationship between Pre-Service Teachers' Self-Efficacy Beliefs and Grit Levels*.
- Robertson-Kraft, C., & Duckworth, A. L. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record*, 116(3), 1–27.
- Schaufeli, W. B., & Bakker, A. B. (2004a). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(3), 293–315.
- Schaufeli, W. B., & Bakker, A. B. (2004b). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(3), 293–315.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66(4), 701–716.
<https://doi.org/10.1177/0013164405282471>
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92.
- Schimschal, S. E. , V. D. , K. R. and C. M. (2021). (2021). “Grit: a concept analysis.” *Issues in Mental Health Nursing*, Vol. 42 No. 5,(pp. 495-505).

- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *The Future of Children*, 137–155.
- Schubert, F., Zaza, S., & Henseler, J. (2023). Partial least squares is an estimator for structural equation models: A comment on Evermann and Rönkkö (2021). *Communications of the Association for Information Systems*, 52, 711–729.
- Shao, G. (2023). A model of teacher enthusiasm, teacher self-efficacy, grit, and teacher well-being among English as a foreign language teachers. *Frontiers in Psychology*, 14, 1169824.
- Simbula, S., Guglielmi, D., & Schaufeli, W. B. (2011). A three-wave study of job resources, self-efficacy, and work engagement among Italian schoolteachers. *European Journal of Work and Organizational Psychology*, 20(3), 285–304. <https://doi.org/10.1080/13594320903513916>
- Singh, J., & Chopra, V. G. (2016). Relationship among workplace spirituality, work engagement and grit. *IOSR Journal of Business and Management*, 18(11), 21–27.
- Sudina, E., Brown, J., Datzman, B., Oki, Y., Song, K., Cavanaugh, R., Thiruchelvam, B., & Plonsky, L. (2021). Language-specific grit: Exploring psychometric properties, predictive validity, and differences across contexts. *Innovation in Language Learning and Teaching*, 15(4), 334–351.
- Sugiyono, P. D. (2019). metode penelitian pendidikan (kuantitatif, kualitatif, kombinasi, R&D dan penelitian pendidikan). *Metode Penelitian Pendidikan*, 67, 18.
- TAŞPINAR, H. K., & KÜLEKÇİ, G. (2018). Grit: An essential ingredient of success in the EFL classroom. *International Journal of Languages' Education and Teaching*, 6(3), 208–226.
- Wang, F., & Dapat, R. (2023). Teacher self-efficacy, work engagement, and job satisfaction toward teacher development program. *International Journal of Education and Humanities*, 7(2), 134–138.
- Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: the past, current status and future directions. *Frontiers in Psychology*, 12, 731721.
- Xiao, Y., Fathi, J., & Mohammaddokht, F. (2022). Exploring a structural model of teaching enjoyment, teacher self-efficacy, and work engagement. *Frontiers in Psychology*, 13, 918488.
- Xu, J. (2023). The interplay between Chinese EFL teachers' positive psychological capital and their work engagement. *Heliyon*, 9(2), e13151. <https://doi.org/10.1016/j.heliyon.2023.e13151>
- Zeng, G., Chen, X., Cheung, H. Y., & Peng, K. (2019). Teachers' growth mindset and work engagement in the Chinese educational context: Well-being and perseverance of effort as mediators. *Frontiers in Psychology*, 10, 442256.
- Zhou, J. (2022). Toward the impact of English as a foreign language teachers' grit and self-efficacy on their burnout. *Frontiers in Psychology*, 13, 876351.