Teachers' Point of Views for Effect and Incompatibility Between Education and Career's Choice Among Libyan ELT & EFL Graduate Students

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الملخص

يبحث هذا الموضوع عن الفعالية وعدم التوافق بين التعليم واختيار الوظائف بين تدريس اللغة الإنجليزية (ELT) والطلبة الخريجين من اللغة الإنجليزية كلغة أجنبية (EFL) وقد نال على اهتمام الكثير من الطلبة في ليبيا. بينما تظهر الدراسات أن تأثير التدريس وعدم توافقه لهما تأثير على اختيار الطالب لمجاله بعد التخرج، إلا أن هذا الموضوع قد أولى اهتمامًا محدودًا بين الباحثين الليبيين. تهدف هذه الورقة إلى (1) إعادة فحص تأثير التدريس ومقياس عدم التوافق (2) تحديد مستوى تأثير التدريس الليبي وعدم توافقه، و (3) تحديد ما إذا كان يؤثر على اختيار الوظيفة أم لا. أجرى استطلاع عبر الإنترنت بين 152 طالباً حديثي التخرج من جامعة بنغازي في ليبيا باستخدام أخذ عينات من كرة الثلج الافتراضية. تم إجراء تحليل عامل استكشافي لإعادة فحص وتعديل تأثير التدريس ومقياس عدم التوافق. من 19 عنصرًا تم قياس أربعة عوامل لتأثير التدريس وعدم توافقه، تم إنشاء ثلاثة عوامل مع عشرة مؤشرات، وهي: التأثير وعدم التوافق لإدارة الفصل، والتأثير وعدم التوافق لمشاركة الطلاب، والكفاءة الذاتية لتدريس اللغة الإنجليزية. اظهرت النتائج ان غالبية المستجيبين لهم القدرة العالية على إشراك الطلاب في فصل اللغة الإنجليزية (72٪)، إلا أن أقل من ثلثهم فقط يعتقدون انه بإمكانهم إدارة فصل دراسي كمدرس للغة الإنجليزية (29٪). كما كان مستوى الكفاءة الذاتية لتدريس اللغة الإنجليزية للطلاب عند مستوى معتدل (50٪). كما كشفت النتائج أيضًا أن التأثير وعدم التوافق لمشاركة الطلاب أعلى بالنسبة لخريجي ELT & EFL الراغبين في أن يصبحوا مدرسًا للغة الإنجليزية مقارنة مع أولئك الذين ليسوا كذلك. لم يتم العثور على اختلاف كبير في الكفاءة الذاتية لتدريس اللغة الإنجليزية بين أولئك الذين هم / لا يرغبون في أن يصبحوا مدرسًا للغة الإنجليزية.

Abstract

The subject investigates the effectiveness and incompatibility between education and job choice among English language teaching (ELT) and English as a Foreign Language (EFL) graduates has received much devotion in Libya. While studies show that the Teaching's effect and incompatibility is having an impact on student choice of the carrier after graduation, the subject had paid limited attention among Libyan researchers. Henceforth this paper aimed to (1) re-examine the Teaching effect and incompatibility scale (2) determine the level of Libyan Teaching's effect and incompatibility, and (3) decide whether or not it affects its job choice. An online survey conducted among the number of 152 fresh-graduated students from the University of Benghazi in Libya using Virtual snowballing sampling. An Exploratory factor analysis was performed to re-

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examine and modify the Teaching effect and incompatibility scale. From 19 items measuring four factors of Teaching's effect and incompatibility, three factors were generated with ten indicators, namely: effect and incompatibly for class management, effect and incompatibly for students' engagement, and Self-efficacy for teaching English. The result show while the majority of respondent reported a high ability to engage students in an English class (72%), only less than one-third of them think they can manage a classroom as an English teacher (29%). The level of Self-efficacy for teaching English for students was also at a moderate level (50%). Results also revealed that effect and incompatibly for students' engagement is higher for ELT&EFL graduated who are willing to be an English teacher compared to those who are not. No significant difference was found for Self-efficacy for teaching English between those who are/are not willing to be an English teacher.

Keywords: *Teachers' Point of Views for Effect and Incompatibility between job and education, English language Teaching, English as a Foreign Language*

Introduction

In non-native English-speaking countries, the subject of incompatibly between education and job choice among English language Teaching (ELT) and English as a Foreign Language (EFL) graduate students has received much devotion. ELT and EFL fresh graduated have shown less intention to take a job as an English teaching; apart from the labor market challenges, the main cause for this issue could be inequality between teaching' perceptions and teaching performance' skills. Studies with this subject show that self-defined as a professional performance is having an impact on students' choice of the carrier after graduation (Dilekli & Tezci, 2020; HECSU, 2010; J. Lee & Choi, 2019).

Many challenges are facing the educational system in general and the teaching of English in particular in Libya. Issues such as the classroom management practices in a traditional way, the English skills of university going students are still weak, and teaching is not effective or specialized (Alshibany, 2017). Aside from issues enumerated, the educational system is still suffering from a lot of problems in teaching English language such as lack of teaching facilities (e.g., time, classrooms, teaching aids), lack of not-well qualified teachers, and lack of student's achievement regarding English language aside from long time learning (Mohsen, 2014). The declared problems have reflections on the job choice for ELT/ EFL graduate students, especially those who are in the final year of their education. They find themselves unable to get satisfactory or capable of making the right choice for their professional life (Mohsen, 2014).

Existing research on the match between education and career choice had paid limited attention to the self-belief of English teaching ability among Libyan students of ELT and EFL. This gap is bridged by the present quantitative research that uses a modified questionnaire to identify the self-perception of teaching English ability for Libyan English graduated. Although there is a strong relationship between the ability perception and performing the job (Careers & (HECSU), 2018), however, the impact is subjective to the disciplines and unclassified simultaneously.

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This paper is generally looking for the relationship between university majors and occupation with an attempt to understand how individuals' expectations of job performance shape their job choices as an English teacher. More precisely, the study aimed to (1) re-examine the Teaching sense of efficacy scale (2) determine Libyan Teaching sense of efficacy, and (3) decide whether or not it affects their job choice.

Teaching English in Libya

Education is a continuous process for the development of any nation. Like any government in the world, Libya keeps focusing on improving the education system. The education system has experienced several fundamental changes in Libya, in the way of teaching at various educational levels in general and in the English lesson plan in particular. These changes were initiated by the Ministry of Education in Libya to address the problems caused by the old teaching method and present an updated scheme of teaching English. However, this initiative did not yield the expected results.

In Libya, learning English traced back to the 1940s after the end of the Second World War under the British government in the northern part of Libya. Among languages specializations In Libya, English is the fourth language that came after Arabic-the mother-tong language among English- French, Swahili, and Hausa languages (Alshibany, 2017). In 1968, the Minister of Education decided to set up a committee to revise the Libyan education system. The aim was making English compulsory for secondary and college science courses. The first English language learning program was focused on a simple path to speak. Later in the 1960s, a new English language program and workbooks were changed and improved following the needs discovered for the whole process of teaching that foreign language Libya. The Minister of Education resolved to cut teaching foreign languages in Libya right after some political conflict with the United States of America and the United Kingdom in 1986. Since the decision cost adverse effects on the future of education, English teaching gets backed in the Libyan educational system in 1993/4 (Mohsen, 2014).

Unexpectedly many problems occurred after these considerable changes. It was also challenging to fulfill the needs with a sufficient number of qualified English teachers afterward. Besides, English teachers struggled with a lack of language teaching resources and language training strategies for students (Mohsen, 2014). There is also a dissatisfaction situation in teaching English with the old teaching methods. The whole process of teaching and learning English as a foreign language has been faced a lot of revision, transition, and adjustment.

Due to the inconsistencies and existing limitations introduced, well-prepared English teachers in the Libyan educational community are increasing demand. Despite the quit number of students who are educating to be an English teacher, the number of English lecturers in Libyan universities is insufficient. Most students are not interested in teaching English as a profession; the Libyan Ministry of Education usually employs foreign English lecturers and professors from various countries (Mohsen, 2014). Apathy and low proficiency in teaching English tasks among ESL/EFL learner could be one of the

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consequences of the circumstance of unsteady policy regarding teaching the English language in Libya

2.1 Theoretical background of sense of efficacy

The term Self-efficacy is an impression rooted in a social cognitive theory introduced by Bandura in the 1970s, and since then, the term widely used in different fields of human behavior and learning with a different discipline (Wolpe, 1978). Generally, self-efficacy is the belief individuals have in their abilities to succeed and complete a task successfully (Karami, Mozaffari, & Nourzadeh, 2019). Bandura's proposition was the fact that an individual sense of efficacy explains how coping performance will last in the face of challenges and aversive experiences (Bandura, 1977; Wolpe, 1978).

The literature widely discussed the pervasive influence of self-efficacy beliefs (Bandura, 1978). Teachers who strongly believe in their ability to promote learning and academic efficacy will create a piece of knowledge and an assessment-centered learning environment, which improves student achievement. The sense of the effectiveness of teaching can theoretically affect both the type of environment they build and the different teaching methods implemented in the classroom (Bandura, 1997).

A person's prospect of self-efficacy as a professional is mainly determined by his perception of the performed skill in any field (Wolpe, 1978). One of which is related to learning and teaching (Karami et al., 2019). Self-perception is a critical factor for ESL/EFL students as it affects their choice of job intrinsically. The body of work related to these topics is reviewed and showed that self-efficacy of teaching English is an important topic of study in non-native English speakers society (Alshibany, 2017; Chacon, 2005; Durgunoglu & Hughes, 2010; Mohsen, 2014).

The report showed strong self-confidence and positive personal image about their performance (Du, 2009). Being adventurous, having the courage to converse and learn more in a foreign language is evident among those who strong self-confidence in themselves. Similar work has also been pursued by Leong & Ahmadi (2017), in which they found the low level of confidence and poor performance attributed to the lack of practicing the related career as if they were afraid to make mistakes or feel humiliated.

Self-confidence, as a personal factor of job performance, is highly associated with job anxiety, which leads the person not to take the related job deliberately. Self-judgments and self-evaluation on professional values are valid on job choice as it may further be influenced by career motivation. This claim has been experimentally approved by (Suwaed, 2018) using a semi-structured interview method. In this study, the author concluded that the teachers were fundamentally more inspired than extrinsically, and the factors that could improve their motivation have been divided into three groups: working conditions, coworkers, and management (Suwaed, 2018). The findings of this study showed that, regardless of teaching experience, many teachers are inspired by educating themselves, their students, and opportunities to improve their professional skills.

A result of a study proposed by Embark (2011) shows that Libyan EFL students who consider themselves inadequate and limited in the target language will negatively affect the person's self-confidence. Similar work by Alagozlu (2016) examined the efficacy beliefs of EFL Turkish teachers were associated with their self-reported English

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skills, and that the effectiveness of teachers for teaching strategies was more significant than their management and interaction effectiveness.

Education is an environment where self-efficacy as a building, might clarify a range of issues (Karami et al., 2019). There have been a number of studies that have investigated the effectiveness of self-efficacy on the teachers performance as an English teacher: e.g., teaching effectively (Holzberger, Philipp, & Kunter, 2013), teaching commitment (Chesnut, 2017), teacher empathy (Goroshit & Hen, 2016), commitment to teaching (van Rooij, Fokkens-Bruinsma, & Goedhart, 2019), class management and control strategies (Hayes et al., 2019). It has also found that there is a relationship between reflective teaching and the use of motivational strategies among EFL teachers (Nosratinia & Moradi, 2017).

A systematic review of prospective observational studies form non-native English speakers found that teaching-self efficacy increasing self-reported English skills and teaching effectiveness (Yilmaz, 2011); teaching-specific efficacy beliefs/confidence for English teacher (J.-A. Lee, 2009); self-reported English proficiency (Chacon, 2005); teaching style (Baleghizadeh & Shakouri, 2017); students' initial closeness (Summers, Davis, & Hoy, 2017). The high level of teaching-self efficacy also decreases students' reports of dependency and conflict at the beginning of the study, and students' teacher dependency (Summers et al., 2017).

Various findings of studies conducted on the teaching motivation for ESL/EFL students to date, e.g.: (Alyousef, 2006; Kim, 2008; Suwaed, 2018). However, studies focused on effects are mostly presenting the impact of teaching self-efficacy on teaching performance, and low-intention to teach English needs more investigation to establish. Besides, few studies have investigated the motivation of Libyan ESL/EFL students for teaching English. This study aims to expand on the literature by adopting the factors that Libyan ESL/EFL students enhance their motivation as an English teacher. Hence the study aimed to (1) re-examine the teachers' sense of efficacy scale (2) determine Libyan students' sense of efficacy toward teaching, and (3) whether it will affect their job choice.

Methodology

An online survey using a virtual snowball sampling designed to answer the research questions. Applying a virtual snowball sampling, the researcher first identifies a few respondents that match the criteria of the study and then asks them to share the questionnaire who met the requirements of the study. The method was introduced by Baltar & Brunet (2012) due to the rapid use of social media for both personal and professional communication purposes. They argued that in today's virtual context, the possibility of using new sources of information should be considered. In this sense, the use of social networking sites could be effective for data collection. The main advantage of choosing this sampling method is expand the geographical scope and facilitates the identification of individuals with barriers to access (Baltar & Brunet, 2012; Baltar & Brunet Icart, 2011). Therefore, the use of virtual networks can increase the sample size and representativeness. The other reason to choose an online survey, was the researchers' intention to use less paper for the sake of saving trees and practice paper-waste campaign.

Hence, to choose the sample of the study, a virtual snowball sampling method applied to collect the data among randomly selected ESL/EFL graduate students from the

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University of Benghazi in Libya .The population of this study was Libyan ESL/EFL freshly graduated students. The questionnaire was prepared online using a google form, which could be tracked in here [1]. To select the sample, the link of the questionnaire was shared with a few graduate students who were reachable using WhatsApp, Facebook, and Instagram. Then the researcher asked them to share or forward the link to their friends who were graduated from the same university. The researcher closed the survey approximately a month after no more responses received. The number of 152 respondents was gathered and used for data analyses.

Instrument

Teacher's point of views Scale is widely used with EFL teachers (Karami et al., 2019). The effectiveness measured by how students regard themselves as English language teachers, discourses their beliefs about classroom practices and the current curriculum, and what might be regarded as professionalism within the Libyan educational context. Four variables applied to measure the level of Teachers' effect and incompatibly: (1) effect and incompatibly for students' engagement has measured by four indicators (Items), (2) effect and incompatibly for class management has measured by four indicators, (3) effect and incompatibly for instructional strategies has measured by five items, which are initially adopted from (Eslami & Fatahi, 2008), and (4) Self-efficacy regarding ELL students has measured by seven indicators adopted from (Durgunoglu & Hughes, 2010). The mismatch between education and career is measured by a question: "are you willing to be an English teacher?" The dichotomous answer of Yes/No was provided.

Results

5.1. Descriptive analysis

The sample of this study comprised 152 randomly selected from students who freshly graduated from the University of Benghazi, Libya at Faculty of Art and Science, Alkufrah. The respondents who participated in this survey included 51.3% male and 49% female, with the mean age of 27.

The frequency and percentage of frequency respondents' level of Teachers' effect and incompatibly are shown in the table below, together with the mean and standard deviation for each item. Teachers' effect and incompatibly has measured by three factors in the five-scale agreement level, including effect for engagement, Efficacy for management, and effect for instructional strategies.

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[1] https://forms.gle/mY4VMKEnCCF3gnVN9

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Table 1 Descriptive analysis for Teachers' effect and incompatibly

Constructs/indicators	% of frequency					M	S.D
	1	2	3	4	5		
Efficacy for engagement							
1 Motivate students who show low interest in learning English	11.8	8.6	17.8	39.5	22.4	3.52	1.26
2 Get students to believe they can do well in English	3.3	13.8	28.9	48.7	5.3	3.39	.9
3 Help your students' value learning English	5.3	9.9	50.7	29.6	4.6	3.18	.87
4 Assist families in helping their children do well in school	3.9	15.1	53.9	22.4	4.6	3.09	.84
Efficacy for management							
5 Control disruptive behaviour in the classroom	7.2	26.3	51.3	11.2	3.9	2.78	.88
6 Get students to follow classroom rules in your English classroom	6.6	23.0	48.7	20.4	1.3	2.87	.86
7 Calm a student who is disruptive or noisy in your English class	8.6	22.4	48.7	17.8	2.6	2.84	.91
8 Establish a classroom management system with each group of students	5.3	25.7	45.4	19.1	4.6	2.92	.92
Efficacy for instructional strategies							
9 Use a variety of assessment strategies in your English class	7.2	23.7	50.7	14.5	3.9	2.84	.9
10 Provide an alternative explanation or example when your English students are confused	5.9	18.4	48.0	21.1	6.6	3.04	.95
11 Craft good questions for your students	5.3	25.7	46.7	20.4	2.0	2.88	.86
12 Implement alternative strategies in your English classroom	4.6	32.2	46.1	13.8	3.3	2.79	.86
Self-efficacy regarding ELL students							
I am confident…							
13 in my ability to handle most discipline problems with students	23.7	25.0	5.3	38.2	7.9	2.82	1.37
14 in my ability to teach all students to high levels	11.8	17.1	29.6	38.8	2.6	3.03	1.07
15 to make a difference in the lives of my students	9.2	20.4	38.8	27.0	4.6	2.97	1.02
16 in providing a positive learning environment and create a climate characterized by high expectations	7.2	14.5	47.4	26.3	4.6	3.07	0.94
17 of my skills to effectively communicate with parents and guardians of students	5.3	12.5	51.3	25.7	5.3	3.13	0.89
18 of my skills to provide alternative/performance assessments to students	5.9	12.5	51.3	27.0	3.3	3.09	0.87
19 in providing linguistically and cultural appropriate learning experiences for students	6.6	9.2	60.5	17.1	6.6	3.08	0.89

Note: (1) strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree

The constructs were categorized into three levels, namely high, moderate, and low, based on the mean value. The descriptive analysis of three-level of self-efficacy and confidence in teaching English with mean score and overall standard deviation of each construct are presented in Table 2.

Table 2 Overall descriptive analyses for Teachers' sense of efficacy

	Low		Neutral		High		M	SD
	f	%	f	%	f	%		
Efficacy for class management	80	52.6%	28	18.4%	44	28.9%	1.76	0.87
Efficacy for students, engagement	32	21.1%	11	7.2%	109	71.7%	2.51	0.82
Self-efficacy for teaching English	59	38.8%	17	11.2%	76	50.0%	2.11	0.94

Note: M: mean, SD: standard deviation

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The present study found that while the majority of respondents have a high level of Efficacy for students, engagement in an English class (72%), only less than one-third of them have a high level of Efficacy for class management (29%). The level of Self-efficacy for teaching English for students was also at a moderate level (50%). Results revealed that while the respondents reported a high level of risk perception, their level of self-efficacy in their ability to manage an English class was low, as found by this study. One possible explanation is that Libyan children have a different aspect of their ability to control the level and ability to teach and engage students as an English teacher. Overall, the findings revealed that the perception of self-efficacy to teach English does not necessarily mean that they think they are prepared to manage an English class. Besides, it could be said that the matter of whether or not potential English teachers are truly capable of being a teacher or have an intention to teach is questionable.

5.2 Inferential results

An Exploratory Factor Analysis (EFA) was performed to the items measuring the three-color of effect and incompatibly. In social science, researchers deal with the concepts which cannot be directly measured, so they develop a set of indicators (item/question) to measure different accept of a social facts/behavior/belief/action or any social science concepts. EFA is a statistical procedure based on calculation of inter-correlation among indicators which help the researchers to gain a clear view of the structure of the indicators; to check whether Indicators driven by underlying variables; "to reduce a data set to a more manageable size while retaining an original information" (Fields, 2009, P. 628). In addition, the previous studies have mostly applied factor analysis for Teacher's effect and incompatibly Scale for validity assessment (Karami et al., 2019).

For performing EFA, there are several factor analysis extraction methods to choose from. However, scholars argued that if data are relatively normally distributed, maximum likelihood is the best choice, and if not, "principal axis factors" is the method that is recommended. After a decision of extraction method is made, the rotation method needs to be chosen. Although a Varimax rotation as known as the most common choice for the extraction method, there is a rule to make this decision, which is relatively acceptable by scholars. There are two categories in which the rotations method is classified under the: (1) Orthogonal rotation method (e.g., Varimax, Quartimax, and Equamax) (2) Oblique rotation method (e.g., Direct Oblimin, Quartimin, and Promax). Orthogonal rotations produce uncorrelated factors; oblique methods allow the factors to correlate (Osborne, Costello, & Kellow, 2008). For this study, the Principal Component Analysis extraction method with Promax Rotation Method was chosen since the factors are correlated to each other.

Using EFA with the Promax and Kaiser Normalization rotation method, three factors were extracted from a 19-item Sense of efficacy measurement. The Kaiser-Meyer-Olkin value was .833, which is higher than 0.6, as recommended by Kaiser (1974), and Bartlett's Test of Sphericity is significant as it introduced by Bartlett (1954). The factor analysis was, therefore, supported. The Scree plot provided by EFA performance using SPSS helps to decide how many factors should be extracted. Figure 1 presents a scree plot and illustrates a break after the third factor with an eigenvalue of more than one and hence, three factors were re-generated to measure the sense of efficacy to teach English.

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Table 3 *Exploratory Factor Analysis*

Items/indicators	Component				Component (modified)		
	1	2	3	4	1	2	3
I am able to....							
1 implement alternative strategies in your English classroom	0.86				.87		
2 craft good questions for your students	0.77				.81		
3 establish a classroom management system with each group of students	0.87				.82		
4 calm a student who is disruptive or noisy in your English class	0.77				.72		
5 provide an alternative explanation/example when students are confused	0.6				Excluded		
6 get students to follow classroom rules	0.6				Excluded		
7 control disruptive behaviour in the classroom	0.4				Excluded		
8 use a variety of assessment strategies in your English class	0.5				Excluded		
9 get students to believe they can do well in English		0.88			.87		
10 motivate students who show low interest in learning English		0.83			.86		
11 help your students' value learning English		0.85			.8		
12 assist families in helping their children do well in school		0.65			Excluded		
I am confident....							
13 of my skills to provide alternative/performance assessments to students			0.9		Excluded		
14 in providing linguistically & cultural appropriate learning experiences for students			0.77		Excluded		
15 of my skills to effectively communicate with parents/guardians			0.6		Excluded		
16 in my ability to handle most discipline problems with students				0.73			.81
17 in my ability to teach all students to high levels				0.81			.81
18 to make a difference in the lives of my students				0.78			.79
19 in providing a positive learning environment and create a climate characterized by high expectations				0.47	Excluded		
Eigenvalue					4.49	1.34	1.24
% of Variance					44.92	13.3	12.35
Cumulative % of Variance					45	58	71
Kaiser-Meyer-Olkin Measure of Sampling Adequacy					.833		
Approx. Chi-Square					652.575		
Df					45		
Sig.					.000		

Note: Factor 1: Efficacy for class management, factor 2: Efficacy for students, engagement, factor 3: Self-efficacy for teaching English
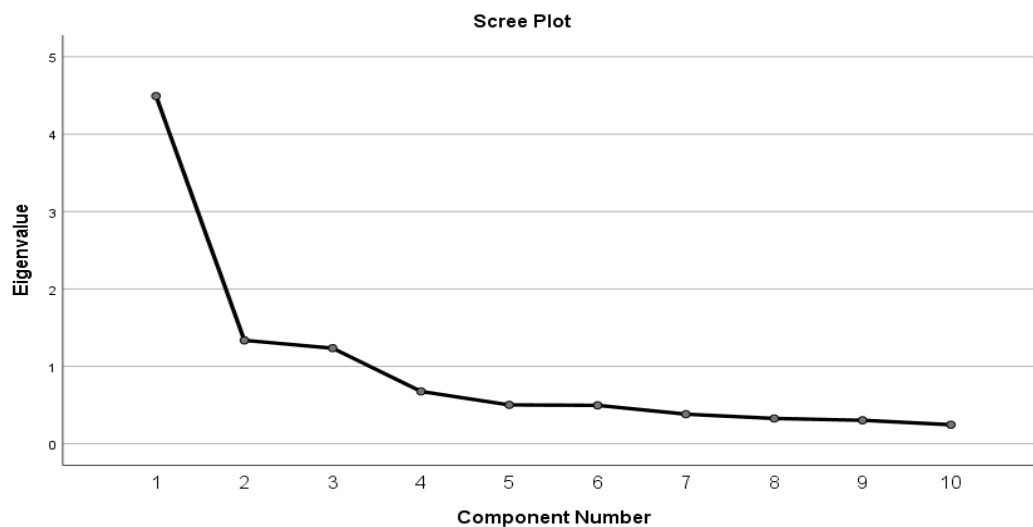

Figure 1 Scree plot of rotation

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From 19 items measuring Teachers' sense of efficacy, three factors are generated, namely: effect and incompatibly for class management with four items, effect and incompatibly for students, engagement with three items, and Self-efficacy for teaching English with four items. The following items with factor loading below .6 were excluded to generate a modified model: (Ability to provide an alternative explanation/example when students are confused, get students to follow classroom rules, control disruptive behaviour in the classroom, use a variety of assessment strategies in your English class, assist families in helping their children do well in school, of my skills to provide alternative/performance assessments to students, in delivering linguistically& cultural appropriate learning experiences for students, and confidence of my skills to effectively communicate with parents/guardians, in providing a positive learning environment and create a climate characterized by high expectations).

Table 4 Component Correlation Matrix

Component		1	2	3
1	Effect and incompatibly for class management	1.000	.475	.407
2	Effect and incompatibly for students, engagement	.475	1.000	.367
3	Self-efficacy for teaching English	.407	.367	1.000

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

As shown in Table 1, the first factor Efficacy for class management loaded with an eigenvalue over than one=4.49 with 45% of total variance explained, the second factor Efficacy for students has an eigenvalue of 1.34 with 45% of total variance explained, and Self-efficacy for teaching English, the third factor generated with an eigenvalue of 1.24 and 12% of the total variance explained. All factors considered substantial (Kim & Mueller, 1978).

For performing EFA, Hair, Black, Babin, & Anderson (2010) suggested that the variance of each item has to explain at least 50% of the total variance in the case of high convergent validity, which could be assessed by the value of factor loading. To validate the generated factors for this study, items measuring variables with factor loaded at less than 0.5 were excluded for further process.

Table 5 Reliability test for Modified effect and incompatibly scale

Variables and items	Number of items	Cronbach alpha
Efficacy for class management	4	.84
I am able to....		
1 implement alternative strategies in your English classroom		
2 craft good questions for your students		
3 establish a classroom management system with each group of students		
4 calm a student who is disruptive or noisy in your English class		
Efficacy for students, engagement	**3**	**.8**
5 get students to believe they can do well in English		
6 motivate students who show low interest in learning English		
7 help your students' value learning English		
Self-efficacy for teaching English	**3**	**.76**
I am confident....		
8 in my ability to handle most discipline problems with students		
9 in my ability to teach all students to high levels		
10 to make a difference in the lives of my students		

An independent sample t-test was performed to assess group differences in the effect and incompatibly to be an English teacher for ESL/EFL Libyan students, who are willing to be an English teacher and who are not. Significance was measured at the 0.05 alpha level. It was found that ESL/EFL Libyan graduated students who are willing to be an English teacher, have a higher level of effect and incompatibly for classroom management, effect and incompatibly for students than who are not willing to be an English teacher. Results indicated that significant mean differences were found in the level of Efficacy for classroom management, effect and incompatibly for students, the engagement between students who are willing to be an English teacher who compared to those who are not. No significant differences were found for Self-efficacy for teaching English between those who are willing to be an English teacher who compared to those who are not. Students who are willing to be a teacher have a higher level of Efficacy for classroom management, effect and incompatibly for students, engagement

Table 6 Table 7 Results of independent sample t-test

Dependent variable	Willing to be an English teacher	T-test				95% Confidence Interval of the Difference	
		Mean	f	Sig	df	Lower	Upper
effect and incompatibly for class management	Yes	3.00	10.79	0.00	148.0	-0.66	0.38
	No	2.86			7.22	-1.22	0.94
effect and incompatibly for students, engagement	Yes	3.41	18.97	0.00	148.0	-0.12	1.11
	No	2.92			7.22	-0.79	1.78
effect and incompatibly for teaching English	Yes	2.97	0.44	0.51	148.0	-0.26	1.12
	No	2.54			7.52	-0.56	1.42

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Discussion and implication

The dramatic economic, social, and political challenges which Libyan are currently experiencing have a significant impact on the educational system. Correspondingly, the outcomes of time-to-time decisions on taking new methodologies and curriculum in language teaching were not turned to what has been planned. A review paper by Owen, Razali, & Elhaj (2019) indicates that many studies showed that even though the Libyan Ministry of Education appointed to implement a new approach, it has not been practiced fully or applied broadly and eventually. The frequent changes have made in English teaching strategy affect the teachers' academic, professional, and daily lives. Consequently, some teachers feel less motivated to teach.

Teachers play a vital role in most educational institutions as they give an institution its credibility and help achieve its educational goals. Besides, they have a significant impact on their students' lives, motivation, and attitudes. Although English language teachers of Libyan college is a very demanding profession, teachers consider leaving the teaching profession to do administrative work since they are experiencing a moment of frustration, and facing challenges. Teaching English is a stressful profession responsibility as the educational system has expected them to demonstrate high performance for designing their courses and selecting the material for an English class. Apart from professional challenges, studies show ESL/EFL Libyan teachers suffer from speaking anxiety levels (Toubot, Seng, & Abdullah, 2017).

The findings of this study reinforce the general belief of how essential is a self-perception in performing a job. As the results show individuals, confidence in how good they are at teaching may affect their job choice. This argument is consistent with the findings of the study which revealed that students with a moderate to high level of EFL speaking anxiety, have the low self-confidence, fear of negative evaluation, and communication apprehension (Toubot et al., 2017), lack of language skill and cultural influences (Cheung, Chan, & Limayem, 2005).

Generally, this study found a link between the effect and incompatibly between education and job choice among ESL/EFL Libyan students. However, caution should be taken with generalizing the findings to all ESL/EFL students/graduated in Libya. One lesson is that the educational system should consider providing them the subject of class management and self-confidence to teach. This research recommends that teachers should be trained, focusing on the development of their' self- effect and incompatibly by improving.

The data collected from interviewing EFL students in Libya shows that the factors that motivate them to be an English teacher are including of passionate about teaching, collegiality, and enjoyment of working with students who were considered the most crucial motivating key (Suwaed, 2018). This study likewise, could add another factor of self-efficacy which is more personal rather than social

From a methodological point of view, the study suggested that although the Teacher's Sense of Efficacy Scale is widely used for measuring the EFL students, teaching

ability (Karami et al., 2019), however, researchers could apply the modified version of Sense of efficacy instrument presented by this study.

In summary, most of the essential and consequential choices faced during the lifetime are made under uncertainty. The study of these choices has traditionally assumed that individuals compare the expected outcomes from decisions and pick the one that maximizes their expected utility. Apart from the expected outcomes, an individual's perception of their performance ability gets firmed during the time of education. Thus, relying on both actual observations and uncertain perceptions about the future of job choice will initiate a situation of career indecisiveness. However, preferences and expectations cannot be recovered from the choice data alone since observed choices may be consistent with different configurations of the constructs of interest. This study contributed to increase the understanding of teaching process among Libyan English graduate students, however a group of student were selected as a sample to apply the items, so the findings might not be applicable for all Libyan students.

Limitation

This study was conducted to examine the effect of personal factors only; further research is needed to identify whether the incompatibility is affected by an individual ability perception or labor market disputes. Many effective factors and crucial aspect in terms of experiences, evidence, teaching self-beliefs and economic issues that have a direct impact and related contact to teachers' attitudes that should be considered by researchers in new papers that is suggested to be further issues.

The study did not include samples of the other universities. Therefore, the results of this study may not be an accurate representation of other graduated Libyan students as the results obtained from one university only. Despite these limitations, the researcher believes that this study has generated rich data that have contributed to the knowledge of the relationship between teachers' sense of efficacy and job choice in Libya. Other related areas for further research are suggested among Libyan English teachers. The effect and incompatibly between career and education needs more investigation to establish. Given the rising prevalence of disparity between education and job choice, there is an essential need for more investigation to offer more insights into the English educational system in Libyan.

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