



THE MEDIATING EFFECT OF ORGANIZATIONAL COMMITMENT ON THE RELATIONSHIP BETWEEN WORKPLACE RESILIENCE AND TEACHER PROFESSIONAL IDENTITY

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Abstract:

The purpose of this study was to determine the mediating effect of organizational commitment on the relationship between workplace resilience and teacher professional identity. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents who are public elementary school teachers of the three national high schools in the province of Davao Del Sur. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and Medgraph using Sobel z -test. From the results of the study, it was found out that there is a very high level of mean score for workplace resilience, a very high level of mean score for teacher professional identity and a high level of organizational commitment. Also, results revealed that there is a significant relationship between workplace resilience and teacher professional identity, a significant relationship between workplace resilience and organizational commitment and a significant relationship between organizational commitment and teacher professional identity. Further, it was revealed that there was full mediation on the effect of organizational commitment on the relationship between workplace resilience and teacher professional identity.

Keywords: education, workplace resilience, teacher professional identity, organizational commitment, teachers, mediating effect, Philippines

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1. Introduction

Forming a professional identity is a challenging, lengthy process filled with difficulties. This procedure happens in a culturally distinct setting. Personal, social, cultural, political, professional, and global are just a few of the many aspects of influence (Ivanova & Skara-MincLne, 2016). Researchers from both domestic and foreign countries have spent centuries researching the issue of professional identity. According to many researchers, the modern, globalized world is changing faster than the average person's consciousness (Sestito et al., 2015).

Professional identity is the self that has been formed with a commitment to act properly and legitimately in the context of the profession, and its growth can continue throughout an individual's career. The capacity to make responsible decisions in choosing a profession, to find a personal meaning in work, and independently create professional life, requires a high professional resilience. Most people have high levels of resilience, but those with professional identities want to be more intuitive in their decision-making, think more creatively, and create humorous situations in life (Zubareva et al., 2019). Also, employee resilience represents the extent to which employees deal with change and to which they adapt to thrive in a new environment. Employee resilience is linked to higher levels of job performance, organizational commitment, and employee creativity (Caniels & Hatak, 2022). Lastly, past experiences affect professional identity which regulates pedagogical choices. The experience of professional identity is central to the beliefs, values, and practices that guide engagement, organizational commitment, and actions in and out of the workplace (Titu, 2019).

The researcher has not come across a study that deals with work resilience organizational commitment, and a professional sense of identity in the local setting. Hence, in this perspective, the researcher was interested to determine the significance of the mediating effect of organizational commitment on the relationship between workplace resilience and teacher professional identity using the indicators presented in this study. Through conducting a further examination of workplace resilience, the study may provide new insights into how professionals use resilience and organizational commitment to combat stresses in their work life and how this helps improve their professional identity. Further, this study can raise concerns for the intended beneficiaries of this study and possibly develop action plans to augment workplace resilience, organizational commitment, and teacher professional identity, thus, the need to conduct this study.

2. Literature Review

2.1 Workplace Resilience

Characteristics of the worker who deals with the stresses and strains of the modern workplace or simply the ability to bounce back when dealing with challenges that are inevitable parts of life whereby evident in various ranges of stressors. It narrows on the

capacity to respond to pressure and demands which demands might require in dealing with constant priorities with a heavy workload, to dwell on circumstances better despite the hardship that limits workers which then increases the ability to perform under pressure (Winbolt, 2016; Positive Psychology Program, 2019). It also helps workers to nurture and advance skills in reducing the effects of adversity in the workplace which includes being mindful, mental agility and regular break accompanied of being positive, balance, spirituality and reflection (Craig, 2019).

Living authentically as the first indicator of workplace resilience with the notion on coming from areal place within. In the United States, psychologists have revealed that living with authenticity has an important part of well-being: happier, higher self-esteem, and feel better about their relationships (Hopper, 2018; Joseph, 2017). This is also supported by the Lenton et al. (2015) that the state of authentic living is associated with greater and lesser self-alienation.

The second indicator under workplace resilience is finding one's calling connoting a stronger desire to do a work or profession in order to help others, also termed as orientation, mindset, or perspective and psychological construct (Cambridge Dictionary, 2019; Collins, 2019). A research conducted by a Canadian psychologist named Robert Vallerland and his colleagues made a distinction between harmonium passion and obsession in finding one's calling. They elaborated that when passion or calling is out of control and one's mood and esteem depend on it, then this is obsession associated with negative results such as burnout and anxiety. This passion feels in control reflects one's qualities in life and is associated with positive results such as vitality, productivity and positive mood (Jarret, 2019). In the view of Kendall Cotton Bronk, a developmental psychologist that finding one's calling or purpose require key component namely: dedication, commitment, personal meaningfulness and goal-directedness (Cook-Deegan, 2016).

Based on the view of Entrepreneur Asia Pacific (2019) to be successful one must have master people skills – a key relationship that lies exclusively in one's ability to take various perspectives. It has been noted, with interactions such as respect, success and movement forwards bring mindfulness of compassion and empathy to relationships Supported also by the use of the beach ball analogy in order to provide the idea that no one holds the whole truth but rather a mere stripe of it (Fierce, 2019).

The fourth indicator under work resilience is managing stress. Stress, generally, in an integral piece of life and can be in a form of worry, anxiety, trauma, pain and pressure. In short, may be a reaction to a certain situation, which may have a long-term impact towards health. Regardless of the nature of one's work, individuals must develop within them a higher form of aptitude and capabilities in order to think well, control anger, work hard and be resilient at work (Kapur, 2018; Canadian Centre for Occupational Health and Safety, 2018). Stress management approaches may need you to start the day right, with a clear mentality, avoid or stay away from conflicts, be organized, no more hard multitasking and listens to music. These approaches might be challenging but entail

positive changes for the best or more productive connectivity at work for the upliftment of creativity and productivity (Scott, 2019; Segal, 2019).

Interacting cooperatively as the fifth indicator under work resilience is a kind of intraspecific cooperation called altruist that increases the chances of survival of other individuals. It has a direct manner on productivity, trainings and rules for managers and employees relating to actively interacting is imperious (Quick Base, 2013). The creation of a human-centric and meaningful workplace enables employees to be more involved and contributes to more ideas which the employee feels a sense of purpose and meaning (Emotive Brand, 2019). Working together and helping each other can provide a positive workplace and drive creativity. Also, from a scientific perspective, it releases brain substances that enhance motivation, pleasure and even boding (Hedges, 2015).

The sixth indicator under work resilience is staying healthy. This narrows on maintaining good health which does not take place by accident and requires work, occasional check-up and tests. A healthy worker increases productivity that is according to Merhar (2015) accompanied with 25% more likely to have higher job performance, lesser sick days and reduces healthcare costs. Pilon (2015) added that workplaces have a greater impact towards overall productivity and health, specifically, the desk. For workers to stay healthy the following must be secured like healthy snacks, ergonomic equipment, good lightning, plants, regular walk or exercise breaks, clean workspaces, do not try to do it all, practice gratitude, leaving work at work, unplug periodically, find balance and consideration on mental health.

Building networks as the last indicator of work resilience. Networks are an important alternative for individuals, groups, and organizations trying to influence practice. Moreover, since networks exist for a purpose, there surely is interest also in their use of evidence to influence practice and ways to improve networks (Serrat, 2017). The principles of Brown, Gray, McHardy and Taylor (2015) emphasize that connections are often termed as the social capital of life which engulf networks, norms and trust – that enables them to act together effectively to pursue shared objectives and later enhance growth. And, concretized by a larger number of studies that confirms a positive network at work produces highly desirable results (Seppala & Cameron, 2017).

2.2 Teacher Professional Identity

Teacher professional identity, often defined as teachers' ideas of themselves and their roles, develops and changes through time and reflects various circumstances. Understanding teacher professional identity is the first indicator of teacher professional identity. According to a study on TPI (Karousiou, Hajisoteriou and Angelides, 2018) teachers' professional identities influence not only their classroom practices, but also the way they interpret and implement educational policies. Their study reveals that when teachers see their identity, values and experience threatened by an educational policy, they will resist change and obstruct its implementation. Therefore, teachers should be seen as autonomous professionals and not as simple executors of imposed agendas. This means that the voice of teachers as well as their needs and expectations must be taken

into account in the planning and implementation of teacher policies. Policymakers who seek the successful restructuring of education systems will unavoidably have to respect and support teachers' professional identity (Karousiou, Hajisoteriou and Angelides, 2018).

The second indicator is TPI educational levels. Firstly, there are two key points to be considered in this sense: (i) it should be considered that both the curriculum requirement and teaching functions and competences are different depending on the educational level (Green, 2015); (ii) the teacher training models (consecutive vs. simultaneous) (Gomez et al., 2017). For instance, Spain and other European countries (Eurydice, 2018) have opted for a consecutive training model in which scientific training predominates and practical training, along with training in secondary-level pedagogy, take second place (Bolívar, 2007; Gomez et al., 2017). Therefore, see themselves as professionals rather than teachers (expert becomes novice) they undervalue the need to learn teaching strategies, resources and issues regarding coexistence, values, etc. The identity learning process is so complex at that stage that the rate of early career attrition is significant (Clandinin et al., 2015).

The next indicator is professional identity in the profession. The American philosopher Mortimer J. Adler defined a professional as *"a man or woman who does skilled work to achieve a useful social goal. In other words, the essential characteristic of a profession is the dedication of its members to the service they perform. TPI influencing factors is the last indicator of teacher professional identity"*. Finally, TPI involves a process that is influenced by a wide range of personal and contextual elements (Rodrigues and Mogarro, 2019). Furthermore, there are three factors that seem to have a stronger influence namely psycho-pedagogical training (Darling-Hammond, 2017), the placement period during initial teacher training (Yuan et al., 2019) and the interaction with colleagues (Avraamidou, 2014). The first one refers to the pedagogical tools that students are provided with in order to develop their skills and awareness of the importance of not only controlling the knowledge content, but also diverse psychological and education strategies to approach the students (Izadinia, 2015). Then, students attain great importance to the workplace learning process (teaching practicum), and social interactions with their mentors and other in-service teachers in different school settings (Henry, 2016; Leeferink et al., 2019).

2.3 Organizational Commitment

Organizational commitment is very important for achieving effectiveness which in turn influences learning outcomes. Additionally, organizational commitment plays an essential role in establishing a unified effort within an organization. Thus, it is necessary for every individual in the organization to build up efforts in supporting the augmentation of commitment towards the organization. Herewith, this will allow the organization to come across impending organizational challenges and concurrently maintain the organizational commitment of professionals (Hamid et al., 2013; Bernaldez & Gempes, 2016).

For instance, for organizational commitment, the focal behavior is speculated to be keeping up organizational attachment. Conversely, discretionary behaviors are optional, as in the organizational members have some adaptability in characterizing the behavioral terms of their commitment (Lekhetho, 2013; Saravanan & Vasumathi, 2015).

The first indicator is an affective commitment which is the emotional attachment of the people to the organization and a conviction in its values. This domain reveals commitment based on emotional connections the workers cultivate with the organization principally through helpful job experiences (Meyer et al., 2012; Saravanan et al., 2012).

The second indicator is continuance commitment wherein a positive workplace culture enhances employee commitment, loyalty, productivity, efficiency, and a sense of ownership among staff members, all of which improve organizational effectiveness and lower the costs associated with dealing with dissatisfied workers. The company must meet the needs of its employees by providing comfortable working circumstances to promote efficiency, effectiveness, productivity, and job commitment (Raziq & Maulabakhsh, 2015).

The next indicator is normative commitment wherein the organization cannot accomplish its goals and objectives if the employee is working in an uncomfortable environment. Employee commitment to the organization decreases as employee stress rises, and vice versa (Bhatti et al., 2016).

2.4 Correlation between Measures

Beyond solely being pedagogically competent, teachers can also be effective and resilient. Teachers' professional identity and sense of efficacy are closely related, and their resilience is correlated with their overall morale, motivation, and sense of moral responsibility toward their work. Effective policymaking requires considering the dynamic, contextual, and significant impact of teachers' sense of self-efficacy (Bosso, 2017).

A variety of events shapes a professional's personality and career trajectory. When forming a professional identity, there are some experiences that individuals cannot control that also affect them. As discussed further, these experiences include professional identity, transformative learning, and professional resiliency (Sedivy-Benton et al., 2018). Reflection makes teachers value their professional lives and experiences, implying that incorporating reflection as a regular practice into one's teaching helps teachers become more engaged with teaching and equips them with the skills necessary to face the difficulties and challenges of their line of work (Shirazizadeh et al., 2019).

If an organization wants to increase its employees' commitment, it must focus on its psychological capital by offering interventions that target its employees' hope, self-efficacy, resilience, and optimism (Jain & Kumar, 2017). There is a significant positive relationship between resilience and organizational commitment. As resilience levels increase, people will become more committed to their organizations. Those more resilient will internalize the organization's rules and roles and desire to contribute to their organizations more than other members (Polat & İskender, 2018).

Understanding professional identity is crucial for understanding professional aspects such as commitment to the job or profession, future career, personal lives, emotions, and feelings (Andrianto et al., 2018). While earlier research has concentrated on creating a professional identity in an early career, fewer studies examine how teachers keep their professional identity and commitment over time. Professional identities and career phases also have an impact on teacher commitment. All three stages of a teacher's career might experience a loss of identity and a drop in their commitment to the school they are working in or the teaching profession during difficult times (Watkins, 2018).

This study is anchored on the Social Identity Theory by Tajfel (1978) wherein individuals define their own identities with regard to social groups and that such identifications work to protect and bolster self-identity. The creation of group identities involves both the categorization of one's in-group with regard to an out-group and the tendency to view one's own group with a positive bias vis-a-vis the out-group. The result is an identification with a collective, depersonalized identity based on group membership and imbued with positive aspects. The theory also describes the in-group-out-group relationship as entailing a competition for positive identity, out-group categorizations strategically framed to maximize self-evaluations. Thus, the treatment of out-group members is directly related to the motive to protect or enhance the self.

This study is supported by the Resilience Theory by Polidore (2004) as the number of professionals who remain in a sector is to increase, there must be an emphasis placed on building capacity and longevity. Retaining current professionals in the sector cannot continue to center around only the current reasons for attrition such as low salaries and the effects of legislation. Rather building and fostering resilience could become the vehicle through which capacity is developed and retention of professionals is increased. The theory consists of two premises namely: the first premise referred to as developmental perspective, which indicated that adults develop resilience, learn to cope, and adapt over a lifetime through processes that may vary over time; and the second premise known as the ecological perspective, which consisted of the spheres of external influences of an individual, such as family, school, work settings, or larger social systems. This study is also supported by the Social Exchange Theory of Blau (1964) which is used to understand workplace behavior and it has been used to explain the relationship among employee attitudes such as job satisfaction, organizational commitment, and job performance. The theory tackles the reciprocity principle which suggests that employees feel indebted to respond kindly when they encounter good behavior directed towards them. Employees' exchange ideology increases their job satisfaction, commitment to the organization, and performance. Also, employees feel obliged to organizations because of their trustworthy and fair approach and they reciprocate with beneficial employee attitudes like job satisfaction and organizational commitment and, thus, their job performance increases.

3. Material and Methods

3.1 Research Subjects

There were 300 respondents to this study, from a total of 1,200 public elementary teachers in the 3 districts - School A (Magsaysay), School B (Bansalan) and School C (Matan-ao) MABAMA, Division of Davao del Sur. Slovin's formula (Stephanie, 2003) was used to compute the sample size. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all public elementary school teachers under the 3 identified schools would have the chance to be selected and considered for inclusion in the final sample. This is a sampling technique in which the population is divided into groups called strata. In this case, the public elementary school teachers in MABAMA only were the groups to become respondents. Moreover, the idea is that the groupings are made so that the population units within the groups are similar (Salkind, 2007).

Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. Those who were included as respondents of the study are the regular teachers in MABAMA whose plantilla numbers are in the Department of Education. In particular, the respondents are elementary school teachers, who are currently employed for the Academic Year 2021-2022. These elementary school teachers were the ones who were in the position to provide useful information to test the hypothesis of the study.

Those teachers not in the elementary department and those who were not teaching under the identified 3 districts under the division of Davao del Sur were excluded from the study for they are in different work environments and supervision. Teachers who were working in private schools whether in the same or other departments were also excluded including those teachers also who hold managerial or supervisory positions even in the areas under study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in 3 different districts of public secondary schools in Magsaysay, Bansalan and Matan-ao (MABAMA), Davao del Sur which is part of Region XI in the Philippines. As shown in Figure 2, Region XI is located on the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City. The province of Davao Del Sur was created by the defunct Congress on May 8, 1967, under Republic Act

No. 4867. It started functioning as a province on July 1, 1967, which was comprised of only ten (10) municipalities where Digos as the capital.

The researcher believed that this was the appropriate locale of the study because it has a good number of respondents who can ensure concrete results of the study and the researcher has not come across a study using the variables on organizational commitment, workplace resilience and teacher professional identity in the local setting. Moreover, in the aforementioned areas under study, the existing situation of teachers showed that they were still in the adjustment period after the traumatic experiences brought about by the pandemic. This has affected their level of commitment resilience and professional identity which needed to be checked and revisited especially since almost all classes are going back to the face-to-face mode of learning.

3.2 Materials/ Instruments

The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation with the corrections and included and integrated in the paper. The final copies were submitted to a panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data. The consolidated results from the experts obtained an average weighted mean of 4.52 which has a verbal description of excellent.

Further, before the administration of the research instrument, a pilot testing was done on selected public school teachers, who were not the respondents of the study. With the pilot testing, the reliability of the scales was established using Cronbach's alpha coefficient, with the results: 0.966 for Organizational Commitment, 0.934 for workplace resilience and 0.967 for teacher professional identity.

3.3 Design and Procedure

The study utilized a quantitative, non-experimental design of research using a correlational technique. The correlational technique is a non-experimental design, where the researcher examines the relationship between two or more variables in a natural setting without manipulation or control. In correlational studies, the researchers examine the strength of associations between variables by looking how a change in one variable was correlated with a change in the other variable (Cresswell, 2014).

Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (workplace resilience) and a dependent variable (teacher professional identity) via the inclusion of a third explanatory variable, known as a mediator variable (organizational commitment). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a mediational model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and

dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

To illustrate, mediation analysis was used in social sciences and other fields in order to evaluate the mechanism through which an independent variable (X) affects a dependent variable (Y). The variable transmitting the influence of the independent variable onto the dependent variable is called the mediator (M), and the indirect effect through the mediator is called the mediated effect.

This study followed the systematic procedures in the conduct of the research. First, before the conduct of the study, the researcher sent a letter asking for permission from the Schools Division Superintendent of the Department of Education Division of Davao del Sur. This letter once approved was furnished to the School Heads of the participants. Once approved, the survey questionnaires were administered to the respondents of the 3 public secondary under MABAMA, Province of Davao del Sur. As soon as the request was approved and strictly observing the safety protocols in this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and wearing of face masks, the researcher immediately visited the concerned school heads of the 3 schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google forms to all concerned respondents.

During the courtesy call, a list and contact numbers/email addresses of all respondents/students were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering which activity took around 1 to 2 weeks from the sending of the survey questionnaire to all the respondents in google docs up to the retrieval of the accomplished survey questionnaires. Also, before the actual data collection, the researcher secured Certificate of Compliance from UMEREC to ensure compliance of some ethical considerations in research.

All retrieved questionnaires were encoded in the Excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data were analyzed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations will be formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: mean was used to determine the levels of workplace resilience, teacher professional identity and organizational commitment. This answered research objectives 1, 2 and 3. Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between and among workplace resilience, teacher professional identity and organizational commitment. This answered research objective number 4. Medgraph using Sobel z -test was used to determine the significance of the mediation of organizational commitment on the relationship between workplace resilience, teacher professional identity. This answered research objective number 5.

In the conduct of this study especially before the data was gathered, ethical issues and considerations were dealt with. The researcher underwent an evaluation conducted by the members of the ethics review committee. After several review processes, this study was marked as passed and approved by the UM Ethics Review Committee (UMERC). The participation of the teachers-respondents was completely voluntary and anonymous to protect their privacy and information was given whenever the respondents did not understand, before deciding whether to participate or not in the study. As a researcher, all data gathered were kept confidential and such information was only utilized for the purpose of the research. Informed consent was secured from all the teachers- respondents involved in the study. The participants were carefully selected based on the criteria provided in the research. The study did not involve high risks of situations that the respondents may experience.

All public elementary teachers are the primary beneficiaries of the study. The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism that happened during the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no evidence that the study was intentionally misrepresented to match a model or theoretical assumption. The study did not have a conflict of interest, but it was a requirement for the completion of the master’s degree in education at the University of Mindanao Professional Schools. In this study, there was no deceit. The researcher secured proper permission from the targeted schools where the respondents are teaching/working. Considering the risks of COVID-19, and in the conduct of the online data gathering, the researcher utilized Google Forms where the respondents indicated their responses on the specific item-questions being asked. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher.

4. Results and Discussion

Table 1: Level of Workplace Resilience

Indicators	SD	Mean	Descriptive Level
Living authentically	0.43	4.63	Very High
Finding one’s calling	0.27	4.55	Very High
Maintaining perspective	0.74	3.94	High
Managing stress	0.36	4.44	Very High
Interacting cooperatively	0.46	4.58	Very High
Staying healthy	0.56	4.34	Very High
Building networks	0.49	4.58	Very High
Overall	0.34	4.44	Very High

The level of workplace resilience is very high, resulting from the very high and high levels of responses. The indicators of living authentically, interacting cooperatively, building networks, finding one’s calling, managing stress, staying healthy have very high ratings.

Further, the indicator maintaining perspective has a high rating. These indicators are arranged from highest to lowest level. The very high-level rating of living authentically is suggestive of the very high extent to which the teacher is satisfied with the meaning of life. This claim is in line with various authors (Hopper, 2018; Joseph, 2017) wherein living with authenticity has an important part of well-being: happier, higher self-esteem, and feel better about their relationships.

The very high level of interacting cooperatively suggests that the teachers evidently working together entails a positive and on-going relationship that operates over a period of time. This is also in line with various authors (Emotive Brand, 2019; Hedges, 2015) stating that working together and helping each other can provide a positive workplace and drive creativity. The creation of a human-centric and meaningful workplace enables employees to be more involved and contributes to more ideas which the employee feels a sense of purpose and meaning. Moreover, the very high level of building networks is indicative of the very high extent of connections that enable to act together effectively to pursue shared objectives and enhance growth. This claim concurs with various authors (Seppala & Cameron, 2017; Serrat, 2017) who mentioned that networks are an important alternative for individuals, groups, and organizations trying to influence practice. A positive network at work produces highly desirable results.

In addition, the very high level of finding one's calling is suggestive of the very high extent of teachers having meaningful and fulfilling lives. This claim is in line with various authors (Cook-Deegan, 2016; Jarret, 2019) wherein this passion reflects one's qualities in life and is associated with positive results such as vitality, productivity and positive mood. Finding one's calling requires dedication, commitment, personal meaningfulness and goal-directedness. Further, the very high level of managing stress suggests the very high extent of teachers taking few lifestyles appropriately and religiously. This is in line with various authors (Scott, 2019; Segal, 2019) who stated that stress management approaches include starting the day right, having a clear mentality, staying away from conflicts, being organized, not multitasking and listening to music. These approaches are challenging but entail positive changes for more productive connectivity at work for the upliftment of creativity and productivity.

The very high level of staying healthy is suggestive of the very high extent to which the teacher maintains good health and does not take place by accident and requires work, occasional check-ups and tests. This claim is in line with various authors (Merhar, 2015; Pilon, 2015) wherein a healthy worker increases productivity and will more likely to have higher job performance, lesser sick days and reduced healthcare costs. Workplaces have a greater impact on overall productivity and health. Lastly, the high level of maintaining perspective suggests that the teacher highly views things depending on experience. This is also in line with various authors (Entrepreneur Asia Pacific, 2019; Fierce, 2019) stating that to be successful, one must have master people skills – a key relationship that lies exclusively in one's ability to take various perspectives. It prompts people to reflect on what is important at all and the possibility that they do not dwell on bad moments which allows them to move on.

Table 2: Level of Teacher Professional Identity

Indicators	SD	Mean	Descriptive Level
Teacher professional identity - understanding	0.41	4.45	Very High
Teacher professional identity - educational levels	0.49	4.32	Very High
Teacher professional identity - profession	0.47	4.51	Very High
Teacher professional identity - factors	0.45	4.47	Very High
Overall	0.40	4.44	Very High

The very high level of teacher professional identity resulted from the very high levels of responses. The indicators professional identity – profession, teacher professional identity - factors, teacher professional identity – understanding, and teacher professional identity - educational levels were arranged from highest to lowest. The very high level of professional identity – the profession is indicative of the high extent to which the teachers do skilled work to achieve a useful social goal. The essential characteristic of a profession is the dedication of its members to the service they perform.

The very high level of teacher professional identity – factors is suggestive of the very high extent of processes that are influenced by a wide range of personal and contextual elements. This claim is in line with various authors (Avraamidou, 2014; Darling-Hammond, 2017; Henry, 2016; Leeferink et al., 2019; Yuan et al., 2019) stating that there are three factors that seem to have a stronger influence namely psycho-pedagogical training, the placement period during initial teacher training and the interaction with colleagues. Students attain great importance to the workplace learning process and social interactions with their mentors and other in-service teachers in different school settings.

Furthermore, the very high level of teacher professional identity–understanding is indicative of the very high potential of teachers to have a successful long-term career in the teaching profession. This is in line with various authors (Karousiou et al., 2018) stating that teachers’ professional identities influence not only their classroom practices, but also the way they implement educational policies. Teachers are confronted with wide-ranging expectations, including increased roles, and have to establish priorities if sustainable solutions are to be found. Lastly, the very high level of teacher professional identity - educational levels is indicative of the very high extent that teachers usually come from a professional background. This is aligned with the statements by various authors (Bolívar, 2007; Clandinin et al., 2015; Gomez et al., 2017) wherein teachers see themselves as professionals rather than teachers and have the need to learn teaching strategies, resources and issues regarding coexistence, values, etc. The identity learning process is so complex at that stage that the rate of early career attrition is significant.

The level of organizational commitment is interpreted accordingly to the obtained mean ratings of each organizational commitment. It can be gleaned from Table 3 that the level of organizational commitment resulted in an overall SD of 0.58 and an overall mean score of 4.08 described as High. This infers that organizational commitment is highly evident and important in the teacher’s professional identity. Mainly, it can be seen that the teachers are feeling a strong sense of belonging to their school. Further, the teachers

are feeling like ‘part of the family’ at their school. Additionally, teachers are afraid of what might happen in quitting their job without having another one lined up.

Data also revealed that teachers are feeling ‘emotionally attached’ to their school. Respondents also believed that the school has a great deal of personal meaning for them. Lastly, the teachers would be very happy to spend the rest of their career with their school.

Table 3: Level of Organizational Commitment

Indicators	SD	Mean	Descriptive Level
Would be very happy to spend the rest of my career with my school.	0.61	4.21	Very High
Enjoy discussing different issues about my school with people outside it.	0.91	3.98	High
Really feeling as if the school’s problems are my own.	0.97	3.80	High
Wanting to stay in the school that I do, whatever I have had other alternative opportunities.	0.69	3.93	High
Feeling like ‘part of the family’ at my school.	0.58	4.28	Very High
Feeling ‘emotionally attached’ to this school.	0.70	4.22	Very High
Believing my school has a great deal of personal meaning for me.	0.61	4.22	Very High
Do feeling a strong sense of belonging to my school.	0.60	4.34	Very High
Afraid of what might happen in quitting my job without having another one lined up.	0.89	4.27	Very High
Feeling it is very hard for me to leave my school right now, even if I wanted to.	0.70	4.13	High
Disrupting if I decided to leave my school now.	0.66	4.04	High
Losing high privileges to leave my school now.	0.80	4.04	High
Believing right now, staying with my school is a matter of necessity as much as desire.	0.69	4.14	High
Thinking that I have very few options to consider leaving my school.	0.70	4.17	High
Believing that one of the few serious consequences of leaving my school would be the scarcity of available alternatives.	0.87	4.09	High
Believing that one of the major reasons I continue to my school is that leaving would require considerable personal sacrifice-another school may not match the overall benefits I have here.	0.72	4.17	High
Thinking that teachers these days do not move from one school to another.	0.99	3.87	High
Believing that a person must always be loyal to his or her school.	0.71	4.10	High
Believing that jumping from school to school does not seem ethical to me.	1.05	3.77	High
Believing that one of the major reasons I continue to work in my school is loyalty which is important and therefore feel a sense of moral obligation to remain.	0.70	4.07	High
Believing that if I got another offer for a better job elsewhere, I would not feel it was right to leave my school.	0.88	3.89	High
Taught in believing in the value of remaining loyal to one school.	0.87	3.99	High
Believing it is better for me to stay in this school for my career.	0.92	3.99	High
Thinking that working as a teacher in my school is a sensible choice.	0.76	4.18	High
Overall	0.58	4.08	High

The high level of organizational commitment reveals the high importance of achieving effectiveness which in turn influences learning outcomes. This claim is in line with various authors (Bernaldez & Gempes, 2016; Hamid et al., 2013) stating that organizational commitment plays an essential role in establishing a unified effort within an organization. Thus, it is necessary for every individual in the organization to build up efforts in supporting the augmentation of commitment towards the organization. Moreover, the results of the study are also in line with various authors (Lekhetho, 2013; Saravanan & Vasumathi, 2015) who mentioned that commitments comprise behavioral terms that refer to what actions a commitment entails. For organizational commitment, the focal behavior is speculated to be keeping up organizational attachment.

Table 4.1: Significant Relationship between
 Workplace Resilience and Teacher Professional Identity

Workplace Resilience	Teacher Professional Identity				Overall
	TPI-U	TPI-EL	TPI-P	TPI-F	
LA	0.696 <.001	0.408 <.001	0.556 <.001	0.575 <.001	0.627 <.001
FOC	0.433 <.001	0.479 <.001	0.406 <.001	0.333 <.001	0.469 <.001
MP	0.487 <.001	0.637 <.001	0.423 <.001	0.357 <.001	0.542 <.001
MS	0.526 <.001	0.617 <.001	0.537 <.001	0.529 <.001	0.629 <.001
IC	0.566 <.001	0.448 <.001	0.594 <.001	0.580 <.001	0.618 <.001
SH	0.536 <.001	0.480 <.001	0.225 <.001	0.459 <.001	0.477 <.001
BN	0.576 <.001	0.491 <.001	0.637 <.001	0.593 <.001	0.650 <.001
Overall	0.774 <.001	0.733 <.001	0.670 <.001	0.687 <.001	0.810 <.001

Presented in Table 4.1 is the correlation between measures of workplace resilience and teacher professional identity. It can be seen from the table that the correlation gained an overall r-value of 0.810 with a p-value of 0.001 which is lower than the 0.05 level of significance. This indicates that there is a significant relationship between workplace resilience and teacher professional identity. Therefore, the null hypothesis of no significant relationship between workplace resilience and teacher professional identity is rejected. It can also be seen from the table that workplace resilience is significantly correlated to teacher professional identity, since the p-value is 0.001 and the overall r-value of living authentically is 0.627, finding one's calling is 0.469, maintaining perspective is 0.542, managing stress is 0.629, interacting cooperatively is 0.618, staying healthy is 0.477, and building networks is 0.650. Thus, the two variables are significantly associated.

Also, data revealed that teacher professional identity is positively correlated with workplace resilience as the indicators revealed the following r-values: teacher professional identity – understanding with 0.774, teacher professional identity – educational levels with 0.733, teacher professional identity – profession with 0.670, and teacher professional identity – factors with 0.687; and the p-value is 0.001. Thus, the two variables are significantly associated.

The correlation between the measures of workplace resilience and teacher professional identity revealed a significant relationship. This implies that workplace resilience is significantly correlated with teacher professional identity. The findings of this study are in line with the studies of various authors (Bosso, 2017; Shirazizadeh et al., 2019) stating that beyond solely being pedagogically competent, teachers can also be effective and resilient. Teachers' professional identity and sense of efficacy are closely related, and their resilience is correlated with their overall morale, motivation, and sense of moral responsibility toward their work. Reflection can help teachers become more resilient by elevating their morale and enhancing their sense of self and professional identity. Reflection helps teachers build and increase their confidence by helping them respect their pedagogical lives and experiences.

Table 4.2: Significant Relationship between
 Workplace Resilience and Organizational Commitment

Workplace Resilience	Organizational Commitment
LA	0.275 <.001
FOC	0.371 <.001
MP	0.615 <.001
MS	0.540 <.001
IC	0.260 <.001
SH	0.179 0.002
BN	0.229 <.001
Overall	0.513 <.001

Presented in Table 4.2 is the correlation between measures of workplace resilience and organizational commitment. It can be gleaned from the table that when workplace resilience is correlated with the measures of organizational commitment, the overall r-value results to 0.513 with a p-value of 0.001 which is less than the 0.05 level of significance. This signifies that workplace resilience has a significant relation with organizational commitment. Additionally, the indicator living authentically has the r-value of 0.275 with a p-value of 0.001, indicating that living authentically is imperative in

organizational commitment. Finding one's calling with an r-value of 0.371 and a p-value of 0.001 indicates that finding one's calling is a factor of organizational commitment. Maintaining perspective is also positively associated with organizational commitment with an r-value of 0.615 and p-value of 0.001, truly maintaining perspective is connected to organizational commitment. Managing stress with an r-value of 0.540 and a p-value of 0.001 indicates that managing stress is a factor of organizational commitment.

Likewise, the indicator interacting cooperatively has an r-value of 0.260 and a p-value of 0.001 which also indicates a positive association with organizational commitment. Staying healthy is also positively associated with organizational commitment with an r-value of 0.179 and p-value of 0.002, truly staying healthy is connected to organizational commitment. Lastly, building networks with an r-value of 0.229 and p-value of 0.001 reveals that building networks are a great contributor to organizational commitment.

The correlation between measures revealed that there is a significant relationship between workplace resilience and organizational commitment. This implies that workplace resilience is positively correlated with organizational commitment. The result of the study confirms with various authors (Jain & Kumar, 2017; Polat & İskender, 2018) who mentioned that if an organization wants to increase its employees' commitment, it must focus on its psychological capital by offering interventions that target its employees' hope, self-efficacy, resilience, and optimism. As resilience levels increase, people will become more committed to their organizations. Those more resilient will internalize the organization's rules and roles and desire to contribute to their organizations more than other members.

Table 4.3: Significant Relationship between Organizational Commitment and Teacher Professional Identity

	Teacher Professional Identity				
	TPI-U	TPI-EL	TPI-P	TPI-F	Overall
Organizational Commitment	0.526	0.553	0.477	0.448	0.568
	<.001	<.001	<.001	<.001	<.001

Table 4.3 reveals the results on the correlation between the measures of organizational commitment and teacher professional identity. Results revealed that the overall r-value of 0.568 has a p-value of 0.001 which is lower than the 0.05 level of significance. This means that organizational commitment has a significant relationship with teacher's professional identity.

Furthermore, it can also be gleaned from the table that the indicator teacher professional identity – understanding with an r-value of 0.526 and p-value of 0.001, implies that teacher professional identity – understanding is positively correlated to organizational commitment. Teacher professional identity - educational levels with an r-value of 0.553 and p-value of 0.001, reveal that teacher professional identity - educational levels are positively correlated to organizational commitment. In addition, the indicator teacher professional identity – profession with an r-value of 0.477 and p-value of 0.001

indicates a positive correlation with organizational commitment. Lastly, the indicator teacher professional identity – factors with an r-value of 0.448 has a p-value of 0.001 which also indicates a positive correlation with organizational commitment.

The correlation between the measures of organizational commitment and teacher professional identity revealed a significant relationship. This implies that organizational commitment is positively associated with a teacher’s professional identity. This claim is in line with various authors (Andrianto et al., 2018; Watkins, 2018) wherein understanding professional identity is crucial for understanding professional aspects such as commitment to the job or profession, future career, personal lives, emotions, and feelings. Professional identities and career phases also have an impact on teacher commitment. All three stages of a teacher's career might experience a loss of identity and a drop in their commitment to the school they are working in or the teaching profession during difficult times.

Table 5: Regression results of the variables in the criteria of the presence of mediating effect

Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.127	0.0261	0.888	0.858	4.87	< .001	13.1
Direct	c	0.841	0.0449	0.143	0.259	18.73	< .001	86.9
Total	c + a × b	0.968	0.0404	0.841	0.449	23.93	< .001	100.0

There are three steps to be met for a third variable to be acting as a mediator. In Table 5, these are categorized as Steps 1 to 3. In step 1, workplace resilience as the independent variable (IV) significantly predicts teacher professional identity, which is the dependent variable (DV) of the study. In step 2, workplace resilience significantly predicts organizational commitment, the mediator (M). In step 3, organizational commitment significantly predicts a teacher professional identity. Because the three steps (paths a, b and c) are significant, further mediation analysis through Medgraph is necessary, including the Sobel z test to assess the significance of the mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, full mediation will be achieved. It means all the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained, which implies that part of the independent variable (workplace resilience) is mediated by the mediator (organizational commitment) but other parts are either direct or mediated by other variables that are not included in the model. In this case, as gleaned in step 3 (denoted as c), the effect of workplace resilience on teacher professional identity was found to be non-significant after being mediated by organizational commitment. With this, full mediation took place since the effect was found to be significant at $p < 0.001$ level.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between workplace resilience and teacher professional identity. Specifically, organizational commitment was investigated as a possible mediating variable that could explain the effect of workplace resilience on

teacher's professional identity. Full mediation is found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on workplace resilience and teacher professional identity. Significantly, the present study on the relationship of workplace resilience and teacher professional identity has found relevance to the study of Tajfel (1978) wherein individuals define their own identities with regard to social groups and that such identifications work to protect and bolster self-identity. Specifically, the current study has found that organizational commitment is a positive and significant full mediator of workplace resilience and teacher professional identity and met the mediation guidelines.

The mediation analysis involved the path between workplace resilience and organizational commitment, and the path between organizational commitment and teacher professional identity. The findings confirmed the significant relationship between workplace resilience and teacher professional identity leading to support one of the authors of this study (Sedivy-Benton et al., 2018) who declared that a variety of events shapes a professional's personality and career trajectory. When forming a professional identity, there are some experiences that individuals cannot control that also affect them. These encounters frequently result in transformative learning and help teachers build resilience to advance in their chosen field. Thus, workplace resilience conveys good organizational commitment and teacher professional identity.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the very high level of workplace resilience, this study suggests that teachers to continue develop and nurture positivity, emotional intelligence, balance, spirituality and reflection activities between and among co-teachers, staff and students. To attain this, the schools may continue to create and conduct essential, effective and functional activities such as seminars and workshop on team building, stress management, mental health awareness, communication proficiency as part of the activities that need to be implemented on a regular basis. Spiritual activities like the conduct of annual retreats or recollection or even the practice of bible sharing or an activity which will also enrich the spiritual well-being of teachers as this will establish operative communication, grit, work network in building trust and open-mindedness in dealing with the profession in teaching.

With the very high level of teacher professional identity, the researcher recommends that activities in classes and in the school which will allow every teacher and school staff to become productive in the area of responsibilities may be sustained and from time to time be evaluated as to its purpose and direction. These activities may include the conduct of regular meetings (monthly) either by department or by work assignment. Being able to work with professional identity, allows its members to stay in touch with all the changes that the school may have and being able also to address any concerns or existing problems that the teachers may experience. There should always be rooms for teachers to be exposed to activities like planning, problem-solving and

decision-making or even trust-building so that the teachers will be motivated to stay and continue their services as teachers.

Another recommendation that can be adopted by school management is to allow the teachers the full use of communication tools available such as email, web-conferencing or school's own website for teachers to share whatever insights or knowledge for the good of the school, teachers and students. This is open to all school staff and teachers to be able to have better and continuous communication to all members. The different skills (support skills, problem-solving skills, listening and feedback skills, conflict management skills) from the members may be enhanced by allowing each member to share them across all departments in the school and may come up with shared recommendations or making a decision together through sustainable efforts by the school management to continue the best practices in class or in school, as a whole. The teachers may continue to work for continuous quality improvement (CQI) in areas where they belong. An evaluation process may be conducted by the school management in order to check what areas among the teachers need improvement or changes. The teachers are the second parents of the students and as such, they may be able to act with the highest degree of integrity, honesty, humility and dedication to their teaching assignments.

The high result of organizational commitment is shown in the best practices that the school has shown to all the stakeholders: the teachers, students and parents. Activities like regular meetings or dialogue with teachers, with students and parents allow a meaningful relationship among the stakeholders. The teachers may continue to communicate with the parents on the status of their children in the class. The Parent-Teacher Association (PTA) may be institutionalized or revived. This may include also giving information to parents on the achievements achieved by their children. In this case, the teachers may consider giving of awards or recognition to all deserving students for job well done in the class in the school as a whole. There is this feeling of ownership of the school where they are enrolled/studying as the teachers and the students show respect, trust and dedication in everything that they do in school. This feeling will transcend over to the family and to the community, thus creating a good image of the school.

On the full mediating effect of organizational commitment on the relationship between workplace resilience and teacher professional identity, the researcher recommends revisiting the school's vision, mission, goals and objectives and conducting an orientation or reorientation for all employees/teachers. This will enable the school to ask for a renewal of commitments from all the teachers given the VMG as an inspiration to all. The commitment of teachers in their jobs will transcend to the delivery of their services to the students and ultimately will flow up to the parents and to the community as a whole. The realization of the school's vision, mission and goals will all depend on how school management is sensitive to the needs of the teachers and students, after all, they are the people behind the success of the school.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of workplace commitment, a very high level of teacher professional identity and a high level of organizational commitment of teachers. There is a significant relationship between workplace resilience and teacher professional identity. There is also a significant relationship between workplace resilience and organizational commitment and a significant relationship between organizational commitment and teacher professional identity. The findings of the study clearly confirm the notion about the mediating effect of organizational commitment on the relationship between workplace resilience and teacher professional identity. There is a full mediation on the effect of organizational commitment on the relationship between workplace resilience and teacher professional identity.

The findings are supported by the anchor theory, the Social Identity Theory by Tajfel (1978) which explains that the creation of group identities involves both the categorization of one's in-group with regard to an out-group and the tendency to view one's own group with a positive bias vis-a-vis the out-group. The findings were interpreted as a general acceptance of the hypothesis.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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