



PROFESSIONAL IDENTITY AND ORGANIZATIONAL COMMITMENT AS PREDICTORS OF TEACHER SELF-EFFICACY IN PUBLIC SCHOOLS

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Abstract:

The primary aim of the study is to identify if professional identity and organizational commitment are predictors of teacher self-efficacy in public schools. Utilizing a non-experimental, quantitative-descriptive correlation technique, data were obtained from 300 public elementary school teachers in North and South districts, Baganga, Davao Oriental. 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 regression analysis. From the results of the study, it was found that there is a very high level of professional identity, organizational commitment, and teacher self-efficacy. Additionally, there is a significant relationship between professional identity and teacher self-efficacy. Further, there is also a significant relationship between organizational commitment and teacher self-efficacy. Finally, professional identity and organizational commitment can significantly predict teacher self-efficacy. The results imply that professional identity and organizational commitment are significant predictors of teacher self-efficacy.

Keywords: education, professional identity, organizational commitment, teacher self-efficacy, correlation, teachers, educational management, Philippines

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1. Introduction

Low teacher efficacy continues to be a problem wherein it results in teachers being limited to using poor teaching methods (Seneviratne, Abd Hamid, Khatibi, Azam, & Sudasinghe, 2019). Further, students' level of knowledge and maturity affect how teachers manage their classrooms. If one perceives that it will not be possible to meet his/her objectives, then it will generate different levels of fear and anxiety. This would lead to acquiring a negative teacher efficacy, which would generate negativity and frustration, which is reflected when he/she gives up before starting a task (Gamboa, Beltrán, Acuña-Condori, & Poma-Santivañez, 2021; Suico, 2021).

Self-efficacy is important for teachers as high self-efficacy helps to create a feeling of calmness in approaching difficult tasks. Teacher behavior can be predicted through teacher self-efficacy as efficacy beliefs affect stresses and experiences of individual anxiety, such as when teachers are busy with an activity (Arifin Arshad, Abdul Rahim, & Zahari, 2020). Also, teacher efficacy can predict students' motivation and performance. Teachers with high self-efficacy provide opportunities for student communication wherein they divide the class into small groups, allowing the opportunity for more individualized instruction (Nurindah Akil, & Jafar, 2019; Oliveira, Nascimento, Salles, Santos, P. C. C. D., Benites, & Folle, 2021).

Professional identity is influenced by teacher self-efficacy, which is one of the important factors in the education sector and career development. Teacher self-efficacy is also improved with the increase in professional identity, as self-efficacy is a product of increased learning and knowledge enhancement. Relatedly, professional identity affects professional development and teacher self-efficacy, as teachers with a positive perception of professional identity will ignore unpleasant working conditions. High levels of professional identity can promote motivation to learn and mastery of education skills, which help teachers attain academic success and maintain a high level of teacher self-efficacy (Chen, Zhong, Luo, & Lu, 2020; Zhang, Hassan, & Yan, 2021).

Moreover, teacher self-efficacy and organizational commitment develop teacher well-being and engagement in the classroom. Teachers with a high level of organizational commitment and self-efficacy are more realistic to capabilities where they work, and, at the same time, assist student accomplishment and success. Similarly, there is a significant relationship between teacher self-efficacy and organizational commitment. High levels of teacher self-efficacy portray teacher conscientiousness regarding effective performance of teaching responsibilities (Habib, 2019; Shu, 2022).

Teachers who are emotionally attached to the teaching profession and their professional identity devote more time and energy to student learning. Thus, teachers with a high level of organizational commitment can improve student learning outcomes. Teacher self-efficacy and professional identity can then influence the professional commitment of teachers (Jia & Derakhshan, 2023). Additionally, as a teacher's professional identity increases, the level of teacher self-efficacy increases as well. Teacher

self-efficacy is related to educational issues such as persistence, enthusiasm, organizational commitment, and instructional behavior (Moslemi & Habibi, 2019).

2. Literature Review

There is a review of related literature, which is discussed in support of the study. On professional identity, professional identity influencing factors involve a process influenced by a vast range of personal and contextual elements. There are three factors that have a strong influence towards teachers namely: psycho-pedagogical training, the placement period during initial teacher training, and the interaction with colleagues. Teachers achieve great importance to the workplace learning process and social interactions with their mentors and other in-service teachers in different school settings (Leeferink, Koopman, Beijaard, & Schellings, 2019; Rodrigues & Mogarro, 2019; Yuan, Liu, & Lee, 2019).

In terms of professional identity educational levels, the professional identity construction process finds crises in various scenarios. In the early stages, dilemmas are consequences of personal and academic development. At higher education levels, teachers face crucial moments that are related to economic issues, trends, and the perception of teaching as a job that is fitting for those who cannot get into other professions. Further, early childhood education and primary education teachers are usually enrolled in such degrees as their first option. Meanwhile, secondary and higher education student teachers usually come from a professional background wherein they feel strongly identified with their professions (Chen, Zhong, Luo, & Lu, 2020; Keary, Babaeff, Clarke, Garnier, 2020; Schaefer & Clandinin, 2019).

In organizational commitment, affective commitment is the emotional attachment of the people to the organization and a conviction in its values. It is the organizational commitment that is based on the emotional connections the workers cultivate with the organization, principally through helpful job experiences. People can work diligently, accept the goals and objectives of their employers, and contribute to the success of the organization with the help of affective commitment. Affective commitment should lead to greater levels of dedication, happiness, and retention at work (Hashmi, Ahmad, & Nawaz, 2021; Khan & Iqbal, 2020; Ullah, Kamran, Akram, Nawaz, & Rehman, 2021).

On the other hand, continuance commitment is demonstrated by the relationship between the employee and the company, which is based on the rewards they receive and the risks they may face if employees quit. Only when rewards are delivered in line with their expectations will employees be motivated to put up their best effort? Employees believe they need the task done now since it is in agreement with the results achieved. Signs of ongoing commitment include: expecting a profit if you survive, needing to continue with the company, thinking about leaving the company, and heavily abandoning the organization (Hadi & Tentama, 2020; Mukmin, 2023).

On teacher self-efficacy, teacher personal values are important predictors of teacher efficacy. Conservation is positively related to teacher efficacy for motivation.

Teacher efficacy for motivation and curriculum plays an important role and has a direct impact on teaching and learning. A variety of training programs can be created together with various initiatives that improve understanding of employee rights to strengthen teacher efficacy for motivation (Aytac, 2021; Barni, Danioni, & Benevene, 2019).

Lastly, teacher efficacy for classroom management is the teachers' confidence in their capabilities to manage student behavior. There is a positive correlation between teacher efficacy in classroom management and positive strategies. Teacher efficacy for classroom management is also teacher judgment of capability to successfully perform classroom management tasks such as setting classroom guidelines and controlling behavior. It is an important aspect of teacher professional competence and, at the same time, is a predictor of effective classroom management strategies (Lazarides, Watt, & Richardson, 2020; Wettstein, Ramseier & Scherzinger, 2021).

This study was anchored in Social Cognitive Theory by Bandura (1997), wherein the major determinants of the choices teachers make are their self-efficacy judgments, as self-efficacy cognitions are portrayed in both exercise and performance. It emphasizes social influence, and external and internal social reinforcement. The theory looks into a person's past experiences, which factor into whether behavioral action will occur. It suggests that such past experiences influence reinforcements, expectations, and expectancies. The goal of the theory is to explain how people regulate their behavior through control to achieve goal-directed behavior over time.

This study was supported by the Social Identity Theory by Tajfel (1978), which posits that individuals define their own identities with regard to social groups and that such identifications work to protect 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. 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 and out-group categorizations strategically framed to maximize self-evaluations.

This study was also supported by the Theory of Organizational Commitment by Meyer and Allen (1997), which highlights that commitment is experienced in three mindsets namely: affective, normative, and continuance commitment. Affective commitment is based on the emotional ties the employee develops with the organization. Normative commitment is based on the perceived obligation towards the organization. Continuance commitment is based on the perceived costs of leaving the organization. The theory predicts important employee outcomes such as turnover and citizenship behaviors, work performance, absenteeism, and tardiness.

3. Material and Method

Out of the 485 total number of public elementary school teachers in North and South districts, Baganga, Davao Oriental, 300 respondents were identified as the sample size of

the study. To ensure the representation of a sample where the population is less than 1,000, a sample size of 300 or a ratio of 30% is advisable (St. Olaf College, 2024).

Stratified random sampling was employed in the study such that all public elementary school teachers under Baganga North and South had the chance to be selected and considered for inclusion in the final sample. The basis for the stratification was the respondents' shared attributes or characteristics, such as educational attainment and number of years in teaching (Hayes, 2024). The respondents were chosen accordingly to answer the questionnaire with confidentiality

As part of the inclusion criterion in the selection of the respondents, only public elementary school teachers who are employed in SY 2024-2025 in the public schools in North and South Districts, Baganga, Davao Oriental and whose plantilla numbers are in the Department of Education were included as samples as they were the only one who were fitted to the criteria and who can answer the questions in the survey questionnaire of the study. Other teachers who are not teaching in public elementary schools, even if assigned to the identified areas of the study, were excluded as respondents for, they were in different work environments and supervision. Also, teachers who are working in junior and senior high schools, including those teaching in private schools, even if assigned in the identified areas of the study and including those teachers who hold managerial or supervisory positions, are excluded from the study. For the withdrawal criteria, 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 feel uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

There were three sets of questionnaires to be used in the study. The first questionnaire for the first independent variable of professional identity was adapted from Teachers' Professional Identity: Validation of an Assessment Instrument for Preservice Teachers by Gracia, Rodríguez, Pedrajas, & Carpio (2021), which was subjected to validation by the 4 internal validators and 1 internal validator and was modified to fit into the study. It has 4 indicators: teacher professional identity-understanding, teacher professional identity-educational levels, professional identity-profession and teacher professional identity factors. The next set of questionnaires for the second independent variable, organizational commitment, has 3 indicators: affective commitment, continuance commitment and normative commitment. It was adapted from Meyer and Allen's Model of Organizational Commitment: Measurement Issues by Jaros (2007). It was modified to fit into the study and was subjected to the validation of the experts. On the other hand, the third questionnaire, which is the dependent variable, teacher self-efficacy, was adapted from The Teacher Efficacy Scale: A Reliability and Validity Study by Nie, Lau & Liau (2012). It was modified to fit into the study. It has the following indicators: instruction, motivation, and classroom management. The

consolidated results from the validation of the experts obtained an average weighted mean of 4.24 which has a verbal description of very good.

The 5-point Likert scale was used in interpreting responses on professional identity, organizational commitment and self-efficacy, with the following range of means with its descriptions 4.20 – 5.00 or Very High, which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. Pilot testing was conducted and reliability of the scales was established using the Cronbach alpha coefficient with the results of results of 0.977 for Professional Identify, 0.963 for Organizational Commitment and 0.973 for Teacher Self-Efficacy. The study covered the period February 2024 - October 2024.

The quantitative, non-experimental design of research using correlational technique was used in this study. 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 examined the strength of associations between variables by looking at how change in one variable was correlated with change in the other variable (Creswell, 2014). Furthermore, the researcher obtained numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between professional identity, organizational commitment and teacher self-efficacy.

In the conduct of the study, the researcher followed a systematic procedure. The researcher sought permission from the school's division superintendent, then from the district supervisors and school heads of the 300 teachers who became respondents of the study. Also, before the actual data collection, the researcher secured a Certificate of Compliance from UMERC (UMERC# 2024-301) to ensure compliance with some ethical considerations in research. For the fast facilitation of the survey questioner, the researcher utilized the online mode of survey through the use of Google Forms. Then, the researcher immediately visited the concerned school heads of the identified schools as part of the courtesy call and discussed the plan for the conduct of the online survey. After the retrieval of the questionnaires, the data was collated and tabulated and the appropriate statistical tools were employed by the statistician to derive the necessary data for interpretation and further analysis. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: mean was used to determine the level of professional identity, organizational commitment and self-efficacy in answer to the research objectives 1, 2 and 3. Pearson r was applied to determine if the relationships are significant between professional identity, organizational commitment and self-efficacy in answer to research objective number 4. As to objective number 5, regression was used to

determine whether professional identity and organizational commitment predict teacher self-efficacy.

All the teachers are the primary beneficiaries of the study, and the results of this study can help the teachers since the findings of this study will give them new information about professional identity, organizational commitment and self-efficacy. The study utilized the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism to happen in the whole duration of the study. The study had no conflict of interest since the researcher has no relationship to the respondents of the study, there was no deceit and everything that was written and reflected was true and underwent validation. No person is authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Professional Identity

Items	SD	Mean	D.E.
TPI Understanding	0.43	4.48	Very High
TPI Educational Levels	0.52	4.37	Very High
TPI Profession	0.44	4.44	Very High
TPI Factors	0.49	4.52	Very High
Overall	0.42	4.45	Very High

The very high level of TPI factors implies that for teachers, learning through experiences with other teaching professionals is necessary. Moreover, the acquisition of new methodologies and the utilization of educational resources is of high importance for the teachers. The result is aligned with the authors' statements (Leeferink, Koopman, Beijaard, & Schellings, 2019; Rodrigues & Mogarro, 2019; Yuan, Liu, & Lee, 2019) that professional identity factors involve a process influenced by a vast range of personal and contextual elements. Teachers achieve great importance to the workplace learning process, and social interactions with their mentors and other in-service teachers in different school settings.

In addition, the very high level of TPI educational levels implies that the teachers believe that there is a common purpose, which is the education and the training of people. In addition, the teachers believe that there are different teaching functions at each stage. The result is in coherence with the claim of the authors (Chen, Zhong, Luo, & Lu, 2020; Keary, Babaeff, Clarke, Garnier, 2020; Schaefer & Clandinin, 2019) who stated that teachers face crucial moments that are related with economic issues, trends, and the perception of teaching as a job that is fitting for those who cannot get into other professions. Teachers usually come from a professional background wherein they feel strongly identified with their professions.

Table 2: Level of Organizational Commitment

Items	SD	Mean	D.E.
Affective Commitment	0.45	4.40	Very High
Continuance Commitment	0.58	4.22	Very High
Normative Commitment	0.57	4.23	Very High
Overall	0.49	4.28	Very High

The very high level of affective commitment implies that the teachers feel like a part of the family at their respective schools. Additionally, the teachers believe that their respective schools hold a significant personal meaning for them. The result is aligned with the authors (Hashmi, Ahmad, & Nawaz., 2021; Khan & Iqbal, 2020; Ullah, Kamran, Akram, Nawaz, & Rehman, 2021) stating that people can work diligently, accept the goals and objectives of their employers, and contribute to the success of the organization with the help of affective commitment. Affective commitment leads to greater levels of dedication, happiness, and retention at work.

Moreover, the very high level of continuance commitment implies that the teachers find it very hard to leave their respective schools right now, even if they want to. Relatedly, the teachers know what might happen if they quit their jobs without having another one lined up. The result is consistent with the claim of the authors (Hadi & Tentama, 2020; Mukmin, 2023), who mentioned that continuance commitment is demonstrated by the relationship between the employee and the company, which is based on the rewards they receive and the risks they may face if employees quit. Only when rewards are delivered in line with their expectations will employees be motivated to put up their best effort? Employees believe they genuinely need the task done now since it is in agreement with the results achieved.

Table 3: Level of Teacher Self-Efficacy

Items	SD	Mean	D.E.
Efficacy for Instruction	0.52	4.48	Very High
Efficacy for Motivation	0.46	4.61	Very High
Efficacy for Classroom Management	0.52	4.47	Very High
Overall	0.46	4.52	Very High

The very high level of efficacy for motivation implies that the teachers reach the most difficult students. In addition, the teachers motivate students who show low interest in schoolwork. The result is consistent with the claim of authors (Aytac, 2021; Barni, Danioni, & Benevene, 2019) stating that teacher efficacy for motivation plays an important role and has a direct impact on teaching and learning. A variety of training programs can be created together with various initiatives that improve understanding of employee rights to strengthen teacher efficacy for motivation.

Similarly, the very high level of efficacy for classroom management implies that the teachers make their expectations clear about student behavior. Moreover, the teachers get students to follow classroom rules. The result is aligned with the authors' statements (Lazarides, Watt, & Richardson, 2020; Wettstein, Ramseier, & Scherzinger, 2021) wherein

teachers with the efficacy for classroom management have the capability to successfully perform classroom management tasks such as setting classroom guidelines and controlling behavior. It is an important aspect of teacher professional competence and, at the same time, is a predictor of effective classroom management strategies.

Table 4: Significance of the Relationship Between Professional Identity, Organizational Commitment, and Teacher Self-Efficacy

	Professional Identity	Organizational Commitment	Teacher Self-efficacy
Professional Identity	1	.725**	.771**
Organizational Commitment	.725**	1	.658**
Teacher Self-efficacy	.771**	.658**	1

The correlation between measures revealed that there is a significant relationship between professional identity and teacher self-efficacy. Relatedly, organizational commitment is significantly associated with teacher self-efficacy. This is aligned with authors (Chen, Zhong, Luo, & Lu, 2020; Shu, 2022) who mentioned that professional identity is influenced by teacher self-efficacy, which is one of the important factors in the education sector and career development. Teacher self-efficacy is also improved with the increase in professional identity, as self-efficacy is a product of increased learning and knowledge enhancement. There is also a significant relationship between teacher self-efficacy and organizational commitment. High levels of teacher self-efficacy portray teacher conscientiousness regarding effective performance of teaching responsibilities.

Table 5: Multiple Regression Analysis of Professional Identity and Organizational Commitment as Predictors of Teacher Self-Efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.669	.178		3.767	.000
	Professional Identity	.673	.057	.618	11.817	.000
	Organizational Commitment	.199	.050	.210	4.019	.000
	R	.784				
	R²	.615				
	F	236.911				
	P	.000				

a. Dependent Variable: Teacher Self-Efficacy

The overall result of the regression analysis on professional identity and organizational commitment as predictors of teacher self-efficacy revealed that professional identity and organizational commitment significantly predict teacher self-efficacy. The result of the study confirms the authors (Moslemi & Habibi, 2019; Zhang, Hassan & Yan, 2021) stating that professional identity affects professional development and teacher self-efficacy as teachers with a positive perception of professional identity will ignore unpleasant working conditions. High levels of professional identity can promote motivation to learn

and mastery of education skills, which help teachers attain academic success and maintain a high level of teacher self-efficacy. As a teacher's professional identity increases, the level of teacher self-efficacy increases as well. Teacher self-efficacy is related to educational issues such as persistence, enthusiasm, organizational commitment, and instructional behavior.

5. Recommendations

The following recommendations are forwarded based on the results of the study. On the very high level of professional identity, organizational commitment and teacher's self-efficacy, the researcher recommends that all stakeholders involved in the operation of the school may continue their efforts to maintain and sustain the existing practices, policies and prevailing atmosphere surrounding the workplace. 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.

On the very high level of professional identity, it is recommended that the researcher recommends that schools may invest in specialized professional development programs that focus on improving teachers' skills in collaborating with colleagues and engaging with parents effectively. Also, school heads can foster a school culture that promotes collaboration among teachers and between teachers and parents. This may prosper by encouraging open communication channels and recognize and rewarding collaborative efforts. More importantly, teachers can take advantage of professional development opportunities to improve collaboration skills. Attend workshops, seminars, or courses that focus on effective teamwork and communication, collaboration and decision-making.

Another recommendation which can be adopted by school management is to allow the teachers the full use of communication tools available, such as email, web-conferencing or the 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 with 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 a shared recommendation or make decisions together through sustainable efforts by the school management to continue the best practices in class or in school, as a whole

The very 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, 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 the giving of awards or recognition to all deserving students for the job well done in the class in the school as a whole.

The very high level of self-efficacy of teachers means that schools show quality performance wherein students can already profit from quality education. However, schools still need continuous improvement to support the learning process. School educators, administrators, parents and students may need to work collaboratively since their relationships are building blocks of effective teaching and student success. The teachers may also be exposed to trainings such as In-service Training for Teachers (INSET) and School Learning Action Cell (SLAC) sessions that can motivate them to deliver classroom instructions that facilitate collaborative and interactive learning processes in order for the learners to achieve high-quality performance.

Activities like regular meetings or dialogue with teachers, 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. This may include also giving information to parents on the achievements achieved by their children. More collaborative efforts to involve all stakeholders in the academe may be resorted to in order to continuously establish good working relationships between and among the state, the government, the school, the parents and most especially, the students.

On the result of the correlations between professional identity, organizational commitment and self-efficacy, 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 is 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. 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.

Lastly, for future researchers, a mixed-method quantitative study may be used to thoroughly investigate the complex connections between professional identity, organizational commitment and teachers' self-efficacy. A mixed-method inquiry of this type can provide a more in-depth understanding of the dynamics at work in educational environments and provide useful insights for both theory and practice. Also, another quantitative study may be conducted in other regions on a larger population using structural equation modelling or with the use of mediating variables to determine if the results of the study are affected by other variables. Further, qualitative studies may be conducted to gain a deeper understanding of the experiences and perceptions of teachers.

6. Conclusion

In reference to the results of the study, conclusions are drawn in this section. There is a very high level of professional identity, organizational commitment, and teacher self-efficacy. Additionally, there is a significant relationship between professional identity and teacher self-efficacy, and a significant relationship between organizational commitment and teacher self-efficacy. Finally, professional identity and organizational commitment can significantly predict teacher self-efficacy. The conclusions of the study are supported by the Social Cognitive Theory by Bandura (1997), wherein the major determinants of the choices teachers make are their self-efficacy judgments, as self-efficacy cognitions are portrayed in both exercise and performance. The results of the study are further substantiated by the Social Identity Theory by Tajfel (1978) and the Theory of Organizational Commitment by Meyer and Allen (1997).

Moreover, the results of the study imply that for teachers, learning through experiences with other teaching professionals is necessary. In addition, the teachers feel like a part of the family at their respective schools. Relatedly, the teachers are able to reach the most difficult students. In addition, professional identity is positively linked with teacher self-efficacy. Similarly, organizational commitment is significantly associated with teacher self-efficacy. Finally, the results imply that professional identity and organizational commitment are significant predictors of teacher self-efficacy.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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