

The Mediating Effect of Sense of Efficacy on the Relationship Between Instructional Practices and Organizational Commitment of Teachers

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Abstract— The primary objective of this study was to determine the role of teacher self-efficacy in mediating the relationship between teachers' instructional practices and organizational commitment. The study used a correlational technique in a quantitative, non-experimental design. The respondents were the public secondary school teachers of Carmen District of Davao del Norte Division. Mean, Pearson-r, and Path Analysis were used in determined the study's finding. Moreover, adapted survey questionnaires were used for instructional practices, organizational commitment, and teacher self-efficacy. Results revealed that level of instructional practices, organizational commitment, sense of efficacy were very high. There was a significant relationship between instructional practices and sense of efficacy, and there was also significant relationship between instructional practices and organizational commitment. Furthermore, there was a significant relationship between sense of efficacy and organizational commitment. The outcome model indicated an outstanding correlation and pointed out that a sense of efficacy strongly influenced instructional practices and organizational commitment. The Mediating Effect: Path Analysis for this study revealed that teacher self-efficacy partially mediates the relationship between instructional practices and organizational commitment.

Keywords— teacher self-efficacy, instructional practices, organizational commitment, regression analysis, Philippines.

I. INTRODUCTION

Problems on organizational commitment occurred in schools due to school heads' leadership practices, which brought pressures among teachers (Farooqi, & Akhtar, 2017). According to a study, school organizational commitment issues typically occur when teachers and staff demonstrate inconsistent behavior, a lack of trust, and a weak and unsupportive principal (Weller & Hartley, 2017). Consequently, the principal's practices, qualities, and behavior may also determine the organizational commitment that can strengthen or hinder organizational success. In the Philippines, as mentioned by Palma (2006), Educators have long understood that school administrators' leadership can keep schools from functioning productively. The way administrators engage with their teachers by fostering different leadership practices is considered a key factor in leading. However, it is commonly observed that teachers' and principals' conflict are due to misunderstanding, which affects the teachers' organizational commitment.

Hence, maintaining organizational commitment is very necessary to achieve a fruitful work performance. The school as an organization provides the necessary stimulus for the learning experience. The child spends most of his time at school, where his environment has a distinct effect on his performance via curricula, teaching techniques, and relationships (Lawrence & Vimala, 2016).

Organizational commitment refers to teachers' efforts to ensure that learning occurs in schools that promote student safety and health. This effort may include the physical plant, the academic environment, the availability of physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and a validity assessment (Mick-Zais, 2018).

Moreover, Sharma (2017) stated that instructional practices of school principals could be determined by the various programs and projects that they implement within the school. Their practices also reflect the environment and their commitment to the school community to which they belong. Meanwhile, having a strong organizational commitment would mean that the school head is implementing positive instructional practices.

Though existing studies correlate instructional practices with other variables, those studies were done in foreign settings. The researcher has not come across similar studies on the mediating effect of teacher sense of efficacy on the relationship between instructional practices and organizational commitment in the local setting. Importantly, these studies dealt only with two variables, while this research covers three variables, including their specific domains, making this study differ from those in the foreign setting. For this reason, the researcher is interested in determining whether a teacher's sense of efficacy helps mediate the relationship

between instructional practices and organizational commitment. As a result, this study can help teachers and administrators identify the specific domain of instructional practices which may significantly influence organizational commitment and use this data to help administrators maintain a good learning atmosphere.

II. LITERATURE REVIEW

Instructional Practices

The instructional practices of school leaders are critical to the effectiveness of an educational institution, from goal setting to goal achievement. Numerous scholars have attempted to interpret instructional leadership in a variety of ways. Peretomode (2017) emphasized the critical nature of instructional practices in schools to successfully implement school programs successfully, objectives, and educational goals. Additionally, Sharma (2017) stated that instructional practices are an effective initiative of school principals that can be determined by their characteristics, such as communication skills, comfort, empathy, decision-making, influence, self-management, time management, and commitment.

The literature on instructional practices emphasized school heads' different leadership roles in implementing monitoring and evaluation relative to instruction. This helped the study discuss findings of the level of instructional methods.

Organizational Commitment

Organizational commitment is a positive, affective attachment to work. When this object is attached, commitment results from the satisfaction associated with the job. Professional commitment refers to the sense of commitment shared by members of a group to their profession. This area of commitment requires two critical components: pride in one's profession as a teacher and a strong desire for professional development (Shashi, 2017).

Commitment is required for the organization. Cox (2018) asserts that effective educators must be committed to their students and their profession. This includes following rules and regulations and upholding the principles and requirements of the teaching profession. It aids in distinguishing those who are committed to their work from those who are not. Individuals engaged are dedicated to their students and schools and their profession as lifelong learners. Diverse individuals may identify various factors affecting work implementation, including the quality of assigned tasks, the quality of school leaders, the availability of material resources, students' commitment to their learning, community involvement, the qualities of a teacher, and

the organization in which they work. However, the responsibility of non-teaching personnel cannot be assumed in the context of work implementation. Without such commitment, any implementation effort will inevitably fail.

Accomplishing the organization's goals for change implementation or realization requires a better understanding of the nature and development of a worker's commitment. They are the only ones who can transform purposes into action and thus must be concerned with the worker's effectiveness in doing so (Hussen, Tegegn, & Teshome, 2016).

Meanwhile, Sawhney (2016) stated that workers play a critical role in the educational system. Indeed, no one is more responsible for propelling a country forward in the race toward modernization while also imbuing the young with character than teachers. All planning, construction, equipment, instructional material, and organization efforts may fail if the appropriate teachers are not present. Only employees with the necessary academic background, professional competence, and personal characteristics are expected to practice the fundamental principles that form the bedrock of a sound and progressive educational system.

As an alternative to this notion, Holliman (2019) documented the relationship between interpersonal conflict participation activities and organizational commitment outside of the classroom, as well as innovation. Increases in teaching experience were found to be negatively associated with organizational commitment. The interpersonal conflict was associated with a lack of organizational commitment. Participation in extracurricular activities was only marginally related to organizational commitment, whereas support for innovation significantly affected teachers' commitment. Conflict within an organization may indicate a lack of commitment to achieving the organization's goals.

Additionally, Hussen, Tegegn, and Teshome (2016) discussed how non-teaching personnel is viewed as trusted professionals tasked with shaping the current generation for the future through the teaching and learning process. Committed professionals should constantly adopt new teaching methods that consider how individuals learn and make learning more efficient. This is only possible if teachers demonstrate a commitment to their profession by improving guided and self-directed learning.

However, little was known about teachers' perspectives on these topics. Shashi (2017) emphasized the teacher's critical role in helping learners develop a positive

attitude toward learning. This requires their dedication to the job. A dedicated teacher is more focused and invested in their profession. At times, teachers are assumed to be dedicated and committed to their careers, but this is not always the case. It has occasionally been observed that even when teachers choose their line of work voluntarily, commitment tends to wane after a while. Reduced commitment reduces school effectiveness and results in teachers being less successful in their professional performance or, in extreme cases, leaving the profession.

It is widely accepted that the quality of education is directly related to the teachers. There is a lack of clarity in the available literature regarding teacher educators' pedagogical beliefs and professional commitments as teachers. The importance of teacher commitment appears to be universally emphasized and highlighted in educational circles and forums. The challenging problem that teachers and educators face in this study is how pedagogical beliefs affect teachers' professional commitment to the maximum extent possible (Isaiah, 2017).

Teacher Self-Efficacy

When incentives are tied to outcomes, they are ineffective. It was concluded that children in schools do not understand which behaviors will result in improved test-score performance and are thus better served by incentives tied to inputs rather than outcomes. Teachers' self-efficacy is being developed following their work performance. They can perform better at work when they have a high sense of self-efficacy (Fryer, 2018). Teachers' self-efficacy can be measured by their ability to influence decision-making. This can also be seen in the way teachers make decisions. Teachers play an essential role in their students' learning by interacting with them. They show interest in them, listen to their thoughts and ideas, take the time to meet their needs, manage their behavior, and use both rewards and punishment (Tomul, Elick & Tas, 2017).

Furthermore, teachers' self-efficacy can be determined by influencing school resources. Effective teachers, whose goal is the full development of their students, assess the learning environment and materials in the classroom to ensure that they are appropriate for the student's needs and make the necessary adjustments and variations. Furthermore, it is emphasized that teachers must have the knowledge and skills to persuade students to use school resources to achieve quality education (Akalin & Sucuoglu, 2017). Similarly, instructional self-efficacy can manifest teacher self-efficacy. According to Gill (2018), the primary purpose of instructional self-efficacy is to make it easier to implement various

teaching methods and techniques. This is to find a variety of teaching strategies to help students take more responsibility for their learning and improve the teaching-for-learning process. The key is to create more interactive learning environments, incorporate technology into the learning experience where appropriate, and use collaborative learning strategies when appropriate.

Meanwhile, disciplinary self-efficacy is another indicator of self-efficacy. Classroom management systems are most effective when they adhere to basic self-discipline principles that empathize with student behavior, promote active learning and student development, and identify student behaviors (Bradshaw, 2017).

To enlist the involvement of parents, teachers' self-efficacy can be considered through efficacy. According to Tomlin (2018), parents should support their teachers' teaching techniques, extend classroom activities and learning opportunities at home, and volunteer when needed. On the other hand, teachers should provide the best education possible for young children. They should be loving and caring individuals who respect children, know child growth and development, and exhibit a professional demeanor in the classroom (Allman, 2012; Schultz, 2017).

The ability to enlist community involvement is one of the indicators of self-efficacy. According to Schwartz (2017), developing partnerships between parents and teachers is dependent on teachers listening to parents and parents taking the time to understand where teachers are coming from. The more dissatisfied parents are, the less likely they will participate in their children's education. Meanwhile, the fewer teachers feel heard, the more likely they will stop communicating with parents.

III. METHOD AND MATERIALS

3.1 Research Design

This study employed a quantitative descriptive-correlational design to determine correlations between variables via multiple regression analysis. This is a method for gathering and analyzing data from various sources systematically. This required the application of computational, statistical, and mathematical tools. It is conclusive because it will attempt to quantify the problem and determine its prevalence by looking for results projected to a larger population (Labaree, 2017).

3.2. Participants

The respondents of the study were the secondary school teachers of Carmen, Davao del Norte. These respondents were composed of three hundred fifty-five

(355) teachers. These groups answer the survey questionnaires pertaining to the self-efficacy of teachers, organizational commitment, and instructional practices.

IV. RESULTS AND DISCUSSION

Level Instructional Practices

The level of instructional practices is very high. The very high level of instructional practices was due to the very high ratings given by the respondents on all its indicators. These indicators received a very high rating because of the teacher respondents' extremely high ratings for specific instructional practices. This means that school leaders cover classes for teachers until a late or substitute teacher arrives, reinforce superior teacher performances in staff meetings, newsletters, and, or memos, and set aside time during faculty meetings for teachers to share ideas or information from in-service activities.

The findings must bear with the standpoint of Kaner and Berger (2017), they pointed out that school heads encourage full participation, promote mutual understanding, and cultivate shared responsibility to support everyone. This enables teachers to search for inclusive solutions and build sustainable agreements to improve their respective tasks. Also, this has something to do with the Omogbehin (2013) idea that leaders consider the importance of monitoring to enhance the learning of students. The data will be analyzed by the school heads in a manner that identifies defective areas that will be given action to improve achievement.

Level of Organizational Commitment

The level of organizational commitment is very high. Contributory to the very high level of organizational commitment was due to the very high ratings given by respondents to all its indicators. The statements that contribute to the very high rating are enjoying discussing my organization with other people, considering that one's organization has a great deal of personal meaning to me, and believing in the value of remaining loyal to one organization. This finding is consistent with Cox's (2018) assertion that commitment helps distinguish those who are devoted to their profession from those who are not. Individuals who are committed are not only committed to their students and their schools, but also their work as lifelong learners. Additionally, the contention of Ibrahim (2017) is aligned with the findings as he relates the employees who are committed to remaining in an organization because of the investment that they have, such as retirement relationships with colleges or things special to the organization. It is a kind of investment in the values of the employees and the organization, which are

not connected through work but ensure certain continuity within the organization.

Level of Sense of Efficacy

The level of sense of efficacy is very high. The very high result showed that all the item statements in the sense of efficacy were described as very high. However, the top three highest item-statements, which are contributory to the very high rating, are: being able to get students to believe they can do well in schoolwork; being able to calm a student who is disruptive or noisy and being able to help students value learning.

With this result, it is closely related to the points made by Akalin and Sucuoglu (2017), who emphasized that school leaders can influence teachers to become effective, whose goal is the total development of students, assess the learning environment and classroom materials that are appropriate for students' needs, and make necessary adjustments and variations. Additionally, Gil (2018) argues that efficiency is critical for creating more interactive learning environments, incorporating technology into the learning experience where appropriate, and utilizing collaborative learning strategies.

Significance of the Relationship between Levels of Instructional Practices and Organizational Commitment

Among instructional practices and organizational commitment, there is a strong correlation. The finding corroborates House's (1996) Path-Goal Theory, which postulated that a leader's practices influence subordinates' satisfaction, motivation, and performance, ultimately leading to people becoming committed to their jobs. The Path-goal theory evolved around a causal relationship between the leader's practices and the commitment of subordinates as demonstrated by their satisfaction, motivation, and performance. This could also mean that leaders' instructional practices in the organizational environment strengthen their dedication.

Further, the findings concern the contention of Spencer (2018), who specified that instructional practices of school heads might determine the kind of instructional leadership they implement in schools. Leaders must demonstrate and establish suitable practices for members to follow, and create a pleasant learning environment and enhance commitment, if they are to get the desired outcomes from their members.

Significance of the Relationship between Levels of Instructional Practices and Sense of Efficacy

There is a strong correlation between instructional practices and efficacy perceptions. The outcome is

consistent with Hosani's (2015) assertion that the principal, as an instructional leader, is an actor who plays a critical role in influencing and improving teachers' sense of efficacy. To accomplish this, the school principal must implement practices that achieve this goal. In effect, a school can function productively, enjoy, and experience a high level of student performance and teacher commitment if the school's leadership maintains a positive organizational culture that motivates everyone to work for the school (Hosani, 2015). Relatively, it could be noted that findings are in line with the statements of various authors (Gagne & Deci, 2016; Konczak, 2000; Spreitzer, 1995), leaders who implement instructional practices frequently create a supportive organizational environment that satisfies teachers as followers. The organizational environment is a psychological state experienced by employees when they feel a sense of meaning, competence, autonomy, and impact at work.

Significance on the Relationship between Level of Sense of Efficacy and Organizational Commitment

The study's findings established a significant relationship between self-efficacy and organizational commitment. These findings corroborated Chestnut and Burley's (2017) findings that teachers' sense of self-efficacy affects their commitment to the teaching profession. These effects, however, vary according to the conceptual accuracy of the sense of self-efficacy measure and the data source. Additionally, they discovered that the specificity of questionnaire items and conceptual accuracy of the sense of self-efficacy measure predicted the relationships between self-efficacy and organizational commitment to teaching positively.

Mediating Effect: Path Analysis

The study showed the mediating effect of teacher self-efficacy on the relationship between instructional leadership and organizational commitment. The model demonstrated the significance of ten factors of instructional practices, three factors of organizational commitment, and ten items of sense of efficacy being strongly interconnected. These findings can be explained further by House's (1996) Path-Goal Theory, which holds that a leader's instructional practices influence the satisfaction, motivation, and performance of subordinates, which is summed up in one's commitment to the organization. It explains that the path-goal theory demonstrates the effect of the leader's instructional practices on organizational commitment, which is strengthened by their sense of efficacy.

Further, it was stated that the instructional practices of school heads might determine the kind of instructional

leadership they implement in schools. As leaders intend to achieve the desired outcomes from their members, they need to exhibit and initiate proper behaviors and practices to be followed by members and become committed. Teacher self-efficacy may play a role in linking instructional leadership practices and organizational commitment. Teachers may become more committed when they have developed their efficacy, aided by the instructional practices implemented by their school heads (Osifo, 2018).

V. CONCLUSION

The findings indicate that instructional practices are highly prevalent, organizational commitment is highly prevalent, and a sense of efficacy is highly prevalent. There is a significant relationship between instructional practices and sense of efficacy; there is a significant relationship between instructional practices and organizational commitment, and there is a significant relationship between sense of efficacy and organizational commitment. The outcome model indicated an outstanding correlation and pointed out that a sense of efficacy strongly influenced instructional practices and organizational commitment.

The sense of efficacy of teachers attributed to many factors. These factors may be postulated to be manifested in the instructional practices of school heads and the organizational commitment of teachers. It is understood that other factors were not considered in this study. The outcome model for this study confirms House's (1996) Path-Goal Theory, which postulated that a leader's instructional practices influence subordinates' satisfaction, motivation, and performance, which is summed up in one's commitment to the organization, and that the effect of the leader's instructional practices on organizational commitment is strengthened by their sense of efficacy.

Additionally, Allen and Meyer's (1996) Theory of Organizational Commitment confirm the study's findings, implying that employees' commitment to an organization is critical because it affects their engagement and retention. Employees are more willing to invest in their work when they believe their organization satisfies their psychological need for safety and support. Committed employees also report higher levels of job satisfaction, which may serve as a predictor of engagement.

VI. RECOMMENDATIONS

Based on the findings of this research, it is recommended that with the recurring problems in instructional leadership, organizational commitment, and sense of efficacy, their very high levels may still

necessitate another study that focuses solely on other variables not included in the study. This future study could be a qualitative one to unitize the results and make a broad analysis of why teachers still experience problems and issues related to leadership and commitment despite revealing very high results.

Furthermore, teachers' sense of efficacy can be studied and explored further through a qualitative study to gain a deeper understanding of some of the factors influencing teachers' work, as this study only focused on instructional practices and organizational commitment. Based on the findings, it is possible to conclude that the working relationship between school administrators and teachers is doing well. The researcher recommends exploring another study on other factors that may affect the mentioned variables. It could be their relationships with other workers, families, students, children, and even the community.

There is a great need to revisit every factor in the study, it is probably that other indicators were not included in the variables, and those that were well-represented by the respondents. With this, the researcher recommends identifying more indicators that may affect the variables used in this study. Further, it is best to explore an intervention program utilizing the recognized outcome of this study as recommended by Hackman and Johnson (2016), who elaborated the influence of a leader over followers. Thus, it is recommended to explore other research related to the sense of efficacy of teachers, which will then serve as the basis for an intervention program for teachers in need of interventions and instructional guidance.

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