

**DISCOVERING THE ASSOCIATION BETWEEN INDICATORS OF TEACHERS' PROFESSIONAL IDENTITY SELF-EFFICACY, JOB SATISFACTION, MOTIVATION AND COMMITMENT**

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**ABSTRACT**

*The purpose of this study is to investigate the ways in which relevant indicators of teachers' sense of their professional identity (job satisfaction, occupational commitment, self-efficacy, and change in level of motivation) are related. Classroom self-efficacy and relationship satisfaction play a key influencing role in the relationships between the indicators. When using a constrained model with multiple-group SEM, the parameters of the overall model are the same for beginner, experienced, and senior instructors. The results of prior study on the professional identities of teachers are consistent with this element of the similarities that may be seen across experience groups. The current research makes a significant contribution to the advancement of a robust theory on the professional identity of teachers, which has hitherto been absent.*

**Keywords:** Professional identity .Teaching .Identification.Teaching experience.

**School Education in India**

Elementary education, lower secondary education, and upper secondary education are the three distinct levels of schooling available in India. Lower elementary education encompasses grades one through five (classes 1–5), whereas upper primary education covers grades 6–8. (class 6 to class 8). Secondary education is very important since it overlaps the time of puberty, which occurs throughout this level of school. It is the most important time, and proper care must be

taken at all times to ensure the child's healthy growth at this time. The teenage years are mostly dedicated to the completion of secondary schooling. Its purpose may be to impart general information, to prepare students for further education, or to provide direct training in a particular field. As a result, schooling during this age has a very major role in the formation of an individual's personality as a whole. It is imperative that young people have a secondary education in order to be adequately prepared to participate in the nation's social reconstruction and economic expansion in an effective manner. In addition to this, it has an effect on the nation's effectiveness on the social, economic, technological, and cultural fronts.

Secondary education, as defined by the Secondary Education Commission (1952-53) as upper secondary education and including classes ninth through eleventh, was referred to as secondary education. To this day, there is little uniformity in the structures of the many secondary schools found throughout India regarding this aspect. The recommendations of India's various education commissions have led to a variety of approaches being taken towards the structural reform of India's secondary education.

### **Virtue of Teachers**

Education is the most effective instrument we have for the advancement of the human race. The process of education, in its most literal sense, begins in the student's own home. Every child's first teachers are their own mother and father. Additionally, it acquires knowledge from members of its own family, as well as from acquaintances. When a kid enrolls in a school, the burden of this obligation is transferred to the educators who are teaching them. The instructor did not only provide useful information to the pupil, but also brought about the behavioural adjustments that were desired. These adjustments were essential for the pupil to make a more positive adjustment in both his private and public life. As a consequence of this, the function of the educator is undeniably of crucial significance to the growth of a culture that values education and common sense. In its most basic form, it refers to the effect that a teacher has on the pupils who have been given to his or her care. It doesn't matter whether you have the most up-to-date textbooks or the most comprehensive lesson plans; if you don't have an excellent instructor, none of those things will be of any help to your students (Kaur, 2014). Students are guided through their educational experiences at schools by their respective teachers. They also make use of the opportunity to gain knowledge in a variety of fields, including interpretation, writing, mathematics, physics, and history. Teachers are the ones who educate, teach, guide, and evaluate, and demonstrate the capacity of schools to get themselves and share in reforming the institute to make it more practical and sympathetic to transformation. They are also the ones who are responsible for demonstrating the capacity of schools to get themselves. The job of a teacher includes imparting citizenship education to young people and directing them in ways that will facilitate their full participation in society, as well as encouraging the growth of inquisitiveness, critical thinking, creative expression, initiative, and self-determination.

### **Operational Definitions of the Terms Used**

The following is an operational definition of the important concepts that were used in the study:

The degree to which an individual is satisfied with his or her employment is referred to as that person's job satisfaction. An enjoyable mental state that arises from a positive evaluation of one's work has been referred to as job satisfaction. Dr. (Mrs.) Meera Dixit developed a job satisfaction scale that was used in this research, and the researchers defined job happiness based on the ratings that secondary school teachers gave on that scale.

An individual's inclination to favour or not to favour the same kind of item or scenario is referred to as an attitude. An attitude towards the teaching profession refers to this tendency. According to the findings of this research, the phrase "attitude towards the teaching profession" is defined in terms of the ratings given by secondary school instructors about their attitudes towards the teaching profession. A metric developed by Dr. (Mrs.) Umme-Kulsum is shown here.

Self-Efficacy Self-efficacy refers to the degree to which an individual believes that they are able to do the duties that are associated with a certain line of work or profession. In this particular research project, the phrase "Self-efficacy" is defined in terms of the ratings given by secondary school teachers who were given a scale that the researcher had developed.

## **OBJECTIVES**

1. To study indicators of teachers' professional identity Self-efficacy
2. To study job satisfaction, motivation and commitment

## **RESEARCH METHODOLOGY**

The quantitative research with a cross-sectional design was carried out using a sampling method that was not random but rather convenient in order to determine the primary factors that influence the job satisfaction of teachers and to determine the implications that these determinants have for the provision of an education that is sustainable. Job Satisfaction (JS), Self-Efficacy (EFFIC), Students' Behavior (STUD), Leadership Condition (COND), Resources (RESO), Colleagues' Cooperation (COLEG), Career Promotion (PROM), Workload (WORK), and Tasks are the Nine Constructs That Make Up the Proposed Model (TASK). A questionnaire was used in the investigation, and the results may be seen below. The purpose of the questionnaire was to get as much insight as possible on the precise factors that contribute to a teacher's level of job satisfaction, including the settings in which they operate and the connections they have with their pupils and colleagues. As a result, the questionnaire was divided into two primary sections: the first section contained information about the respondents' demographics, such as gender, age, education level, experience, teaching level, teaching degree, profession type, residence, teaching location, and income level; the second section contained questions or items that characterised the job satisfaction among teachers (JS), as well as a series of questions or items that allowed the teacher's activities at work to be

evaluated; the first section contained information about the demographics of the respondents; the second section contained In the second section of the questionnaire, all of the measurement scales were graded using a Likert scale with five points, where "1" meant "strongly disagree" and "5" meant "strongly agree," and "1" meant "never" and "5" meant "many times." In addition, the questionnaire was first created in Romanian, and then it was translated into English. This was done so that the results of the measures would remain as distinctive as possible. After conducting a pilot test on a sample of 40 teachers (10 teachers, 10 middle school teachers, 10 educators, and 10 high school teachers), we verified the accuracy and precision of the questions prior to applying this questionnaire. After the pilot test, the questionnaire was revised according to the comments received from the 40 teachers.

In order to facilitate the collection of data, the questionnaire was converted to an online version using Google Forms. It was then sent to teachers in the counties of Bihor and Satu Mare in Romania in the month of May 2021. After being imported into Microsoft Excel, IBM SPSS Statistics 26 (version 26.0.0, New York, New York, USA), and IBM SPSS Amos 26 (version 26.0.0, Amos Development Corporation, Wexford, Pennsylvania, USA), the data were checked to ensure that their coding was accurate after being downloaded from Google Forms. Due to the fact that Google Forms gave us the ability to make some questions required to be answered, our database was comprehensive and did not lack any necessary information. IBM SPSS Statistics was used in order to carry out the descriptive statistical analysis. The assumptions and the model were put to the test with the assistance of IBM SPSS Amos, which modelled the structural equation (SEM). Concerning the size of the sample, Schumacker and Lomax recommended that there be a minimum of 10–20 subjects for each parameter estimated in the model, while Kline and Hair et al. recommended that there be a minimum of 10 cases for each parameter or item required for the statistical analysis. Both of these recommendations are optimal. According to Kline and Marsh et al., a sample size of 200 is a sufficient minimum for SEM in SPSS Amos. This finding pertains to the sample size in the scenario in which we wish to test whether or not a SEM model is appropriate. Given that there were 42 elements included in the proposed model, there needed to be a minimum of 420 replies for it to be considered complete. As a result, the sample size of 658 respondents surpassed the aforementioned requirements, which meant that the analysis was appropriate. In addition, in order to test SEM measurement models, it is necessary to simultaneously meet a set of conditions, including the following: the data should have a normal distribution; for each latent variable, it is recommended to have at least three indicators; this is done to avoid missing data, recursion of relationships, and interval scales; and a reasonable sample size is required in relation to the number of indicators in the model, as was mentioned earlier. Following this, we will make a cursory mention of each step that has to be carried out in order to construct a model by making use of structural equation modelling.

## **Respondent's Profile**

## **The Model**

The issue of work satisfaction is tied to the problem of well-being, along with life satisfaction and quality of life. This is due to the fact that job satisfaction is a big part of employees' lives, but that they are also impacted by unemployment. The research analysis found that well-being is influenced by a number of different elements, including health and safety, the advantages of a contract, but also work position. Therefore, in order to identify the impact that factors such as working conditions, promotion, relationships with colleagues and school management, relationships with students, and daily tasks have on job satisfaction among teachers, we proposed a series of items after conducting research on the existing body of literature. These factors include: working conditions; promotion; relationships with colleagues and school management; relationships with students; and daily tasks. presents the items that were used in our research on job satisfaction, working conditions, relationships with coworkers, daily tasks, and self-efficacy. These items were adapted in large part from those developed by Klassen and Chiu, Toropova, Myrberg, and Johansson, Onder, Akcl, and Cemalolu, Szromek and Wolniak, and Stevens. The authors made changes to each and every latent variable.

Exploratory factor analysis (EFA), which began with the items that were supplied as a beginning point, was the method that was used to initiate the process of analysis. Variables that had factor loadings lower than 0.4 were removed from the analysis. Taking into consideration this condition, we had: job satisfaction (JS), which was assessed by five different factors; the career promotion latent variable, which was comprised of three different variables; conduct of pupils, which is comprised of four factors; leadership support, which is assessed by eight variables. resources consisting of three different factors connections with coworkers evaluated based on six different factors a task composed of three different factors self-efficacy was evaluated using seven different factors, and tasks were evaluated using four different variables. Therefore, beginning with these indicators, the purpose of the study was to test the hypotheses in order to determine the relationship between K-12 teacher job satisfaction and working conditions, relations with students, colleagues, and the school management, as well as the resources that are available to teachers while they are on the job.

The direction in which the arrows point represents the direction of the causal links between the latent variables such as JS, PROM, TASK, WORK, EFFIC, COLEG, COND, RESO, and STUD (Figure 1). The testing of the eight hypotheses was one of the goals of this investigation. Error terms are represented by e1 to e50, and they apply to all of the observed indicators.

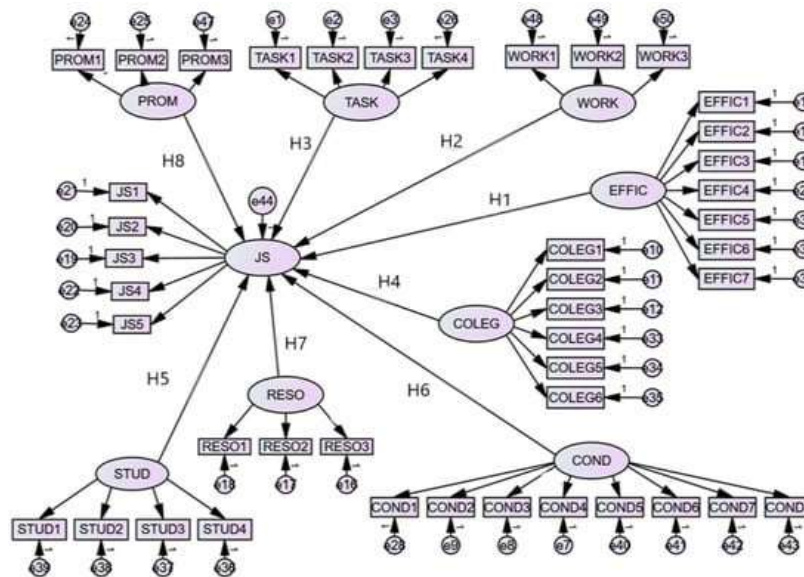


Figure 1 Proposed research model for the study

## DATA ANALYSIS

We used the statistical programmes IBM SPSS version 26.0 (New York, New York, USA) and Amos version 26.0 in order to carry out the analysis of the statistical data (Amos Development Corporation, Wexford, PA, USA) We employed EFA (exploratory factor analysis), CFA (confirmatory factor analysis), and SEM (structural equation modelling) to examine the eight hypotheses that were presented (structural equation modelling). In order to prepare for the EFA analysis, we first examined the degrees of correlation that existed between the items that were being evaluated. In order to evaluate if there was a connection that was high enough to warrant doing the analysis, we used the Kaiser–Meyer–Olkin (KMO) measure of sample adequacy. In addition, we used the Bartlett test. According to the theory, if the values of the KMO statistics are less than 0.50, it suggests that the EFA analysis may not be sufficient when it comes to the sphericity test of Bartlett's test of the null hypothesis that the correlation matrix is an identity matrix. This would imply that the variables were, in fact, uncorrelated. If the value of the statistic  $p$  was less than 0.10, then the null hypothesis could not be rejected; hence, we would have to conclude that the variables were, in fact, connected with one another. After determining the extent to which the items are correlated with one another, we used the EFA analysis to derive the factors by the application of a varimax rotation. During the analysis, we only retained the items that had factorial loads that were larger than 0.40, while we got rid of the ones that had loads that were lower than 0.40. The following step was the confirmatory factor analysis (CFA), which was performed to first test the overall suitability of the measurement model and then assess the reliability and validity of the latent variables. After that, the overall suitability of the measurement model was confirmed to have been successful. In the last part of the

research, structural equations modelling (SEM) and model fit indexes were used in order to conduct an investigation into the possible causal links between the various constructs.

### Reliability Analysis

The correlation coefficient is a statistical tool that assesses the degree to which one variable is related to another and also the direction of that connection (Table 1). According to the findings, there was a correlation that was significantly positive between job satisfaction and aspects such as students' behaviour, leadership condition, resources, colleague relationships, promotion, and self-efficacy. However, there was a correlation that was significantly negative between job satisfaction and aspects such as tasks and workload. We found a correlation between job satisfaction and the other factors that were analysed, and it was a correlation that was moderately significant; the Pearson's correlation coefficient for  $n = 658$  was between 0.161 and 0.465 (\*\*  $p < 0.01$ ) Regarding the correlation between job satisfaction and the other factors, we found that it was a correlation that was moderately significant.

**Table 1. Correlation coefficient**

Coefficient									
	JS	STUD	COND	RESO	COLEG	EFFIC	TASK	PROM	WORK
JS	1								
STUD	0.426 **	1							
COND	0.401 **	0.416 **	1						
RESO	0.371 **	0.477 **	0.577 **	1					
COLEG	0.331 **	0.296 **	0.491 **	0.364 **	1				
EFFIC	0.422 **	0.270 **	0.275 **	0.234 **	0.350 **	1			
TASK	-0.161 **	-0.167 **	-0.070	-0.137 **	-0.038	-0.046	1		

<b>PROM</b>	0.465 **	0.453 **	0.476 **	0.435 **	0.380 **	0.268 **	-0.119 **	1	
<b>WORK</b>	-0.201 **	-0.229 **	-0.196 **	-0.209 **	-0.009	-0.069	0.353 **	-0.230 **	1

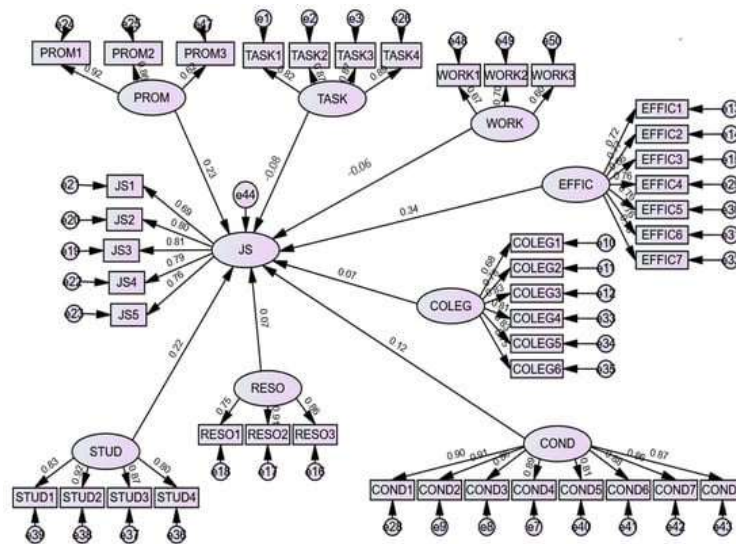
\*\* Correlation is significant at the 0.01 level (2-tailed).

We calculated the square roots of the AVE values in order to investigate the discriminant validity of each construct. Then, we compared these values with the correlation coefficients to see how well they correlated with each other. The square roots of the AVE values should be bigger than the correlations of each concept if the discriminant validity of the test is to be considered satisfactory. In this particular instance, the square roots of the AVE values for each construct (which ranged from 0.80 to 0.90) were greater than the correlation coefficients (which ranged from 0.009 to 0.577) for each construct. The findings are shown in Table 2, and they indicate that the discriminant validity was satisfactory.

Beginning with the chi-square index, we may conclude that this was statistically significant at a probability level of 0.00: chi-square = 3098.065 with 852 degrees of freedom (df = 852) and chi-square/df was 3.63, which is less than 5. Some scholars have suggested making use of an indicator called the goodness-of-fit, which takes into consideration the total amount of variance as well as the expected covariance in the replicated matrix, in order to assess how well the model fits the data. Any number that is either more than or equal to 0.90 is considered to be an acceptable value, and a GFI value of 1 indicates that the model is a perfect match. Another indicator is called the adjusted goodness-of-fit index, and it modifies the GFI index so that it corresponds to the number of degrees of freedom of the model, which is proportional to the number of variables included in the model. A result that is either larger than or equal to 0.80 is considered to be acceptable, while a value of 1 shows that the model is a perfect match. In our situation, the significance of the GFI = 0.909 and the AGFI = 0.806 indices may be shown. The chi-square index takes into consideration both the sample size and the number of estimated parameters, whereas the RMSEA just considers the number of estimated parameters. Therefore, a very excellent model has an RMSEA value that is less than or equal to 0.05, while an adequate model has an RMSEA value that is either less than or equal to 0.08. Due to the fact that RMSEA = 0.06, we are able to conclude that the model was satisfactory. We computed the NFI (NFI = 0.916), which was higher than 0.9, suggesting that the index demonstrated a satisfactory fit. This was done in order to establish the model comparison index. The literature analysis suggested numerous indices that might be used to assess the model's degree of simplicity. A model that is considered to be parsimonious is one that provides the most straightforward or constrained explanation for the phenomena being studied. In our investigation, the parsimonious fit index (PFI) was 0.940, and the parametric non-parametric fit index (PNFI) was 0.805; both indices are larger than or equal to 0.50, which demonstrates that the model is an appropriate one to use. In conclusion, the results of these indices



demonstrated that the suggested structural model was appropriate and adequate for the investigation and interpretation of the coefficient estimations (Figure 2).



**Figure 2.** Estimates of the structural equation modeling

Starting with the output of the structural equations modelling, we determined, according to the statistical significance of the eight hypotheses that were proposed, the standardised regression coefficients between the dependent variable and the independent variables, as well as the significance level (*p*-value) of each coefficient. When the existence of a statistically significant association in the direction that was expected is verified, a hypothesis is said to have been proven true. According to the findings that are detailed in Table 3, only three out of the eight hypotheses were accepted at a significance level of 0.01, while five hypotheses were accepted at a significance level of 0.05, and seven hypotheses were accepted at a significance level of 0.10.

**Table 3.** Summary of the hypotheses' testing results

Relationship	Standardized Regression Coefficient ( $\beta$ )	<i>p</i> -Value	Decision		
			0.10	0.05	0.01
EFFIC -> JS	0.338	0.000	Accepted	Accepted	Accepted
WORK -> JS	-0.059	0.185	Rejected	Rejected	Rejected
TASK-> JS	-0.079	0.041	Accepted	Accepted	Rejected

COLEG -> JS	0.066	0.092	Accepted	Rejected	Rejected
STUD -> JS	0.220	0.000	Accepted	Accepted	Accepted
COND -> JS	0.119	0.002	Accepted	Accepted	Rejected
RESO -> JS	0.066	0.090	Accepted	Rejected	Rejected
PROM-> JS	0.226	0.000	Accepted	Accepted	Accepted

As can be seen in Table 3, all of the hypotheses were verified, with the only exception of H2. This particular hypothesis did not pass any of the significance tests, hence it was rejected. As a result, the provided hypotheses are compatible with the current data, with the exception of the association between job satisfaction and workload. Since the coefficients are significant at the 1% level of the significance level, PROM, STUD, and EFFIC have a considerable influence on JB that is both positive and meaningful. In the case of COND, this also demonstrates a positive and substantial influence on JS; however, this only holds true at the 5% significance level. In contrast, the variables RESO and COLEG are strongly associated to JB, as seen by the significant coefficients at the 10% significance level. The latent variable TASK is another aspect that determines the degree to which an employee is satisfied with their employment. Because the coefficient, = 0.079, is significant at the 5% level, we can say that this variable has a substantial influence on JB that is of a negative kind.

The correlation between EFFIC and JS was shown to have the greatest direct impact. According to the findings, there is a correlation between an individual's level of self-efficacy and their level of work satisfaction. The quality of their interactions with the pupils is the next component that contributes to increased levels of job satisfaction; this is followed by advancement opportunities and the environment in which they work. The availability of resources and good connections with coworkers are additional factors that contribute favourably to job satisfaction, although to a lesser degree. When it comes to the everyday responsibilities that teachers are expected to do, the level of work satisfaction that they report experiencing is inversely proportional to the quantity of responsibilities required of them. According to the findings, we can conclude that the level of work satisfaction rises by 0.338 points if self-efficacy rises by a factor of one, but it falls by 0.079 points whenever the number of tasks rises by the same factor.

## CONCLUSION

The investigator has produced a conclusion in order to bring together all of the results and present them in a more concise format. In this research, the efficiency of teaching was investigated and compared to factors such as work motivation, occupational self-efficacy, and demographic characteristics (such as gender, academic stream, experience, area, and marital

status) of teachers working in government and private schools. Along with the overall effectiveness of teaching, its five dimensions, including the planning of the lesson, execution (including explanation, use of the chalk board and others, and classroom interaction), classroom management, the professional and personal competence of teachers, and the closing of the lesson, have also been studied and compared.

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