

Influence of Management Practices and Self – Efficacy on Professional Commitment of Public School Teachers

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Abstract

Teachers' professional commitment is critical. This study examined the influence of management practices and self-efficacy on professional commitment. Diagnostic research design, stratified random sampling, survey approach, and multiple linear regression analysis were applied. Data gathered from 195 public school teachers revealed that self-efficacy significantly influences professional commitment, while management practices show limited influence, partly affirming the Two-Factor Theory of Motivation. Future research may explore additional variables to account for the remaining 73.5% of the variance and use qualitative approaches to further explain teacher professional commitment. Education practitioners may initiate by strengthening teacher self-efficacy to enhance professional commitment.

Keywords: Management Practices, self-efficacy, professional commitment, public school teachers

Introduction

Low professional commitment among teachers remains a persistent concern in the education sector, as highlighted in previous studies (Anse et al., 2025). Inconsistencies in teachers' professional roles have raised concerns about the depth of their professional commitment (Ma & Yang, 2025). Commitment is further weakened when institutional practices provide insufficient support or direction (Wulandari et al., 2025). Even those who begin with strong ideals eventually encounter conditions that diminish their commitment over time (Glazer, 2023), and several studies confirm this ongoing decline across contexts (Turner et al., 2026).

Internationally, studies have identified problems with low professional commitment among public school teachers. In Indonesia, it was found that teachers' professional commitment in private vocational schools was weakened (Masrifah et al., 2025). Moreover, observed in South Africa that professional commitment among teachers varied, with some educators displaying signs of withdrawal and reduced dedication to their roles (Mahohoma & Harpal, 2025). Finally, in Pakistan, it was found that professional commitment among public college teachers was generally low (Manzoor & Ghafoor, 2024).

In the Philippines, teachers' low professional commitment remains a key concern in efforts to improve and sustain the quality of public education (Riola, 2024). Studies note that teachers in public schools, particularly

in basic education, demonstrate varying levels of commitment (Gamuzá et al., 2025). In Davao Region, multiple studies have confirmed that although commitment levels are often rated as high, concerns persist about sustainability and variation across districts. It was found that many public secondary school teachers in Region XI exhibit only a moderate level of professional commitment (Baog & Cagape, 2022). Furthermore, it was reported that teachers in Davao City and Davao del Norte have lower levels of commitment (Bantilan et al., 2024).

The persistence of the low professional commitment today is increasingly overwhelmed by their responsibilities, leading to decreased motivation and an inability to meet the ever-growing demands of the profession (Sulis et al., 2023). Despite this, a noticeable gap remains in the local literature on how professional commitment is shaped by both self-efficacy and management practices, especially in public schools within the Philippine context (Nunez, 2025). Few empirical studies have analyzed these two factors together, leaving a lack of integrated understanding that could inform policy and leadership strategies (Leithwood, 2021). This study aimed to address that research gap and respond to the urgent need to understand better and strengthen professional commitment among public school teachers. Doing so is vital in supporting teacher engagement and reinforcing the quality of education in both local and national settings (De Nobile, 2024). This study was conducted for this reason.

Significance of the Study

This study is significant because it contributes to achieving Sustainable Development Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth) by examining factors that influence teachers' professional commitment in public schools. In the Philippine context, the findings may support the Department of Education in developing evidence-based policies, professional development programs, and leadership strategies that strengthen teacher commitment and motivation.

At the institutional level, the results provide valuable insights for Holy Cross of Davao College in promoting holistic formation through quality and values-oriented education aligned with its vision, mission, and goals. By identifying the influence of management practices and self-efficacy on professional commitment, this study offers practical implications for improving leadership practices and enhancing teachers' confidence and professional growth. Ultimately, it may contribute to stronger teacher commitment, improved educational outcomes, and sustainable educational development.

Statement of the Problem

This study determined the significance of the contribution of the relationship and influence of management practices and self-efficacy on professional commitment as a determinant. Specifically, the following objectives were pursued:

1. to determine the levels of the management practices in terms of planning, organizing, leading, and controlling; self-efficacy in terms of student guidance, classroom and teaching management, and collaboration with others; and professional commitment of public school teachers in terms of commitment towards students, commitment towards community, and commitment towards profession;
2. to determine the significance of the relationships between management practices, self-efficacy and the professional commitment; and

3. to determine the distinct and combined significant influence of management practices and self efficacy on professional commitment.

Hypotheses

H₀₁: The relationship between management practices and self-efficacy on professional commitment is not significant.

H₀₂: The distinct and combined influence of management practices and self-efficacy on professional commitment is not significant.

Theoretical Framework and Conceptual Framework

This study was anchored on Herzberg's Two-Factor Theory of Motivation (1966), which explains that motivator factors such as achievement, recognition, and growth (intrinsic motivation) enhance satisfaction and commitment, while hygiene factors such as management and working conditions (extrinsic aspects) reduce dissatisfaction when properly addressed.

The variables in this study—management practices, self-efficacy, and professional commitment—are not explicitly mentioned in Herzberg's Two-Factor Theory. However, they are conceptually related to the theory. Management practices are considered hygiene factors because they involve supervision, leadership, and working conditions that help reduce dissatisfaction. Self-efficacy is viewed as a motivational factor since it reflects teachers' confidence, professional growth, and sense of achievement. Professional commitment is an outcome influenced by both intrinsic and extrinsic factors. These delimitations help establish a clear connection between the study variables and Herzberg's theory while maintaining a focus on relevant, measurable constructs.

INDEPENDENT VARIABLES

Management Practices

- Planning
- Organizing
- Leading
- Controlling

Self – Efficacy

- Student Guidance
- Classroom and Teaching
- Collaboration with others

Figure 1. *Conceptual Framework of the Study*

DEPENDENT VARIABLE

Professional Commitment • Commitment Towards Students

- Commitment Towards Community
- Commitment

Towards Profession

METHODOLOGY

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

Research Design

This study employed a diagnostic research design, which is appropriate for examining relationships among variables and forecasting outcomes using numerical data. It focuses on analyzing the direction and strength of associations without manipulating variables, making it suitable for natural educational settings (Teodorescu et al., 2026). This design enables the researcher to determine how independent variables influence a dependent variable and to generate predictions based on existing data patterns (Hagger et al., 2025).

Moreover, a quantitative approach allows for statistical analysis to identify relationships, trends, and patterns among variables (Asare, 2025). In this study, the design is appropriate as it allows the researcher to examine whether management practices of school leaders and teachers' self-efficacy significantly predict professional commitment, thereby providing empirical evidence to support educational leadership and decision-making in public schools (Torlak, 2022).

Locale of the Study

The study was conducted in the schools of the Department of Education – Lupon East District in Davao Oriental, Philippines. The district comprises 21 elementary and 7 secondary schools, distributed across its barangays, providing basic education to learners in various communities. The educational setting reflects how local policies, curriculum, and Department of Education practices are implemented, offering a clear understanding of how teaching and learning occur in the area. It also provides a suitable context for examining how school leaders' management practices and teachers' self-efficacy influence public school teachers' professional commitment.

Sample and Sampling Technique

There were 195 public school teachers from selected schools in the Department of Education – Lupon East District, under the Davao Oriental Division, who comprised the study population. These teachers are assigned to elementary and secondary schools across the district and are officially employed for the 2025–2026 school year.

Given the size and diversity of the population, the actual number of respondents was determined using stratified random sampling. This widely recognized technique ensures fair and proportional representation of identified subgroups within a population (Lyaka et al., 2026). This method ensured proportional representation across relevant subgroups, including grade level, teaching position, and years of service. Inclusion criteria required participants to be full-time public school teachers with at least one year of teaching experience, while those employed under the Local School Board were excluded to maintain focus on nationally funded educators. This approach enabled the study to provide a more reliable and balanced representation of the district's teaching workforce.

Data Gathering Technique

The survey technique was used in gathering data. This method is a systematic way of collecting information from respondents through structured questionnaires to describe their characteristics, opinions, and behaviours, and to allow generalization of findings to a larger population (Sheikh, 2024). It is appropriate for this study as it enables the efficient collection of data from public school teachers regarding management practices of school leaders, teachers' self-efficacy, and professional commitment. Moreover, the survey technique offers advantages such as reaching a large and diverse group of respondents, generating quantifiable data for analysis, allowing faster data collection, and ensuring consistency through standardized procedures (Falemi et al., 2025).

In this study, three adapted and modified survey questionnaires were used. The first instrument, the management practices of school leaders questionnaire, was adapted from the study of Fiel-Miranda and Miranda (2018). It consists of 24 items designed to assess school leaders' practices in terms of planning, organizing, leading, and controlling. A four-point Likert scale was used to describe the degree to which respondents perceived management practices in their respective schools. The adapted instrument was pilot tested for reliability, yielding a Cronbach's alpha of 0.973.

The second instrument, which measured teachers' self-efficacy, was adapted from Yamasaki and Uchida (2024). It is composed of 25 items intended to assess teachers' confidence in student guidance, classroom and teaching management, and collaboration with others. This questionnaire also utilized a four point Likert scale to determine the level of self-efficacy among teachers. Pilot testing revealed a Cronbach's alpha of 0.970.

The third instrument, which assessed professional commitment, was adapted from Hussen et al. (2016). It includes 20 items that focus on teachers' commitment to students, the community, and the teaching profession. Similar to the previous tools, this instrument used a four-point Likert scale to measure educators' professional commitment, with a Cronbach's alpha of 0.955, indicating high reliability.

Data Analysis Technique

In this study, data analysis techniques such as descriptive, correlational, and regression analyses were employed to examine variables related to professional commitment among public school teachers. Descriptive data analysis, particularly the mean and standard deviation, was used to summarize the levels of management practices among school leaders, teachers' self-efficacy, and professional commitment (Arias et al., 2024). Moreover, Pearson Product-Moment Correlation was utilized to determine the strength and direction of the relationships among the variables (Byantara et al., 2023). Finally, regression analysis was conducted to identify the predictive influence of management practices of school leaders and teachers' self-efficacy on professional commitment and to determine how much variance in the dependent variable is explained by the predictors.

The matrix presenting the scale, descriptive level, and corresponding interpretation for each study variable is provided and is specifically used to describe management practices of school leaders, teachers' self-efficacy, and professional commitment.

Scale Level Management Practices
Self-efficacy Professional

Commitment

1.00 – 1.74 Very low Very poor Very Weak Very Weak 1.75 – 2.49 Low Poor Weak Weak 2.50 – 3.24
 High Good Strong Strong 3.25 – 4.00 very high Very good Very Strong Very Strong

Standard Deviation Value Ranges and Interpretation

Range Description Interpretation $SD \leq 0.50$ High Consistent Responses Strong and uniform perception $SD = 0.51 - 1.00$ Moderate Consistent Responses Acceptable consistency $SD = 1.01 - 1.50$ Low Consistent Responses Differing views or experiences $SD > 1.50$ Very Low Consistent Responses High variability and lack of consensus

For the interpretation scale of r- value, the following scheme was used:

Computed r Descriptive Interpretation

+/-1.00 Perfect correlation

Between +/-0.75 - +/-0.99 High correlation

Between +/-0.51 - +/-0.74 Moderately high correlation

Between +/-0.31 - +/-0.50 Moderately low correlation

Between +/-0.01 - +/-0.30 Low correlation

0.000 No correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme as proposed by Cohen (1988) and Hair, et al. (2019) was used:

β Value Range Strength of Influence

$\pm 0.00 - \pm 0.09$ Very Weak

$\pm 0.10 - \pm 0.29$ Weak

$\pm 0.30 - \pm 0.49$ Moderate

$\pm 0.50 - \pm 0.69$ Strong

± 0.70 and above Very Strong

Ethical Considerations

Respondents were fully informed about the purpose, procedures, and significance of the study, and their voluntary participation was ensured through informed consent obtained prior to data collection. Participants' identities were kept strictly confidential through the use of anonymized data and secure storage systems, with access limited only to the researcher. The study was designed to ensure that no harm was inflicted on the participants, and they were made aware of their right to withdraw from the study at any time without any penalty.

Furthermore, ethical considerations were strictly observed, guided by honesty, integrity, and respect for the participants, particularly teachers involved in management practices, self-efficacy, and professional commitment. Ethical approval was obtained from the SMILE Ethics Board, and permission to conduct the study was granted by the Department of Education (DepEd). Furthermore, the study ensured fairness in the

treatment of all respondents, minimized potential risks, maximized possible benefits, and maintained transparency in reporting the findings, with all potential conflicts of interest properly disclosed to uphold the integrity of the research.

RESULTS

Included chapter includes descriptive, correlation, and regression results. The summary of findings is also presented.

Descriptive Results

Table 1 is descriptive. It contains the variables involved in the study, namely management practices of school heads, teachers' self-efficacy, and professional commitment, with their respective indicators; and the number of respondents, standard deviation, mean, and descriptive level corresponding to each variable.

Table 1. Descriptive Statistics (n=195)

Variables	Sample Size	SD	Mean	Descriptive Level
Management Practices of School Heads	195	0.15	3.81	Very High
Planning	0.25	3.80		Very High
Organizing	0.21	3.79		Very High
Leading	0.21	3.82		Very High
Controlling	0.17	3.84		Very High
Self-Efficacy of Teacher	195	0.11	3.90	Very High
Student Guidance	0.15	3.90		Very High
Classroom and Teaching Management	0.13	3.91		Very High
Collaboration with Others	0.14	3.90		Very High
Professional Commitment	195	0.09	3.91	Very High
Commitment Towards Students	0.12	3.90		Very High
Commitment Towards Community	0.17	3.89		Very High
Commitment Towards Profession	0.12	3.92		Very High

Specifically, Table 1 shows that the management practices variable obtained a mean of 3.81, described as very high, indicating that the respondents rated their management practices as very strong. All indicators obtained a very high level. The corresponding standard deviation of 0.15 indicates that the responses were highly consistent, reflecting strong and uniform perceptions. Furthermore, the self-efficacy variable obtained a mean of 3.90, described as very high, signifying that teachers demonstrate a very strong level of confidence in their abilities in performing their professional tasks. All indicators also obtained a very high level, the standard deviation of 0.11, showing highly consistent and also reflecting strong and uniform perceptions. Moreover, the professional commitment variable obtained a mean of 3.91, described as very high. This implies that teachers are strongly dedicated to their profession. All indicators obtained a very high level, with a standard deviation of 0.09, indicating that the responses are highly consistent and show a strong, uniform perception.

Management practices of school heads, teachers' self-efficacy, and professional commitment are all interpreted at very high levels, indicating that respondents consistently perceive strong leadership, high confidence in their teaching abilities, and strong professional dedication. Among these variables, professional commitment and self-efficacy appear slightly more pronounced, suggesting that teachers' internal motivation and dedication are particularly strong alongside supportive management practices.

Correlation Results

Table is correlational. It presents the determinant and criterion variables. It shows the r-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 2. Correlation Table (n= 195)

Variables	Professional Commitment		
	r	p-value	Decision on H_0 Interpretation
Management Practices of School Heads	.243	.001	Reject
Self-Efficacy of Teacher	.510	.000	Reject

Level of Significance: 0.05

Low Positive,
 Decision Rule: Reject H_0 if $p < 0.05$
 Significant
 Correlation
 Moderately High Positive, Significant Correlation

Specifically, Table 2 shows that the correlation between management practices of school heads and professional commitment variables obtained a p-value of 0.001, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected, indicating that the correlation is statistically significant. The corresponding r-value of 0.243 reflects a low positive correlation between management practices and professional commitment. Furthermore, self-efficacy and professional commitment variables yielded a p value of 0.000, which is also lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, signifying that the correlation is statistically significant.

Moreover, the corresponding r-value of 0.510 shows a moderately high positive correlation between teachers' self-efficacy and professional commitment. This implies that higher self-efficacy among teachers is associated with a higher level of professional commitment. Moreover, both variables show significant positive relationships with professional commitment, with self-efficacy demonstrating a stronger correlation compared to management practices, suggesting that teachers' confidence in their abilities has a greater influence on their professional commitment.

The results revealed that both school heads' management practices and teachers' self-efficacy have significant positive relationships with professional commitment. However, teachers' self-efficacy

demonstrated a stronger correlation with professional commitment compared to management practices, indicating that teachers' confidence in their abilities is more strongly associated with their level of professional commitment.

Regression Results

Table 3 is the Regression Table. The table also presents professional commitment as the criterion variable. It includes the Unstandardized Coefficients (Beta and Standard Error), as well as the Standardized Coefficient Beta, t-value, p-value, decision on the null hypothesis, and the corresponding interpretation.

Table 3. Regression Table (n = 195)

<u>Professional Commitment</u>						
Unstandardi zed Coefficients	Variables	B	Std. Error	Beta	t	p value
(Constant)	2.179	.214	10.190	.000	-	-
Management Practices of School Heads		.044	.040	.073	1.100	.273
Self-Efficacy of Teacher		.399	.055	.484	7.326	.000
Model Summary:						
$R = 0.515 \mid R^2 = 0.265 \mid F(2,192) = 34.562 \mid p =$						

Specifically, the table 3 shows that the influence of management practices variable obtained a Beta coefficients of 0.073 indicating that the strength of a very weak positive influence. The corresponding p-value of 0.273 is higher than the 0.05 level of significance; hence, the null hypothesis was not rejected. This indicates that the influence on management practices has no significant effect. This implies that for every unit change in management practices, there is a corresponding 0.073 unit change in the criterion.

Furthermore, the self-efficacy of teachers variable yielded a p-value of 0.000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected, indicating a significant positive influence on professional commitment. The Beta value of 0.484 shows a moderately strong positive influence, implying that higher self-efficacy leads to higher professional commitment among teachers. The standard error of 0.055 indicates a reliable estimate. Moreover, the model shows a significant combined effect ($R = 0.515$, $R^2 = 0.265$, $p = 0.000$), indicating that management practices of school heads and teachers' self-efficacy together explain

26.5% of the variance in professional commitment, with self-efficacy emerging as the stronger predictor.

The findings revealed that teachers' self-efficacy significantly influences professional commitment and emerged as the stronger predictor. In contrast, school heads' management practices showed no significant influence, although both variables collectively contribute to teachers' professional commitment.

Summary of Findings

Based on the statistical results, it was specifically found that:

1. Management practices and self-efficacy are significantly correlated with professional commitment.
2. Self-efficacy, not management practices, significantly influences professional commitment.
Collectively, both determinants significantly influence the criterion.

DISCUSSIONS

This chapter presents the discussion of the study's results. This highlights how each result supports or denies the previous findings. Included here as well are the conclusion and recommendations based on the results and discussions.

Management Practices and Professional Commitment Correlation

The finding that school leaders' management practices have a significant, low positive correlation with professional commitment affirms recent studies emphasizing the role of effective leadership in strengthening teachers' commitment. This result supports the study of Hammad et al. (2024), who found that principal instructional leadership has a significant positive effect on teachers' organizational commitment, indicating that strong management practices enhance teachers' engagement and sense of responsibility.

Similarly, the current finding supports the study by Nietes et al. (2025), who claimed that effective school management practices contribute to higher levels of teacher commitment, particularly when leaders demonstrate clear planning, organization, and supervision. On the contrary, this current finding contradicts Pan (2026), who indicated that leadership practices do not always significantly predict teacher commitment, suggesting that other organizational conditions may influence outcomes in different contexts.

Self- Efficacy of Teachers and Professional Commitment Correlation

The finding that teachers' self-efficacy has a significant positive correlation with professional commitment affirms previous studies that emphasize that teachers with strong confidence in their instructional abilities tend to demonstrate higher levels of dedication and responsibility toward their profession. This result supports the study of Htut (2025), who found that teachers' self-efficacy is positively associated with job satisfaction and professional commitment, indicating that confident teachers are more likely to remain committed to teaching.

Similarly, the current finding agrees with McCaskill (2025), who reported that higher teacher self-efficacy significantly contributes to stronger professional engagement and commitment, particularly in classroom management and instructional delivery. However, the current finding contradicts Alessi (2025), who claimed that although self-efficacy is an important predictor of teacher outcomes, its relationship with professional commitment may weaken in contexts characterized by workload stress and external pressures, suggesting that other factors may reduce its influence.

Conclusion

Based on the findings, it was concluded that teachers' self-efficacy was found to have a significant influence on professional commitment, while management practices of school leaders did not show a significant influence. Although management practices and self-efficacy collectively explained 26.5% of the variance in professional commitment. Hence, the Two-Factor Theory of Motivation is partly affirmed. The theory explained that intrinsic factors, such as self-efficacy, serve as stronger motivators in enhancing teachers' commitment, while extrinsic factors, such as management practices, may only support but do not necessarily sustain professional commitment.

Recommendations

Based on the conclusion, the following are recommended:

1. Future researchers may consider exploring other variables, such as work environment, leadership style, and motivation, as possible predictors or mediators of the relationship between management practices, self-efficacy, and professional commitment. Qualitative studies may also be conducted to gain deeper insights into how these factors influence teachers' professional commitment.
2. School leaders may encourage strengthening their management practices by focusing on effective planning, organizing, leading, and controlling, as well as providing continuous support to enhance teachers' self-efficacy. These efforts should be directed toward improving teachers' instructional confidence and workplace experience to strengthen their professional commitment further.
3. Education practitioners may design and implement training programs and leadership development initiatives that enhance both school management competencies and teacher self-efficacy, ensuring sustained professional commitment among public school teachers.

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Appendix A. Questionnaire

Research Title: Influence of Management Practices and Self-Efficacy on Professional Commitment of Public School Teachers

Questionnaire on Management Practices of School head

Instructions: Please check (/) and rate each item as to the extent/desire that displayed using the following scale.

4- Strongly agree 3 – Agree 2 – Disagree 1- Strongly disagree

A. Planning <i>In this school, our school head...</i>	4	3	2	1
1. includes everyone in making the school's goals.				
2. clearly explains our vision, mission, and goals.				
3. makes sure each group knows their role in achieving our goals.				
4. looks for opportunities that can help the school now and in the future.				
5. considers what is happening inside and outside the school when planning.				
6. explains simply how the plans will help reach our goals.				
B. Organizing <i>In this school, our school head...</i>	4	3	2	1
7. organizes people and resources so they match the school's vision, mission, and goals.				
8. gives clear and simple job descriptions for each staff member.				
9. promotes a clear line of authority (one direct supervisor).				
10. coordinates school activities so they work together smoothly.				
11. encourages staff to focus on tasks that match their skills or specialization.				
12. limits the number of staffs under each department head for easier supervision.				
C. Leading <i>In this school, our school head...</i>	4	3	2	1
13. provides the resources employees need to do their work well.				

14. gives rewards or recognition for good performance.				
15. uses the school's structure to promote good teamwork and followership.				
16. allows staff to join decision-making on matters that affect them.				
17. empowers employees to make decisions within set limits.				
18. asks for everyone's input before making final decisions.				
D. Controlling <i>In this school, our school head...</i>	4	3	2	1
19. checks performance based on the standards set by the school.				
20. requires each department to submit reports, budgets, and activity updates.				

21. sets clear performance standards for all school functions.				
22. gives corrective actions whenever there are mistakes or deviations.				
23. gives fair and objective disciplinary actions to employees who violate rules.				
24. involves school members in reviewing ongoing school operations.				

Fiel-Miranda, J. L., & Miranda, A. T., Jr. (2018). *Assessment on the management practices among teaching and non-teaching staff of an academic institution managed by a primary cooperative in the Philippines: The case of Lyceum De Cebu*. *International Journal of Managerial Studies and Research*, 6(10), 1–18.

<https://doi.org/10.20431/2349-0349.0610001>

Questionnaire on Self – Efficacy of Teacher

Instructions: Please check (/) and rate each item as to the extent/desire that displayed using the following scale.

4- Strongly agree 3 – Agree 2 – Disagree 1- Strongly disagree

A. Student Guidance <i>In this school, as a teacher I can...</i>	4	3	2	1
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1. prevent class disruptions in my class.				
2. guide or teach bullies to stop bullying behavior.				
3. manage my time well so I am always prepared for class.				
4. create a classroom where students enjoy learning and participate actively.				
5. find out the cause when a student becomes truant.				
6. maintain a classroom where bullying is not allowed.				
7. quickly identify students who may be experiencing abuse.				
8. handle students who are not attending classes regularly.				
B. Classroom and Teaching Management <i>In this school, as a teacher I can...</i>	4	3	2	1
9. prepare lessons and materials that spark children's curiosity and interest.				
10. create a classroom where children who need support can join and blend in with others.				
11. create a classroom that shows empathy and support for struggling learners.				
12. protect students who are victims of bullying.				
13. teach my lessons considering the different levels of understanding of my learners.				
14. create a classroom where everyone cooperates and works together.				
15. make class adjustments or modifications to support inclusive education.				
16. consult the school head (principal or vice principal) and coordinate with police or hospitals if needed.				
17. create a classroom that values and respects each learner.				

C. Collaboration with Others <i>In this school, as a teacher I can...</i>	4	3	2	1
18. work and collaborate with other teachers.				
19. talk and cooperate with parents when needed.				
20. teach children while working closely with school administrators				

(principal, vice principal, etc.).				
21. get along well with other teachers.				
22. join and participate actively in research lessons to improve my teaching.				
23. ask help from other teachers when I have difficulties with students.				
24. have casual conversations and take breaks with other teachers comfortably.				
25. ask other teachers for help or advice when I don't understand something or need support.				

Yamasaki, K., & Uchida, K. (2024). Developing a Questionnaire to Assess Self-Efficacy in the Teaching Profession. *International Journal of Research in Education and Science*, 10(4), 736-748.
<https://files.eric.ed.gov/fulltext/EJ1452958.pdf>

Questionnaire on Professional Commitment

Instructions: Please check (/) and rate each item as to the extent/desire that displayed using the following scale.

4- Strongly agree 3 – Agree 2 – Disagree 1- Strongly disagree

A. Commitment towards students <i>In this school, the teachers...</i>	4	3	2	1
1. create a relaxed and supportive environment where students feel safe and confident.				
2. encourage pupils to set high goals and develop their physical, intellectual, and creative abilities.				

3. respect children and their rights, showing kindness and a positive attitude.				
4. recognize students' individual differences and try to meet their unique needs.				
5. refrain from commenting unprofessionally about their students.				
6. inform appropriate individuals and agencies about the student's educational needs.				
7. never punish or blame a student if the student doesn't understand the teacher in the class.				
B. Commitment towards community <i>In this school, the teachers...</i>	4	3	2	1
8. actively join and support community development activities.				
9. work to improve the quality of education and help strengthen the community's values and learning.				
10. show respect for the community and remain loyal to the school and its stakeholders.				
11. keep parents updated about their children's progress.				
12. build friendly and cooperative relationships with parents.				
C. Commitment towards profession <i>In this school, the teachers...</i>	4	3	2	1
13. regard the profession as a life career and consider membership in the profession as permanent.				

14. serve others with dedication and do not focus on personal gain.				
15. adhere to a code of ethics regarding membership, conduct, and practice.				
16. demand a high order of intellectual activity.				
17. exert every effort to raise the educational standard and to improve their services to promote a climate in which the exercise of professional judgment is encouraged.				

18. refrain from assigning professional duties to non-professional personnel when such assignment is not in the best interests of the students.				
19. appropriately use time granted for professional purposes.				
20. use the ideas, writings, or research of others with honesty for their professional growth.				

Hussen, A. A., Teshome, T. Z., & Tegegn, S. A. (2016). Teachers professional commitment towards students learning, their profession and the community in eastern Ethiopian secondary schools. *Journal of Teacher Education and Educators*, 5(3),289-314. <https://dergipark.org.tr/en/download/article-file/646630>