



WHAT MAKES A TEACHER A BETTER TEACHER? A HIERARCHICAL REGRESSION ANALYSIS OF SELF EFFICACY AND COMMITMENT AS PREDICTORS OF FACULTY MEMBERS JOB PERFORMANCE

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ABSTRACT

Teachers, as the core facilitators of learning, are at the forefront of any academic institution. For learning to take place, the competencies of the teachers, more than any technological advances that a university can offer, should be taken into consideration. With this, universities and colleges have ensured that only academically accomplished teaching professionals are invited to share their expertise to students of higher education institutions. With uniformity in academic accomplishment set as a standard, what then makes other teachers better teachers compared to other teachers? This research is an attempt to elucidate the predictive value of self efficacy and organizational commitment to the job performance of collegiate faculty members. Using hierarchical regression analysis, the results obtained indicated that self efficacy and not organizational commitment is what predicts the performance of faculty members.

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1. INTRODUCTION

Teachers, as the core facilitators of learning, are at the forefront of any academic institution. For learning to take place, the competencies of the teachers, more than any technological advances that a university can offer, should be taken into consideration. With this, universities and colleges, following the guidelines set forth by the government, had ensured that only academically accomplished teaching professionals are invited to share their expertise to students of higher education institutions. Bearing in mind this so called "uniformity" in terms of academic accomplishments, what then makes other teachers better teachers compared to other teachers? This

research is an attempt to elucidate the confluence of various variables that may constitute as predictors of job performance of collegiate faculty members.

1.1. Organizational Commitment as Predictor Of Job Performance

The unequivocal impact of organizational commitment to job performance irrespective of position and nature of job had long been studied (Allen and Meyer, 1990) particularly on the positive effect of affective commitment to job outcomes (Sarwat *et al.*, 2011). In fact, employees with an affective job commitment are more emotionally committed to their organization thereby strongly identifying with the companies institutional objectives; which leads to better job satisfaction (Tsui *et al.*, 2013), openness for change (Herscovitch and Meyer, 2002), and clearer organizational identity (Sandeghjan *et al.*, 2011) which are all correlates of job performance.

However, recent researches had decried the need to expound on the interaction of other moderating and mediating variables in the organizational commitment-job performance equation. Chang *et al.* (2011), for example, had expounded on the moderating effect of human capital and high performance work systems on the relationship of job satisfaction and performance. Wright and Bonett (2002), on the other hand, explicated thru meta-analysis the moderating effect of tenure on the relationship of organizational commitment and job performance. Nonetheless, as initially mentioned, the multifaceted dimensions of the relationship of job commitment and job performance, though extended by previous moderation studies, still requires further analysis. More particularly, what internally motivated variables could best predict the interaction of job commitment and its effect to job performance for teachers?

1.2. Teacher's Self Efficacy as a Predictor of Job Performance

In understanding the inner modalities of teachers in performing their teaching roles, the theory on self efficacy, as postulated by Albert Bandura in his Social Cognitive Theory may be best used to predict teacher's performance. Bandura (Chang *et al.*, 2011) defines self efficacy as a personal belief to accomplish tasks. In his theory, people who have higher self efficacy are believed to perform better in their tasks primarily because they see the difficulties of the tasks as challenges to overcome and not as deterrent hindrances in their lives. In the context of teachers, Yang *et al.* (2006) developed a concept called the teachers' sense of self-efficacy which was patterned on Bandura's social cognitive theory. In this theory, the belief of teachers on their personal capabilities and competence in being teachers highly affects their performance. Teachers with high self efficacy are better able to manage their students, have more creative instructional techniques, and develop a more ideal classroom environment for the students (Olayiwola, 2005; Yeo *et al.*, 2008; Yilmaz, 2011). Hence, upon considering the above mentioned variables, this research intends (1) to prove the predictive power of affective job commitment in determining the job performance of collegiate faculty members, and (2) would statistically prove the impact of self efficacy in increasing the teacher's job performance.

2. METHODS

2.1. Participants

The current sample included 80 faculty members from a Higher Education Institution in Manila, Philippines. Their age ranged is from 20 to 73 years old ($M= 34.63$, $SD= 10.63$); majority of which are females (55 %).

2.2. Instruments

The instruments used in this study were the Three-Component Model (TCM) of commitment survey, Teachers' sense of self-efficacy, and Job Performance Scale. The TCM questionnaire was used to measure the various forms of commitment of an employee to his/her organization (Meyer and Allen, 2004). This 24 item questionnaire was divided into affective, continuance, and normative commitment; each sub category corresponded to eight questions in the instrument. Using reliability measures, the cronbach alpha of affective, continuance, and normative commitment are .71, .68, and .67 respectively; the overall reliability coefficient of the instrument is .74. Results of the instrument were averaged and the higher the score of the respondent indicates the higher their level of commitment to the organization.

The Teacher Sense of Efficacy Scale (Tschannen-Moran and Woolfolk-Hoy, 2001) was likewise used to measure the perceived competence of the faculty members in terms of their efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The 7-point likert scale survey was composed of 24 statements that includes sub items like "How much can you do to get through to the most difficult students?" for student engagement; "How well can you respond to difficult questions from your students ?" for instructional strategies and "How much can you do to control disruptive behavior in the classroom?" for classroom management.

High reliability coefficients were established for the subscales of efficacy in student engagement (.88), efficacy in instructional strategies (.94), and efficacy in classroom management (.92) with an overall cronbach alpha of .97. Similar to the TCM survey, high scores in any of the subscales of the Teacher Sense of Efficacy Scale reflects a higher efficacy in that subscale.

Lastly, the data used to measure the Job Performance of the faculty members were solicited from the Human Resources Department of the concerned university. This constituted the student evaluation of the faculty members for the two semesters of the past academic year. The evaluation for both first and second semesters was averaged and was then used to illustrate the overall performance of the employees.

2.3. Procedure

Data were obtained from the faculty members of a Higher Education Institution in Manila. The instrument was distributed with the help of the Human Resources Department. Written consent was specified in the instrument and only faculty members who gave their consent were considered in this study.

For data analysis, two hierarchical regression models and four regression models were tested. The first model, which involved hierarchical regression analysis, tested the effect of affective commitment to the job performance of faculty members. The data collected for affective,

normative, and continuance commitment was initially centered by getting the variance of the individual responses when deducted from the mean. This was done to ensure the normality of the data. After which, results of the centered normative and continuance commitments were tested as predictors of performance. After doing so, the results of affective commitment were loaded to test for the variance in the coefficient of determination. In the second hierarchical regression model, the centered mean scores of the results of the Teacher's Sense of Self Efficacy were loaded together with the centered scores of affective, normative, and continuance commitment to test the impact of self efficacy on the job performance of teachers.

The four succeeding models made use of regression analysis. The second model used the centered data of efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management as predictors of job performance. The third regression model tested the centered scores of the overall mean of organizational commitment as predictor of job performance while the fourth regression model made use of the centered overall mean of the teacher's sense of efficacy as the predictor. Statistica version 10 software was used to analyze the data.

3. RESULTS

This study examined the influence of organizational commitment and sense of efficacy in the job performance of faculty members of higher education institution. Results are presented in two sections; the first section discusses the interrelationship of organizational commitment, sense of efficacy and job performance. The second section, on the other hand, explains the obtained scores for the hierarchical regression analysis of organizational commitment and sense of efficacy as predictors with job performance as the criterion.

3.1. Relationship of Organizational Commitment, Sense of Efficacy and Job Performance

As reflected in table 2, the results of the study confirm the hypothesis of the researchers that sense of efficacy is significantly correlated with a faculty member's organizational commitment. Teachers who are affectively committed to the organization are teachers who also perceived that they are more in control of their students in the classroom ($r=.30$, $p=.007$), believe they have better instructional strategies ($r=.34$, $p=.002$), and perceive that they can engage their students to become productive inside and outside of the classroom ($r=.25$, $p=.023$). Furthermore, since the mean scores in affective ($M=5.13$, $SD=.07$) and normative ($M=5.11$, $SD=.08$) commitment are negligible, faculty members whose commitment are just based on obligations to the institution (normative) also reflected to be highly efficacious in instructional strategies ($r=.29$, $p=.008$), student engagement ($r=.24$, $p=.031$), and classroom management ($r=.23$, $p=.043$).

Table-1. Means and Standard Deviations of Organizational Commitment, Teacher’s Sense of Efficacy, and Job Performance of Faculty Members

Variable	Mean	SD
Organizational Commitment		
Affective	5.125	0.743
Normative	5.105	0.814
Continuance	4.108	0.912
Overall	4.779	0.545
Teacher’s Sense of Efficacy		
Student Engagement	5.866	0.710
Instructional Strategies	5.763	0.657
Classroom Management	5.856	0.664
Overall	5.828	0.650
Job Performance	3.862	0.254

Relatively, the results indicate that highly efficacious teachers perform better than those who are less efficacious. Results of the correlation analysis confirm that teachers who have higher scores in the efficacy scale on all levels are those teachers who have higher scores for their job performance ($r=.26, p=.019$). Surprisingly though, organizational commitment does not have any relationship with job performance.

Table-2. Correlation Matrix of Organizational Commitment, Teacher’s Sense of Efficacy, and Job Performance of Faculty Members

	Organizational Commitment	Teacher’s Sense of Efficacy		Job Performance	
	Students Engagement	Classroom Management	Instructional Strategies	Overall	
Affective Commitment	0.25**	0.30**	0.34**	0.31*	0.07
Continuance Commitment	0.00	-0.01	-0.07	-0.03	0.12
Normative Commitment	0.24*	0.23*	0.29**	0.26*	0.13
Overall	0.24*	0.24*	0.26*	0.25*	0.16
Job Performance	0.25*	0.28*	0.23*	0.26*	-----

Note: *is significant at .05, **is significant at .01

3.2.Organizational Commitment and Sense of Efficacy as Predictors of Job Performance

Dissimilar to the results of previous researches (Sarwat *et al.*, 2011), organizational commitment does not predict job performance for faculty members, $F(3,76)=.82, p=.99$. However, as reflected in Table 3, sense of efficacy influences job performance, $R^2=.091, F(4,75)=1.875, p=.00$. This is indicative that whether or not faculty members are committed to the organization, as long as they are self efficacious towards teaching, they would perform better.

Table-3. Hierarchical Regression Model of Commitment and Teachers Sense of Efficacy on the Job Performance of Faculty Members

Variable	B	SE(B)	t	R ²
Step 1:				
Normative Commitment	0.12	0.11	1.11	0.03

Continue

Continuance Commitment	0.13	0.11	1.17	
Step 2:				0.03
Affective Commitment	0.00	0.14	-0.03	
Normative Commitment	0.12	0.11	1.10	
Continuance Commitment	0.13	0.14	0.98	
Step 3:				0.09
Teacher's Sense of Efficacy	0.26	0.12	2.22	
Affective Commitment	-0.06	0.14	-0.48	
Normative Commitment	0.10	0.13	-0.75	
Continuance Commitment	0.13	0.11	1.19	

4. DISCUSSION

The previous findings superimpose two justifications. On the first level, commitment to an organization does not predict performance level for teachers of higher education institution. This could perhaps be attributed to the nature of tenure of faculty members in the sample gathered. As previously mentioned, 54% of the faculty members who answered the instrument were non-tenured (either part timers or probationary). As mentioned by Myers, commitment to an organization would require constant exposure or time. Thus, tenure as a variable could have intervened in the results and would require further studies for future researchers.

Nonetheless, on the second level, the findings of the study highlight the predictive value of self efficacy in the job performance of teachers. The results of the hierarchical regression model which included self efficacy as a predictor had a significant effect on the performance of faculty members. Similar to the study of [Chang *et al.* \(2011\)](#) and [Yeo *et al.* \(2008\)](#), self efficacious teachers perceive they have more mastery of their subject matters, believe they have more command towards the instructional methodologies and resources they use for class, and can better identify the requirements of their students which make them perform better. Likewise, students with highly efficacious teachers are more motivated and responsive in class ([Erdem and Demirel, 2007](#); [Hynes, 2011](#)) and learn better ([Olayiwola, 2005](#); [Hynes, 2011](#)). This finding suggests that self efficacy and not commitment is what predicts the performance for faculty members.

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