

Mediating Effect of Self-Efficacy on the Relationship Between Organizational Justice and Teacher Commitment in Private Higher Education Institutions: An Explanatory Sequential Design

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Date Submitted: October 31, 2023

Date Revised: November 29, 2023

Date Published: November 30, 2023

Originality: 80%

Grammarly Score: 85%

Similarity: 20%

Recommended citation:

Ortega, J., Chavez, F. (2023). Mediating effect of self-efficacy on the relationship between organizational justice and teacher commitment in private higher education institutions: an explanatory sequential design. *Journal of Interdisciplinary Perspectives*, 1(4), 6–24. <https://doi.org/10.69569/jip.2023.0026>



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ABSTRACT

The objective of this undertaking was to explicate how self-efficacy mediates the relationship between organizational justice and teacher commitment based on the findings of the study. An explanatory sequential design of the mixed methods research was employed in this study which had purposively chosen the 250 newbie full-time educators in the private higher education institutions of Region XI with teaching experiences of three to five years from the academe as respondents, ten participants for an in-depth interview and seven participants for focus group discussion. Using the mean, the study revealed that the level of organizational justice, self-efficacy, and teacher commitment among the private higher educational institutions were recorded as very high indicative that justice and fairness are always manifested, self-efficacy and commitment among teachers are always evident. The correlation results reveal significant relationships between organizational justice and teacher commitment, between self-efficacy and teacher commitment, and between organizational justice and self-efficacy. Moreover, using the Sobel-Z Test, when the mediator was placed in the model, it shows that the direct effect of organizational justice on teacher commitment is still significant indicative of partial mediation. Consequently, self-efficacy is merely a fractional contributory factor in how organizational justice affects teacher commitment. The quantitative strand results were positively confirmed through the standpoints of the participants in the focus group discussions and in-depth interviews.

Keywords: Education, Organizational Justice, Self-efficacy, Teacher Commitment, Partial Mediation, Newbie full-time Faculty, Philippines

Introduction

Commitment among teachers, particularly the millennials, has become a pressing concern among institutions. As cited by Choi and Tang (2011), the teacher commitment trend has drawn research attention in various parts of the world due to its repercussions for teacher retention. Some researchers suggest that novice teachers in the 21st century show less interest in teaching, and there is evidence in the West that the level of attrition among beginning teachers is between 40 and 50 percent (Ingersoll & Smith, 2003). Several millennials will not hesitate to resign if they think they do not suit their company values (Cullimore 2017). Moreover, according to Espinoza, Ukleja, and Rusch (2010), one of the mantras of the millennials states that if they do not like their job, they quit for the worst thing they could do is move home.

The problem of teacher commitment has something to do with fairness, justice, and effectiveness in the workplace. Teachers nowadays find their job stressful due to the various responsibilities, gargantuan tasks, and work overloads accorded to them from preparing the lessons down to the delivery of instruction, notwithstanding the voluminous paperwork that must be done (Baliad, 2016). Also, having played several roles as a model, guide, motivator, director, facilitator, mentor, and parent surrogate immensely contribute to other factors and stressors. Being on the front line in shaping the learners' future is to adhere to the mandate of the Philippine Professional Standards for Teachers

(2013) and DepEd Order No. 36, s. (2013). It is the teachers' primordial role to make a significant contribution to nation-building, which complicates the burden and problems they have to bear.

This cyclic predicament in the academe will be equivalent to inefficiency, thereby compromising the quality of education the government has been dreaming of. Hence, Day (2004), Elliot and Croswell (2001), and Chavez (2012) postulated that the teaching profession demands passion and commitment. On the contrary, Getahun, Tefera, and Burichew (2016) accentuated that teachers show low promise as influenced by their workplace characteristics.

In the report from Alberta Education, Alberta Teaching Certification Statistics (2015), the millennial generation teachers in Alberta were the greenhorn and the undeveloped which is roughly 45 percent of the teachers. Shulyakovskaya (2017) cited that these newbies and beginning teachers were likely to leave the workplace compared to the veteran ones because the education sector did not address the generational differences need of the younger teachers. Likewise, in Arizona, Hurley (2014) showed that 46 percent of beginning teachers quit their jobs after five years, mainly due to the low salary rate the nation has offered to their teachers.

Additionally, based on their annual report to the Missouri General Assembly, the Department of Elementary and Secondary Education (DESE; 2014) conveyed that 24 percent of teachers were leaving the classroom after three years of teaching, and around 33 percent were doing the same after five years. Furthermore, somewhere in the range of 40 to 50 percent of teachers would go to private classrooms within their initial five years, including the nine and a half percent that leave before the end of their first year in Pennsylvania. Riggs (2013) posited that approximately 15.7 percent of educators leave their posts every year to look for another job, for they found teaching as emotionally draining and physically exhausting. Furthermore, Gallup (2016) revealed that in the United States of America, due to the lack of preparation to cater to their needs, only 29 percent of newbie teachers are likely to be engaged in the workplace; while 55 percent are not engaged and are more likely to be ambivalent compared to older generations.

In the Philippine context, there was a recurring concern that, annually, non-public schools are hiring several new teaching personnel. It was confirmed that the migration of teachers from private to public schools is a problem not only in the framework of basic education but also in higher education. The Officer-in-charge of the Commission on Higher Education (CHED) and spokesperson declared that many private Higher Education Institutions (HEIs) are losing their strong professors to state universities and colleges because they cannot keep up with competitive wages for them. The Officer-in-charge acknowledged that this case remains unresolved as stated to CHED over the past two years. With the SUCs giving new staff things and the Department of Education (DepEd) making numerous Senior High School (SHS) educators since 2016, he found that many teachers were leaving private HEIs (Hernando-Malipot, 2018).

Meanwhile, Ortega-Dela Cruz's (2016) research shows that teaching load, paperwork, and job issues can cause negative emotional responses such as large amounts of anxiety and low job fulfillment and obligation dimensions, which cause teacher migration and withdrawal. The preceding scenarios denote the uncertainty of teachers' commitment to their institution and profession as fairness was not sharply observed as expected.

Looking into some studies that cause teacher commitment to derail, the study of Amora (2016) in the City Division of Dasmariñas revealed that teachers expressed their devotion to the academic institution and are very interested in staying, however, their teaching efficacy may not be suitable. While in Davao City, as cited by Baliad (2016), the Department of Education stated that one of its main concerns was the commitment of teachers in the field and the effectiveness of teachers in providing instruction to students.

Due to this ubiquitous predicament, some studies investigated the antecedents of teacher commitment. Among the notable antecedents that are related to teacher commitment are organizational justice (Dorji & Kaur, 2018) and a sense of self-efficacy (Tschannen-Moran & Hoy, 2001). Admittedly, organizational justice poses a strong influence on teacher commitment. In the study of Dorji and Kaur (2018), results denote the correlation between organizational justice and teacher organizational commitment.

Explicitly, viewing the various dimensions, interactional justice, and commitment are significantly correlated. Moreover, a moderate correlation exists between procedural justice and commitment, and so does distributive justice and organizational teacher commitment. On the other hand, the study of Lee, Zhang, and Yin (2011) bares that self-efficacy significantly predicts commitment to teaching. Teachers with high self-efficacy put forth much effort to ensure effective instruction (Tschannen-Moran & Hoy, 2007).

There are numerous studies about organizational commitment that are positively influenced by job satisfaction, motivation, school climate, leadership behavior, and burnout. However, the study on teacher commitment as influenced by organizational justice is deficient and less explored. While there is literature that supports the issue of teacher commitment, published research directly linking the variables appears to be limited. Furthermore, most of the studies conducted were generated from the global milieu. That is why, this study aimed to find the relationship between organizational justice, self-efficacy, and teacher commitment in higher education institutions using the explanatory sequential design in the selected private higher education institutions in Region XI.

The result of this study afforded a significant understanding of the millennial teachers' engagement. It also served as a guide for addressing the issues and concerns to create appropriate policies and guidelines and make a significant contribution to the academic institution's review and revision of the faculty development plan. Through this, the teachers will find it worthwhile to stay in their institution, paving the way to strengthen their commitment as teachers play a vital role in achieving the dream of delivering the quality education that the students deserve.

Methodology

Research Design

This study employed a mixed methods approach, specifically the explanatory sequential design, involving two phases: initial collection of quantitative data followed by qualitative data to further elucidate the quantitative findings (Plano Clark, 2011). The rationale behind this approach is that while quantitative data provide a general overview of the research problem, additional qualitative analysis is essential for a more nuanced understanding. The quantitative phase employed a descriptive and correlational approach to assess the status of organizational justice, self-efficacy, and teacher commitment. This phase utilized a correlation model to explore the relationships between these variables (Creswell, 2002). The subsequent qualitative phase involved collecting and analyzing text data to offer insights and explanations for the quantitative results obtained in the first phase.

Research Locale

The research was conducted at selected Higher Education Institutions (HEIs) in Region XI, located in the Southeastern part of Mindanao, Philippines. Region XI comprises five provinces: Davao del Sur, Davao Oriental, Davao Occidental, Davao del Norte, and Compostela Valley, with Davao City serving as the administrative hub. Bordered by provinces to the north and the Philippine Sea to the east, Region XI was deliberately chosen by the researcher for its potential to yield interesting results on the level of teacher involvement among new teachers. The aim was to provide valuable insights and recommendations for the professional development and growth of these educators. The region's abundance of private higher education institutions allowed for a substantial and appropriate number of participants in the study. Additionally, the study could benefit a significant number of new teachers and private tertiary schools in Region XI.

Participants

Quantitative Strand

In the quantitative strand, there were 250 teachers from the selected teachers of 20 Private HEIs in Region XI who were purposively chosen as the respondents of the study. The schools were coded for ethical purposes. This technique is intended to produce a homogeneous sample whose units share the same characteristics (Creswell, 2003). The following criteria were set for achieving homogeneity: They were newbie full-time educators in the private higher education institutions with teaching experiences in the academe for less than five years. These educators also belong to generation Y or millennials.

Qualitative Strand

Similarly, the choice of subjects was purposeful in qualitative terms; participants were chosen based on who can better answer research questions and understand the phenomenon under study (Seargent, 2012). Therefore, one of the most critical tasks in the study design strand was to identify appropriate participants. The selection of decisions was focused on research questions, conceptual insights, and data that inform the analysis. The researcher chose 10 participants invited for an in-depth interview (IDI) and another seven participants for the focus group discussions (FGD). The results of which were used to identify the emerging themes and patterns or responses based on their lived experiences.

Moreover, the participants for the in-depth interviews and focus group discussions were purposively chosen from the respondents of the quantitative data gathering. Since the result of the study was generally very high, the same participants were selected who elucidated their responses in the quantitative strand.

Instruments

Quantitative Strand

In the quantitative phase, survey questionnaires were used to collect data from respondents after undergoing content and construct-related validity. Five expert validators, three panel members, and two from the university's research examining committee assessed and provided suggestions for questionnaire revisions.

The first instrument assessed organizational justice, adapted from Colquitt, J. A. (2001) and Neihoff and Moorman (1993), covering three indicators: distributive justice, procedural justice, and interactional justice. Participants used a scale of 1 to 5. For self-efficacy, the instrument drew from Tschannen-Moran, M., and Woolfolk Hoy, A. (2001), covering efficacy in student engagement, instructional strategies, and classroom management. The teacher commitment instrument, adapted from Celep (2002) and Cohen (2000), included four indicators: commitment to students, school, teaching, and the profession.

The adapted questionnaires demonstrated prior reliability values from .73 to .90. To assess cross-cultural validity and reliability, experts evaluated clarity, presentation, suitability, adequacy, purpose attainment, objectivity,

and scale. Additionally, Cronbach's Alpha of 0.90 was employed for both binary-type and large-scale data, ensuring questionnaire reliability.

Qualitative Strand

The qualitative strand used an interview guide for an in-depth interview and focus group discussion on obtaining data from the participants. The qualitative questionnaire contained the interview guide and the consent form. This instrument included guide questions and probing questions about issues that need clarification on the relationship between the quantitative data and participants' standpoints on the variables and their resulting mediation.

Moreover, to ensure the credibility and validity of the questions, the experts validated the questionnaire for the suitability of the items, clarity of directions, and attainment of its objective. Since the researcher employed the explanatory sequential design, the validators crafted questions that explain the result of the quantitative data.

Data Collection

Quantitative Strand

In the collection process, the explanatory sequential design involved separate quantitative and qualitative data collection phases. The initial phase focused on quantitative data, utilizing an adapted and validated questionnaire. The researcher obtained permission from the Dean of the Graduate School and a certificate of compliance from the Research Ethics Committee before distributing validated questionnaires. The researcher also sought permission from School Heads of selected private higher education institutions in Region XI to conduct the study on organizational justice, self-efficacy, and teacher commitment among private tertiary teachers.

During quantitative data collection, all three survey questionnaires were administered to participants on the same day to maintain consistency in their responses. Participants signed a letter of consent, ensuring voluntary participation. Only those who signed the consent letter were included in the study, with the assurance of confidentiality and the omission of their names from the study. Following data retrieval, the encoding process with proper labeling was conducted.

Qualitative Strand

During data gathering, the researcher utilized an informed consent form and provided an introductory script, explicitly detailing the purpose of the interview, terms of confidentiality, and the analysis process for participants. The interview format, type of conversation, and its nature were explained, along with allowing participants the opportunity to ask questions either during or after the interview. Participants were informed about the expected duration and how to contact the researcher later if needed. Permission to record the interview was sought to ensure accurate responses, and coded names were used for confidentiality (McNamara, 2017).

In-depth interviews and focus group discussions were personally conducted by the researcher on various occasions, considering teachers' availability. The researcher established a comfortable environment for participants, adhering strictly to interview protocols outlined in the consent form.

After data collection, recorded responses were transcribed, and core ideas were identified. The data underwent analysis, and tables were created to highlight issues requiring clarification in quantitative data, matters needing clarification regarding relationships among quantitative data and the resulting partial mediation model, and participants' perspectives on variables, relationships, and ensuing mediation, revealing several thematic patterns.

Data Analysis

Quantitative Strand

Mean was used to determine the level of organizational justice, self-efficacy, and teacher commitment. Standard Deviation was used to determine the spread size of data. Moreover, Pearson r-moment correlation was used to measure the relationship between the variables. Furthermore, the Sobel z-test was utilized to determine the mediating effect of self-efficacy on the relationship between organizational justice and teacher commitment.

Qualitative Strand

Meanwhile, the responses that were obtained from in-depth interviews and focus group discussions were analyzed using thematic analysis. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question (Boyatzis, 1998).

The following were the steps that were followed in the data analysis of the qualitative phase: first, horizontalizing, or listing all relevant expressions; second, reduction of experiences to the invariant constituents; third, thematic clustering to create core themes; fourth, comparison of multiple data sources to validate the invariant constituents; fifth, constructing of individual textural descriptions of participants; sixth, construction of individual structural descriptions; and seven, synthesizing the texture and structure into an expression.

Trustworthiness of the Study

Ensuring trustworthiness in this study involved four key components: credibility, transferability, dependability, and confirmability (Creswell, 2013).

Credibility

Established through personal interviews, collaborative discussions, and member checking, credibility aimed at instilling confidence in the truth of research findings and the accurate representation of participants' original data (Korstjens & Moser, 2018).

Confirmability

Utilizing participant responses from interviews and surveys, confirmability sought to corroborate, contradict, or validate findings. Reflective journaling and ongoing reflection maintained objectivity and neutrality in the evaluation of results (Korstjens & Moser, 2018).

Transferability

Addressed by properly labeling and storing data for future reference, transferability allowed study conclusions to be applied to other cases. This aspect, akin to generalizability, relied on providing detailed descriptions for interpretive equivalents in different contexts (Korstjens & Moser, 2018).

Dependability

Ensuring constancy of data through documentation, dependability involved an audit trail and adherence to fundamental research ethics codes. It emphasized the consistency and reliability of research findings, facilitating external scrutiny (Korstjens & Moser, 2018). Triangulation design, using different but complementary data, strengthened result validity (Mack et al., 2005).

Ethical Considerations

The researcher was meticulous about the ethical considerations in the study; asked permission to allow her to conduct interviews with the participants and provided the critical documents for the study. Further, a consent letter was delivered to those identified participants. The questions asked were made simple and understandable. The items given were not sensitive; likewise, data were treated with the utmost care and confidentiality and were presented in a friendly and natural manner.

Results and Discussion

The Status of Organizational Justice, Self-Efficacy and Teacher Commitment of Private HEI Educators

Level of Organizational Justice

Shown in Table 1 is the level of organizational justice of private higher education institution teachers. Organizational justice contains three indicators such as distributive justice, procedural justice, and interactional justice. The overall mean of organizational justice generated a mean score of 4.23; SD = 0.606 which is described as very high. Since the standard deviation is less than 1, it suggests homogeneity of data from the participants.

Distributive Justice. The category mean obtained a score of 4.14 described as high. From the items with very high descriptions, the statement: *my job is honing me to handle several responsibilities* yielded the highest mean score of 4.36. On the other note, in the aspect of *the rewards I am receiving is quite fair* revealed a slight difference as it obtained the mean score of 3.96 which is interpreted as high.

Procedural Justice. This indicator registered the category mean of 4.20 described as very high. Among the items with very high description, the statement: *the manager is collecting accurate and complete information to make job decisions* generated the highest mean score of 4.24. However, a minor difference is perceived in the aspect wherein *the employees have been challenging, or appealing job decisions made by managers* that yielded the mean score of 4.14 described as high only.

Interactional Justice. Interactional justice as one of the indicators revealed a mean score of 4.35 interpreted as very high. All items in this indicator yielded a very high description, however, this statement: *manager is treating me with respect and dignity* garnered the highest mean score of 4.49.

The findings indicate a very high level of organizational justice in Region XI, with managers in private higher education institutions demonstrating fairness and justice towards teaching personnel. Specifically, in distributive justice, teachers express satisfaction with compensation relative to workloads. Positive teacher satisfaction and motivation contribute to organizational success, as evidenced by Bruns (2014). Managers prioritize accurate information collection and employee participation in decision-making, fostering an open avenue for communication. The high rating of interactional procedures reveals considerate leadership, promoting positive interactions and strong rapport between employees and the organization. Suchman (1997) emphasizes the psychological impact of respectful treatment on teachers' affections and reactions.

Table 1. Level of Organizational Justice

	Mean	SD	Description
Distributive Justice			
1. working schedule is fair	4.24	0.770	Very High
2. having a level of pay that is fair	4.04	0.920	High
3. having a workload that is quite fair	4.09	0.916	High
4. receiving rewards that are quite fair	3.96	0.970	High
5. having a job that hones me to handle several responsibilities	4.36	0.676	Very High
Category Mean	4.14	0.680	High
Procedural Justice			
1. making job decisions fairly	4.23	0.798	Very High
2. making sure that all employee's concerns are heard before job decisions are made	4.19	0.833	High
3. collecting accurate and complete information to make job decisions	4.24	0.822	Very High
4. clarifying decisions and providing additional information when requested by employees	4.20	0.837	Very High
5. applying job decisions consistently to all affected employees	4.17	0.785	High
6. enabling employees to challenge or appeal job decisions made by managers	4.14	0.878	High
Category Mean	4.20	0.728	Very High
Interactional Justice			
1. treating me with kindness and consideration	4.45	0.664	Very High
2. treating me with respect and dignity	4.49	0.672	Very High
3. showing sensitivity to my personal needs	4.28	0.856	Very High
4. treating me in a truthful manner	4.42	0.725	Very High
5. showing concern for my right as an employee	4.35	0.798	Very High
6. discussing with me the implications of the decisions	4.32	0.781	Very High
7. offering adequate justification	4.30	0.798	Very High
8. offering explanation that makes sense to me	4.28	0.799	Very High
9. explaining to me very clearly	4.29	0.839	Very High
Category Mean	4.35	0.670	Very High
Overall Mean	4.23	0.606	Very High

Level of Self-Efficacy

Presented in Table 2 is the level of self-efficacy among the private higher education institution educators in Region XI. Self-efficacy contains three indicators, namely student engagement, instructional strategies, and classroom management. The overall mean of self-efficacy generated a score of 4.56; SD = 0.294 which is very high. It can be observed that all items in the three indicators have very high mean scores. Furthermore, the standard deviation is less than 1 which indicates the homogeneity of the participants' responses.

Student Engagement. In the context of student engagement, the category mean yielded a mean score of 4.62 described as very high. All items got a very high description, but specifically, *facilitating students' value learning* obtained the highest mean score of 4.71.

Instructional Strategies. The category mean for this indicator is very high with a mean score of 4.52. All items were described as very high, however, the statement: *making my lessons fit or in line with the learning abilities of my students* attained the highest mean of 4.60.

Classroom Management. For classroom management, the category mean obtained a score of 4.54 described as very high. All items in this aspect obtained a very high description, but specifically, the statement: *encouraging students to follow classroom rules* attained the highest mean score of 4.66.

Table 2. Level of Self-Efficacy

	Mean	SD	Description
Student Engagement			
1. facilitating students' value learning	4.71	0.488	Very High
2. inspiring students who show low interest in schoolwork	4.54	0.647	Very High
3. helping my students think critically	4.60	0.574	Very High
4. encouraging student to be resourceful	4.70	0.517	Very High
5. getting through to the most difficult students	4.42	0.637	Very High
Category Mean	4.62	0.076	Very High
Instructional Strategies			
1. using a variety of evaluation strategies	4.46	0.634	Very High
2. creating good questions for my students	4.54	0.595	Very High
3. replying to difficult questions from my students	4.55	0.639	Very High
4. making my lessons fit or in line with the learning abilities of my students	4.60	0.568	Very High
5. giving appropriate challenging activities for advanced learners	4.43	0.662	Very High
Category Mean	4.52	0.459	Very High
Classroom Management			
1. managing disruptive behavior in the classroom	4.54	0.621	Very High
2. encouraging students to follow classroom rules	4.66	0.574	Very High
3. setting a classroom management with each group of students	4.52	0.684	Very High
4. responding to defiant students	4.44	0.727	Very High
5. establishing routines to keep activities running smoothly	4.53	0.641	Very High
Category Mean	4.54	0.506	Very High
Overall mean	4.56	0.294	Very High

The data reveals a very high level of self-efficacy among teachers, indicating their consistent capability to effectively fulfill assigned tasks. Teachers, equipped with high self-efficacy, engage students effectively, emphasizing value learning, and inspiring learners to dream big. This aligns with Tschannen-Moran & Woolfolk Hoy's (2001) findings that students' engagement relies on teachers' ability to motivate learners in an active learning atmosphere. Private tertiary educators exhibit readiness and flexibility in handling diverse 21st-century learners, demonstrating proficiency in the 4 C's (collaboration, critical thinking, creativity, and communication). Their adeptness in instructional strategies, including technology integration, resonates with Hopkins's (2011) belief in employing varied strategies to develop students' skills. Classroom management is rated very high, indicating teachers' control over learning behavior and the creation of a conducive environment, consistent with Hopkins's (2014) emphasis on a peaceful atmosphere contributing to the learning process. Teachers with high self-efficacy excel in the classroom, showcasing strong instructional strategies and management skills, aligning with Magee, Zachazewski, and Quillen's (2008) findings that teachers' self-efficacy significantly influences students' achievement.

Level of Teacher Commitment

Table 3 presents the level of teacher commitment of private school college teachers. The teacher commitment contains four dimensions such as commitment to student, commitment to school, commitment to teaching, and commitment to profession. The overall mean of teacher commitment obtained a score of 4.35; SD= .519 described as very high. Meanwhile, the standard deviation is less than 1 which shows the consistency of the data from the participants.

Commitment to Students. The category mean for this indicator is 4.62 which is very high. All items yielded a very high description, but predominantly, *doing my mission to ensure their success* obtained the highest mean score of 4.67.

Commitment to School. The category mean attained a score of 4.27 described as very high. All items were described as very high. From the statements with very high description, these statements: *finding it easy to agree with this organization's policies on important matters relating to its employees* and *having similar values with the school I work on* obtained the highest mean score of 4.27.

The status of teacher commitment in the private higher education institution in Region XI is incredibly very high. Although it can be observed from the data that some items were not rated the same, however, it firmly settled on the high level. This implies that immensely, teacher commitment is always manifested.

Newbie teachers demonstrate high commitment to students, maintaining accountability and going beyond duty to ensure success, aligning with Tsui and Cheng's (1999) findings on committed teachers making a difference in student learning. Commitment to the school is very high, indicating loyalty and alignment with organizational values. Participants emphasize staying for a harmonious workplace, supporting Ramos's (2012) view that committed teachers endure challenges and promote the institution's vision. Commitment to teaching is consistently high, reflecting teachers' passion and commitment to continuous improvement, in line with Crosswell and Elliott's (2004) findings on committed teachers exploring innovative strategies. Commitment to the profession is always evident, showcasing teachers' satisfaction and fulfillment in contributing to the nation's development, supporting Choi's (2011) view on committed teachers striving for quality instruction. Overall, private higher education teachers demonstrate unwavering commitment, challenging claims of teachers leaving for higher public school compensation (Hernando-Malipot, 2018). The study emphasizes factors beyond compensation, emphasizing the importance of rapport and a just working environment in fostering teacher commitment, echoing Karluki et al.'s (2014) assertion that organizational commitment yields dedicated, motivated, and reliable teaching staff striving for excellence.

Table 3. Level of Teacher Commitment

	Mean	SD	Description
Commitment to Students			
1. doing my mission to ensure their success	4.67	0.549	Very High
2. doing my responsibility to ensure good social relations among my students	4.64	0.543	Very High
3. doing my obligation to mediate among the rival group of the students	4.56	0.652	Very High
Category Mean	4.62	0.490	Very High
Commitment to School			
1. finding it easy to agree with this organization's policies on important matters relating to its employee	4.27	0.754	Very High
2. talking about this school to my friends as a great school to work at	4.26	0.797	Very High
3. having similar values with the school I work on	4.27	0.799	Very High
Category Mean	4.27	0.689	Very High
Commitment to Teaching			
1. being more ambitious about my work than I was before	4.30	0.797	Very High
2. lying awake at night excited about the next day's work	4.04	0.939	High
3. enjoying teaching	4.48	0.718	Very High
Category Mean	4.27	0.688	Very High
Commitment to Profession			
1. not getting a job different from being a teacher with the same salary	3.88	1.108	High

2. preferring to choose the teaching profession if given the chance to do it again	4.22	0.868	Very High
3. being grateful of having entered the teaching profession	4.46	0.653	Very High
4. having the best decision ever made was to become a teacher	4.31	0.820	Very High
Category Mean	4.22	0.712	Very High
Overall Mean	4.35	0.519	Very High

Commitment to Teaching. Commitment to teaching got a mean of 4.27 described as very high. From the items with very high descriptions, the statement: *enjoying teaching* yielded the highest mean of 4.48. On the other note, obtaining a high description is the item: *lying awake at night excited for the next day's work* with a mean score of 4.04.

Commitment to Profession. In terms of commitment to the profession, the category mean score is 4.22 described as very high. Among the items with very high descriptions, the statement: *being grateful for having entered the teaching profession* attained the highest mean score of 4.46. However, *not getting a job different from being a teacher with the same salary* got a lower mean score of 3.88 yet described as high.

Relationship between Organizational Justice, Self-Efficacy and Teacher Commitment

Table 4 shows the relationship between organizational justice, self-efficacy, and teacher commitment. The results show that all the independent variables have established significant relationships with teacher commitment ($p < .05$).

Table 4. Relationship between the Variables

	R	p-value	Remarks
Organizational Justice & Teacher Commitment	0.631	0.000	Significant
Self-Efficacy & Teacher Commitment	0.574	0.000	Significant
Organizational Justice & Self-Efficacy	0.423	0.000	Significant

Specifically, there is a positive significant relationship between organizational justice and teacher commitment ($r = 0.631$, $p < 0.05$). The strength of correlation between the two variables is high and has a directly proportional relationship as revealed by the coefficient of 0.631. This means that as organizational justice increases, the teacher commitment also increases. In the same way, there is a positive significant relationship between self-efficacy and teacher commitment ($r = 0.574$, $p < 0.05$). This means that as self-efficacy increases, teacher commitment would also likely increase. Similarly, there is a positive significant relationship between the organizational justice and self-efficacy of teachers ($r = 0.423$, $p < 0.05$). This means that those teachers who have a high degree of organizational justice are more likely to have better self-efficacy.

The data indicates a significant, directly proportional relationship between organizational justice and teacher commitment, aligning with Blau's Social Exchange Theory (1964), suggesting that fair practices foster commitment. This finding is consistent with Demir and Karanja's study (2016) affirming organizational justice's positive impact on teacher engagement. Similarly, a significant relationship exists between self-efficacy and teacher commitment, supporting Bandura's Social Cognitive Theory (1986), emphasizing the role of efficacy in commitment. The observed significant relationship between organizational justice and self-efficacy reinforces Locke's Goal Setting Theory (1960) and Chegini et al.'s study (2017), highlighting the correlation between organizational justice and self-efficacy.

Mediating Relationship of Self-Efficacy between Organizational Justice and Teacher Commitment

Table 5 shows the results of the regression analysis which is relevant to the mediation analysis of self-efficacy as a mediator of organizational justice and teacher commitment. The results in Step One confirmed that organizational justice (independent variable) is a significant predictor of teacher commitment ($\beta = 0.018$, $p < 0.05$). This means that there is a relationship that can be mediated which is a preliminary test before conducting a mediation analysis. Step two shows that self-efficacy (mediating variable) is a significant predictor of teacher commitment ($\beta = 1.013$, $p < 0.05$). Consequently, Step three shows that organizational justice is also a significant predictor of self-efficacy ($\beta = 0.206$, $p < 0.05$). Finally, Step 4 shows the combined influence of organizational justice and self-efficacy on teacher commitment. The results conform to standards as preconditions before conducting mediation analysis (Baron and Kenny's, 1986).

The use of Medgraph involving the Sobel Test provides an analysis of the significance of the mediation effect. Hence, it can determine whether the mediation is full or partial. The direct effect of organizational justice on teacher commitment is decreased from a beta of 0.631 to 0.473 when the mediator variable was placed in the relationship model. Since the direct effect of organizational justice on teacher commitment is still significant, it would imply partial mediation. This means that that self-efficacy partially explains how organizational justice can influence teacher commitment. This indicates further that self-efficacy has a fractional contributory factor on how organizational justice affects teacher commitment.

Table 5. Mediation Analysis Using Regression Method

Independent Variable	Organizational Justice
Dependent Variable	Teacher Commitment
Mediating Variable	Self-Efficacy
Step 1. Path C (IV and DV)	
Unstandardized Beta (B)	.018
Standard Error (e)	.008
p-value	.022
Step 2. Path B (MV and DV)	
Unstandardized Beta (B)	1.013
Standard Error (e)	.092
p-value	.000
Step 3. Path A (IV and MV)	
Unstandardized Beta (B)	.206
Standard Error (e)	.028
p-value	.000
Step 4. Combined Influence of IV and MV on DV	
Self-Efficacy	
Unstandardized Beta (B)	.660
Standard Error (e)	.087
Standardized Beta	.373
Part Correlation	.338
Organizational Justice	
Standardized Beta	.473
Part Correlation	.429
Total R-square	.513

On the other hand, the effect size ($\beta = 0.157$) measures how much of the effect of organizational justice (IV) on teacher commitment (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ($\beta = 0.631$) is the summation of both direct and indirect effect. The direct effect ($\beta = 0.473$) is the size of the correlation between organizational justice (IV) and teacher commitment (DV) with self-efficacy (MV) included in the regression. The indirect to total ratio index reveal an R-square of 0.537. This means that about 53.7 percent of the total effect of the IV on the DV goes through the MV, and approximately 46.3 percent of the total effect is either direct or mediated by other variables not included in the model.

Mediation analysis, as proposed by Baron and Kenny (1986), explores how a third variable influences the relationship between two others (MacKinnon et al., 2007). The data reveals that organizational justice significantly predicts teacher commitment, indicating that commitment depends on satisfaction with organizational justice. This aligns with Yavuz's study (2010), emphasizing that positive organizational justice increases teacher commitment. Similarly, self-efficacy significantly predicts teacher commitment, consistent with Bandura's Self-Efficacy Theory (1977), suggesting that confident teachers exhibit increased commitment. Introducing the mediating variable (self-efficacy) reduces the direct effect of organizational justice on teacher commitment, indicating partial mediation.

Participant's Standpoints on the Variables, their Relationships and the Resulting Mediation

Presented in Table 6 are the explanations of the issues and the emerging themes from the specific items of the three variables namely: organizational justice, self-efficacy, and teacher commitment. Several themes were drawn out from

the in-depth interview and focus group discussion, which derived from the responses of the second research question on the participant's standpoints on the variables, their relationship, and the resulting mediation.

The participants were asked about their stance and insights regarding the quantitative results on specific items of the variables. Additionally, they were asked to explain and rationalize their standpoints on the issues probed.

Table 6. Participant's Standpoints on the Variables, their Relationships, and the Resulting Mediation

Issues	Sample Significant Statements	Themes	Nature of Integration
Organizational Justice	There are no rants or complaints in the social media about maltreatment	Practicing Academic Professionalism	Connecting-validating
Interactional Justice 1. Treatment of managers with respect and dignity	The Deans, program heads and the President do not let me feel intimidated. I was treated like a friend more than an employee There is social gratification We are treated professionally. There's no hierarchy or seniority that can be observed.	, Work Ethics and Collegiality	
Distributive Justice 2. My job hones me to handle several responsibilities	It was made clear that aside from teaching, teachers are given other tasks. Everyone is given opportunity to become leaders. Teachers were trained to take turns to lead in their respective levels.		
Procedural Justice 3. My manager collects accurate and correct information to make job decisions	Heads and supervisors usually consult different sectors on our concerns. Our school managers involved us in making decisions for our jobs. Job policies and regulations went through deliberation with the faculty around or with grade level heads.		
Self-efficacy	I don't box them into theories	Pragmatic and Student-centered Curricula	Connecting-clarifying
Student Engagement 1. Facilitation of students' value learning	Expose them to the reality of the industry Let students make reflections and have immersions in the field Guiding the students well with the right learning		
Classroom Management 2. I encourage my students to follow classroom rules	Rules are set before the class started. Just like in Basic Education, reward system is still applied in college.		

	I do private processing for students' misbehavior in the class.		
	Being firm and consistent to your rules is effective for students to follow rules.		
Instructional Strategies 3. I reply to most difficult questions from my students	I see to it that I am ten chapters ahead of my students. I do research and advanced reading of my lessons or topics. If questions are difficult to answer, I honestly respond to them that we will search for the answer together.		
Teacher Commitment	The primary role of teachers is to guide students towards the achievement or success	Teaching as a noble profession	Connecting-validating
Commitment to Students 1. Teachers' mission to ensure students' success	Communicating constantly to our students Exert double or triple efforts for your instructional goals for the students to succeed. Motivate them for learners nowadays are vulnerable	advocacy	
Commitment to Teaching 2. I enjoy teaching	I get a lot of respect from students Teaching is a never-ending learning Teaching is my passion. I cannot imagine myself not teaching		
Commitment to Profession 3. I am grateful that I entered the teaching profession	I have joy unspeakable in this profession Ever since, teaching is my dream profession I love teaching because this is the most noble profession There is a sense of fulfillment when I am teaching I cannot interchange teaching from other professions		
Commitment to School 4. I find it easy to agree with this organization's policies on important matters relating to its employee	Once a teacher is committed, I think it's also easy to agree with the policies of the school where I am working. I can easily relate to our organization's values and culture. The organization's policies are aligned with my principles and philosophies.		
Relationship between Self-Efficacy and Teacher Commitment	Once you know yourself that you can do a certain task, you will be committed doing your best for it and maintaining it. I think the two will really have a great relationship with each other because if you	Sense of purpose and responsibility towards self-actualization	Connecting-explaining

	would really be committed with your responsibilities, the improvement of your potential will come along.		
	I totally agree because if I don't have the potential, I can't produce students who are competent enough.		
Self-Efficacy partially mediates the relationship between Organizational Justice and Teacher Commitment	I believe that self-efficacy will boost teacher commitment given that there is a strong correlation between organizational justice and teacher commitment. When the teacher believes that he can do something, that is self-efficacy. A teacher who has self-efficacy, commitment will be strengthened or increased. I believe that self-efficacy mediates the two variables because when there is organizational justice, there is high self-efficacy that will increase teacher commitment.	Employee motivation as triggered by organizational structure, integrity and culture	Connecting-reinforcing

The findings of this study demonstrated that the cumulative impact of organizational justice and self-efficiency has increased the commitment of teachers to the students, school, teaching and profession. On the aspect of distributive justice specifically the fairness of the rewards teachers received significantly alter motivation and dedication which suggests that private higher education institutions in the region should enhance their strategies to keep the competent teaching force. This further signifies that the organization should spice up or being innovative in giving extrinsic rewards to recognize some accomplishments. On the other hand, the diverse 21st century learners pose a great challenge among the teachers in keeping up with them being technology savvy. This implies that the institutions should provide support and assistance to the faculty who lacks the capacity in using technology as instructional device to augment learning. Finally, teacher commitment to profession poses a little threat since among the indicators, this receives less favorable response. This further denotes to strengthen their love for teaching profession through exposures and seminars on teaching pedagogies and philosophies

Conclusions

The findings from the study indicate that private higher educational institutions exhibit high levels of organizational justice, self-efficacy, and teacher commitment. This suggests a consistent and just treatment of employees, a prevalent self-belief and effectiveness among teachers, and unwavering dedication to students, schools, teaching, and the profession. The relationship analysis reveals a significant, direct proportionality between organizational justice and teacher commitment, self-efficacy and teacher commitment, as well as organizational justice and self-efficacy.

In terms of mediation analysis, organizational justice is identified as a significant factor influencing teacher commitment, with self-efficacy acting as a partial mediator. The quantitative findings highlight a moderate linear relationship between organizational justice and teacher commitment, and between self-efficacy and teacher commitment. In-depth interviews and focus group discussions identify themes such as Academic Professionalism, Work Ethics, and Collegiality for organizational justice, Pragmatic and Student-centered Curricula for self-efficacy, and Teaching as a noble profession advocacy for teacher commitment.

Recommendations include maintaining fair treatment practices, enhancing teaching skills through training, seminars, and workshops, and implementing a well-crafted faculty development plan to retain quality teaching staff. The importance of consistent, creative, and innovative extrinsic motivation is emphasized. Improved policy implementation, communication, and adherence to social justice principles are also suggested.

Considering the combined impact of organizational justice and self-efficacy on teacher commitment, institutions are encouraged to incorporate these variables in decision-making processes, especially during teacher recruitment. Future research is proposed to explore additional predictors or mediating variables influencing teacher commitment.

Contributions of Authors

The authors confirm the equal contribution in each part of this work. All authors reviewed and approved the final version of this work.

Funding

This work received no specific grant from any funding agency.

Conflict of Interests

All authors declare that they have no conflicts of interest

Acknowledgment

The author thanks the project advisory board and colleagues for the helpful guidance and suggestions.

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