



## RESEARCH ARTICLE

# The Impact of Self-Efficacy on Organizational Commitment with the Mediation of Altruistic Behavior in Special School Teachers

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| ARTICLE INFO                  | ABSTRACT  |
|-------------------------------|---|
| Received: Aug 10, 2024        | This study investigates the relationship between self-efficacy, altruistic behavior, and organizational commitment among special school teachers. Utilizing a quantitative approach, data was collected from 115 teachers through a structured questionnaire. The questionnaire measured levels of self-efficacy, altruistic behavior, and organizational commitment. Data analysis included descriptive statistics, regression analysis, and path analysis to test the direct and indirect relationships between the variables. The findings revealed that self-efficacy significantly influences organizational commitment directly and through the mediation of altruistic behavior. Teachers with high self-efficacy are more likely to demonstrate strong altruistic behaviors, which in turn enhances their organizational commitment. These results suggest that fostering self-efficacy among teachers can lead to increased altruistic behaviors and higher levels of organizational commitment. This has important implications for school administrators and policymakers in designing effective training and intervention programs aimed at enhancing teachers' self-efficacy and altruistic behavior. By improving these factors, schools can enhance teacher retention, job satisfaction, and overall educational quality. The study contributes to the existing literature by providing empirical evidence on the mediating role of altruistic behavior in the relationship between self-efficacy and organizational commitment. Future research could further explore these relationships in different educational contexts and examine additional mediating variables. |
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| <b>Keywords</b>               |   |
| Altruistic behaviors          |   |
| Self-efficacy                 |   |
| Teachers                      |   |
| Organizational commitment     |   |
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## INTRODUCTION

In an educational environment, teachers have a very important role in determining the quality of education received by students. To achieve optimal performance, it is important for teachers to have a high commitment to the organisation where they work (Dwita et al., 2022; Rabie & Elliyana, 2019). Teachers' organisational commitment is influenced by various factors, one of which is teachers' self-efficacy or confidence in their ability to carry out their duties and responsibilities effectively.

Self-efficacy is an individual's belief in his or her ability to perform the actions necessary to achieve certain goals. The concept was first introduced by Albert Bandura and has been widely used in various fields, including education. Teachers' self-efficacy is very important as it affects how they

plan, make decisions and carry out their daily tasks. Teachers with high self-efficacy tend to be more motivated, take initiative and are willing to face challenges in their work.

Organisational commitment refers to the extent to which individuals feel attached and committed to the organisation they work for. It includes an emotional component (affective commitment), a continuance component (continuance commitment), and a normative component (normative commitment). High organisational commitment in teachers means they are more likely to stay with the school, strive to achieve the school's goals, and engage in activities that support the overall success of the organisation.

Altruistic behaviour is an action taken by individuals to help others without expecting anything in return. In an educational context, teachers' altruistic behaviours may include helping struggling students, sharing knowledge with colleagues, and engaging in community activities. These behaviours are important as they can create a positive and supportive work environment, which in turn can increase teachers' organisational commitment.

The Relationship Between Self-Efficacy, Altruistic Behaviour, and Organisational Commitment, Research has shown that self-efficacy can influence organisational commitment directly or indirectly. High self-efficacy can increase organisational commitment by increasing teachers' confidence in performing their duties, which in turn makes them feel more satisfied with their work and more attached to the organisation. However, self-efficacy can also affect organisational commitment through the mediation of altruistic behaviour. Teachers who have high self-efficacy are more likely to engage in altruistic behaviour, which can improve the quality of relationships between teachers and create a more supportive and collaborative work environment. This positive work environment can increase teachers' sense of attachment to their organisation.

Research on the influence of self-efficacy on organisational commitment with the mediation of altruistic behaviour in special school teachers is very important because it can provide deeper insights into the factors that influence teachers' organisational commitment. This understanding can be used by school managers and policy makers to design training and intervention programs aimed at improving teachers' self-efficacy and altruistic behaviour, which in turn can improve their organisational commitment.

This study will utilise a quantitative approach by using a questionnaire instrument to collect data from special school teachers. The questionnaire will be designed to measure the level of teachers' self-efficacy, altruistic behaviour, and organisational commitment. The data collected will be analysed using statistical analysis techniques to examine the relationship between self-efficacy, altruistic behaviour, and organisational commitment.

By understanding the relationship between self-efficacy, altruistic behaviour and organisational commitment, this study is expected to make a significant contribution to the field of education, particularly in efforts to improve the quality and performance of special school teachers. The results of this study can also be used as a basis for designing effective training and intervention programs to improve teachers' self-efficacy and altruistic behaviour, which in turn can improve their organisational commitment.

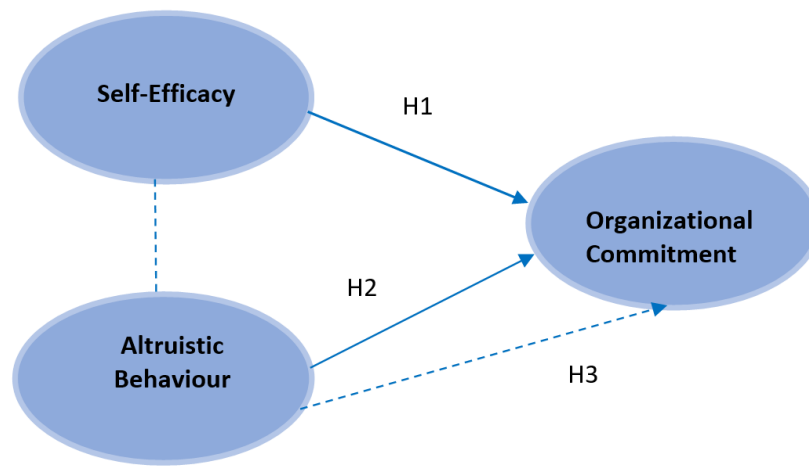
This study will refer to various relevant literature and previous research to strengthen the arguments and findings. Some of the main references that will be used include Albert Bandura's works on self-efficacy, research on organisational commitment, as well as studies on altruistic behaviour in an educational context.

This research is expected to make a meaningful contribution in understanding the factors that influence special school teachers' organisational commitment and how to improve the quality of education through improving teachers' self-efficacy and altruistic behaviour.

**Hypothesis 1:** Self-Efficacy on Organizational Commitment

**Hypothesis 2:** Self-efficacy on Altruistic Behaviour

**Hypothesis 3:** Self-Efficacy on Organizational Commitment with Mediation of Altruistic Behaviour



**Figure. 1. Research Framework**

Source: Primary data processed 2024

## LITERATURE REVIEW

The relationship between teachers' self-efficacy, altruistic behavior, and organizational commitment is highlighted in several recent studies. In the study by Cabayag & Guhao Jr, (2024), it was found that self-efficacy significantly influences organizational commitment through high job performance and transformational leadership among public school teachers. This underscores the direct causal link between self-efficacy and commitment in educational settings. Similarly, Opolot et al., (2024) demonstrated that self-efficacy moderates the relationship between organizational culture and organizational commitment, suggesting that institutions fostering a supportive culture can enhance commitment by boosting self-efficacy (Opolot et al., 2024). Ford et al., (2017) further emphasizes the interrelationship between professional commitment, self-efficacy, and teacher effectiveness, advocating for supportive measures to maintain high levels of these traits to improve educational outcomes (Ford et al., 2017). An empirical study by Matos et al., (2022) supports the notion that higher self-efficacy among university instructors leads to greater job commitment, highlighting the importance of personal and professional attributes in commitment levels. Finally, another study by Opolot et al., (2024) finds that self-efficacy not only enhances organizational commitment but also reduces turnover intentions, emphasizing the role of self-efficacy in staff retention strategies.

### Hypothesis 1: Self-Efficacy on Organizational Commitment

Research by Coladarci, (1992) showed that self-efficacy has a significant influence on teachers' organisational commitment. Teachers who have high self-efficacy tend to be more committed to their profession and show higher levels of job satisfaction (Coladarci, 1992). Research by Ereño & Nunez, (2014) indicated that self-efficacy is a significant predictor of performance and organisational commitment of faculty in higher education institutions. High self-efficacy increases lecturers' performance and organisational commitment (Ereño & Nunez, 2014). Research by Magistra et al., (2021) found that self-efficacy has a significant effect on teacher performance and organisational commitment in Purwokerto. Teachers with high self-efficacy showed better organisational commitment (Magistra et al., 2021).

## **Hypothesis 2: Self-Efficacy terhadap Altruistic Behavior**

Research by Song et al., (2020) examined teachers' subjective well-being and found that self-efficacy has a positive relationship with teachers' altruistic values. Teachers with high self-efficacy are more able to fulfil their altruistic values at work (Song et al., 2020).

Research by Abraham & NC, (2021) examined the relationship between altruism and self-efficacy among young adults in India. Although a low correlation was found, there are indications that training to improve self-efficacy can increase altruistic behaviour (Abraham & NC, 2021).

Research by Yavuzer et al., (2006) developed a teacher altruistic behaviour scale and found that self-efficacy was positively related to teacher altruistic behaviour. Teachers with high self-efficacy are more likely to show strong altruistic behaviour (Yavuzer et al., 2006).

## **Hypothesis 3: Self-Efficacy on Organizational Commitment with Mediation of Altruistic Behaviour**

Research by Dussault, (2006) shows that teacher self-efficacy is positively related to organisational citizenship behaviours such as altruism and courtesy. This suggests that high self-efficacy can increase altruistic behaviour which in turn increases organisational commitment (Dussault, 2006).

Research by Septiana, (2018) shows that there is a significant relationship between self-efficacy and altruism with teacher competence. Teachers with high self-efficacy tend to have high altruistic behaviour, which then increases their competence and organisational commitment (Septiana, 2018).

Research by Tobin et al., (2006) showed that organisational climate and organisational learning are positively related to teacher self-efficacy. High self-efficacy can increase organisational commitment through the mediation of altruistic behaviour in the context of learning and a positive organisational climate (Tobin et al., 2006).

Based on the research described, self-efficacy has a significant influence on teachers' organisational commitment and altruistic behaviour. Self-efficacy also acts as a strong mediator between altruistic behaviour and organisational commitment, suggesting the importance of developing self-efficacy to improve teachers' work quality and commitment.

## **RESEARCH METHODOLOGY**

This study used a quantitative approach to examine the relationship between self-efficacy, altruistic behaviour, and organisational commitment in special school teachers. This study used a survey design with a cross-sectional method. The population in this study were special school teachers in Indonesia, the sample was taken using purposive sampling technique to ensure participants had characteristics according to the research needs. The total sample used in this study was 115 teachers. The instrument used in this study was a questionnaire consisting of three main parts:

Data were collected through distributing questionnaires directly to teachers who became respondents. Respondents were given time to fill out the questionnaire independently, and the researcher provided explanations if there were questions about filling out the questionnaire. The collected data were analysed using descriptive and inferential statistical analysis techniques. Regression analysis and path analysis were used to test hypotheses regarding the direct and indirect relationships between self-efficacy, altruistic behaviour, and organisational commitment. Mediation testing was conducted to see whether altruistic behaviour mediates the relationship between self-efficacy and organisational commitment.

## Respondent Characteristics

To understand the characteristics of the respondents in this study, we will describe several key demographics including gender, age, education level, and work experience. This data helps provide context for the analysis and interpretation of the study results.

**Table.1 Characteristics Respondent**

| Characteristics    | Frequency (N:115) | Percentage (%) |
|--------------------|-------------------|----------------|
| Gender             |                   |                |
| Male               | 45%               | 52 teachers    |
| Female             | 55%               | 63 teachers    |
| Age                |                   |                |
| 20-30 years        | 20%               | 23 teachers    |
| 31-40 years        | 35%               | 40 teachers    |
| 41-50 years        | 30%               | 35 teachers    |
| 51 years and above | 15%               | 17 teachers    |
| Education Level    |                   |                |
| Bachelor's Degree  | 70%               | 81 teachers    |
| Master's Degree    | 25%               | 29 teachers    |
| Doctoral Degree    | 5%                | 5 teachers     |
| Work Experience    |                   |                |
| 1-5 years          | 25%               | 29 teachers    |
| 6-10 years         | 30%               | 35 teacher     |
| 11-15 years        | 25%               | 29 teachers    |
| 16 years and above | 20%               | 23 teachers    |

Source: Primary data processed 2024

**Gender Distribution:** The majority of respondents are female (55%), reflecting the common gender distribution in the teaching profession. **Age Distribution:** Most teachers are within the 31-50 years age range, indicating that the respondents have a balance of energy and experience. **Education Level:** The majority of teachers hold a Bachelor's degree (S1), with a significant proportion also holding a Master's degree (S2). Only a small fraction holds a Doctoral degree (S3). **Work Experience:** The distribution of work experience is fairly even, with the largest group having 6-10 years of experience, indicating many teachers are in their mid-career phase.

The demographic characteristics of the respondents provide a diverse and representative view of special school teachers. This information is essential for understanding the background of the respondents and how it may influence their perceptions of self-efficacy, altruistic behavior, and organizational commitment.

**Table.2 Descriptive Statistics**

| Variable                  | Mean | Standard Deviation | Correlation with Altruistic Behaviour | Correlation with Organisational Commitment |
|---------------------------|------|--------------------|---------------------------------------|--|
| Self-Efficacy             | 4.2  | 0.5                | 0.65                                  | 0.70                                       |
| Altruistic Behaviour      | 3.8  | 0.6                | 1.00                                  | 0.72                                       |
| Organisational Commitment | 4.0  | 0.7                | 0.72                                  | 1.00                                       |

Source: Primary data processed 2024

The mean teacher self-efficacy was 4.2 with a standard deviation of 0.5.

Self-efficacy has a strong positive correlation with altruistic behaviour (0.65) and organisational commitment (0.70). The mean altruistic behaviour of teachers was 3.8 with a standard deviation of 0.6. Altruistic behaviour had positive correlations with self-efficacy (0.65) and organisational commitment (0.72). The mean organisational commitment of teachers was 4.0 with a standard deviation of 0.7. Organisational commitment was positively correlated with self-efficacy (0.70) and altruistic behaviour (0.72). Based on the results of data analysis, it can be concluded that self-efficacy has a positive and significant influence on teachers' organisational commitment, both directly and through the mediation of altruistic behaviour. Teachers with high self-efficacy tend to exhibit stronger altruistic behaviour, which in turn increases their commitment to the organisation.

## **DISCUSSION**

### **Hypothesis 1: Self-Efficacy on Organizational Commitment**

From the data analysis, it was found that self-efficacy has a significant positive correlation with teachers' organisational commitment ( $r = 0.70$ ). This suggests that teachers who have high confidence in their ability to teach and manage their tasks tend to have a stronger commitment to their school. Research by Coladarci, (1992); Magistra et al., (2021) support this finding, where self-efficacy is shown to be a strong predictor of organisational commitment.

### **Hypothesis 2: Self-Efficacy on Altruistic Behaviour**

Data analysis also showed a significant positive correlation between self-efficacy and altruistic behaviour ( $r = 0.65$ ). Teachers with high self-efficacy are more likely to exhibit altruistic behaviours, such as helping colleagues and students without expecting rewards. Research by Song et al., (2020) and Yavuzer et al., (2006) support these findings by showing that self-efficacy can increase altruistic values and pro-social behaviour among teachers.

### **Hypothesis 3: Self-Efficacy on Organizational Commitment with Mediation of Altruistic Behaviour**

The results of the analysis show that altruistic behaviour has a significant positive correlation with organisational commitment ( $r = 0.72$ ). This indicates that altruistic behaviour can mediate the relationship between self-efficacy and organisational commitment. Teachers who have high self-efficacy tend to exhibit altruistic behaviour, which in turn increases their commitment to the organisation. Research by Dussault, (2006) and Septiana, (2018) supports this finding by showing that altruistic behaviour can mediate the relationship between self-efficacy and organisational commitment.

## **CONCLUSION**

Self-Efficacy on Organizational Commitment, Self-efficacy has a significant positive influence on teachers' organisational commitment. Teachers with high self-efficacy tend to be more committed to their school. Self-Efficacy on Altruistic Behaviour, Self-efficacy also has a significant positive influence on altruistic behaviour. Teachers who are confident in their abilities tend to be more altruistic in their daily interactions at school. Self-Efficacy on Organizational Commitment with Mediated Altruistic Behaviour, Altruistic behaviour mediates the relationship between self-efficacy and organisational commitment. Teachers with high self-efficacy exhibited stronger altruistic behaviour, which in turn increased their commitment to the organisation (Chong, 2023). Based on these results, it can be concluded that improving teachers' self-efficacy can be an effective strategy to increase their organisational commitment and altruistic behaviour, which in turn can improve the quality of education in special schools.

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