

Exploring Teachers' Professional Identity Through Motivation and Commitment to Teaching

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Abstract: The study aimed to explore teachers' professional identities through motivation and commitment to teaching. It highlights teachers' initial and sustaining motivation that shapes their professional identity. The study also focuses on how teachers' commitment to teaching forms their identity. The study intended to provide an answer to the research question, of how motivation and commitment shape the three teachers' professional identities in teaching. The study applied the document research method, where the researcher used three documentary videos from three teachers namely Robin, Vanday, and Imoto as the source of the data. For the data collection, the researcher watched and transcribed the speech from each video and coded it according to each category. The findings reveal that the three teachers' motivation significantly boosts their productivity due to their self-efficacy, personal experience within society, and passion to teach the students, their love and concern for the students. The findings for commitment reveal that teachers' independence, competence, and connectedness play important roles for teachers to be committed in teaching. This study implies that motivation and commitment play key roles in teachers' professional identity.

Keywords: Commitment, Motivation, Professional Identity, Teaching

INTRODUCTION

An educational institution's success is dependent on teachers' commitment, which is directly tied to their level of motivation within the school. The concept of commitment is intricate and multi-layered, encompassing a psychological connection and sense of identification between an individual and their chosen organization or occupation, which holds a significant personal significance¹.

¹ Darius K S Chan et al., "Examining the Job-Related, Psychological, and Physical Outcomes of Workplace Sexual Harassment: A Meta-Analytic Review," *Psychology of Women Quarterly* 32, no. 4 (2008): 362-376.



Teachers play essential roles in the learners' academic achievements. They are the most critical agents in the learning process². Learners' academic achievements depend much on the teachers' instructional influence. Mercer and Dörnyei stated that teachers' professional performance gives extraordinary accomplishment to the learners and the whole academic system³. Therefore, to reach teachers' great achievements in teaching, the professional identity of teachers must be taken into account. Teachers' professional identity includes teachers' personal and professional dimensions⁴. It signifies that a teacher's professional identity is related to the beliefs, values, and commitments a person embraces as a teacher. This is evident in the case of Motallebzadeh and Kazemi that teachers' professional identity is related to one's professional concept of different elements such as values, beliefs, motivation, experience, and characteristics⁵. It means that teachers' professional identity is shaped by different dimensions whether it is personal or social features. Furthermore, Hanna et al. mentioned that teachers' professional identity involves personal, expert, and social elements that form teachers' methods of teaching⁶. Similarly, Sherry emphasizes that identity development involves individual and collective insight and diversity⁷.

Considering teachers' attributes toward teaching, this study mainly explores the importance of commitment and motivation in teachers' professional identity from the view of personal dimensions. These two dimensions, motivation and commitment are vital for a teacher to survive in teaching. For example, throughout my teaching experience, I found that motivation to learn, to share, and the commitment not to stop trying have kept me to admit that teaching is my professional identity. As said by Day, Elliot, and Kington personal motivation to teach shaped and brought someone to

² Thomas K F Chiu, "Applying the Self-Determination Theory (SDT) to Explain Student Engagement in Online Learning during the COVID-19 Pandemic," *Journal of Research on Technology in Education* 54, no. sup1 (2022): S14-S30.

³ Zoltán Dörnyei, *Innovations and Challenges in Language Learning Motivation* (Routledge, 2020).

⁴ Pınar Kocabaş Gedik, "Novice Native English-Speaking Teachers' Professional Identity Construction in Relation to Their Emotions and Tensions" (Bilkent Üniversitesi (Turkey), 2016).

⁵ Khalil Motallebzadeh and Bahman Kazemi, "The Relationship between EFL Teachers' Professional Identity and Their Self-Esteem," *Cogent Education* 5, no. 1 (2018): 1443374.

⁶ Fadie Hanna et al., "Assessing the Professional Identity of Primary Student Teachers: Design and Validation of the Teacher Identity Measurement Scale," *Studies in Educational Evaluation* 64 (2020): 100822.

⁷ Sabbarwal Sherry, "Whither Multiculturalism? A View from India," *International Journal on Humanistic Ideology* 1, no. 02 (2008): 91-95.



become a teacher⁸. The kind of motivation that sustains and keep teacher committed to teaching and help increase teacher' professional knowledge.

However, some circumstances demotivate teachers to continue to take teaching as their lifetime career. For example, Perryman and Calvert conducted a study on what motivates people to teach and what makes them leave⁹. The findings of the research showed that teachers cannot cope with the teaching workload and it becomes the reason why they left or planning to leave teaching in the future. The study also revealed that other than teaching workload, the nature of being accountable and performing in teaching is a crucial factor as well. On the other hand, Geert found that teacher attrition and retention become problems and challenge nowadays¹⁰. He further stated the social relationship and the social recognition of the teachers' needs. It implies that considering teachers' role works, and their well-being in society determines and help prevent good teachers from leaving their jobs. Similarly, Tray and Pivovara found the factors commonly shoot many teachers across the world to leave their jobs due to low salaries, overwhelming workload, poor working conditions, and teachers' preparation quality programs¹¹. It means that school facilities, teachers' formation, and financial sustainability become important stakeholders to keep teachers motivated and committed to teaching.

Motivation in teachers' professional identity refers to acting forces within an individual that builds a character to be engaged in goal-directed behavior. Ryan and Deci explained their theory of self-determination related to teachers' professional goals¹². Motivation refers to one's control over oneself. Ryan, Huhl, and Decy define "motivation as humans' evolved inner resources for personality development and behavioral self-regulation"¹³. Thus,

⁸ Christopher Day, Bob Elliot, and Alison Kington, "Reform, Standards and Teacher Identity: Challenges of Sustaining Commitment," *Teaching and teacher Education* 21, no. 5 (2005): 563-577.

⁹ Jane Perryman and Graham Calvert, "What Motivates People to Teach, and Why Do They Leave? Accountability, Performativity and Teacher Retention," *British Journal of Educational Studies* 68, no. 1 (2020): 3-23.

¹⁰ Sabine van Vondel et al., "Ask, Don't Tell; A Complex Dynamic Systems Approach to Improving Science Education by Focusing on the Co-Construction of Scientific Understanding," *Teaching and Teacher Education* 63 (2017): 243-253.

¹¹ Ahmet Latifoglu, "Staying or Leaving? An Analysis of Career Trajectories of Beginning Teachers.," *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))* 44, no. 1 (2016).

¹² Richard M Ryan and Edward L Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary educational psychology* 61 (2020): 101860.

¹³ Kirk Warren Brown and Richard M Ryan, "The Benefits of Being Present: Mindfulness and Its Role in Psychological Well-Being.," *Journal of personality and social psychology* 84, no. 4 (2003): 822.



motivation is the inborn growth that becomes the source of one's motivation that fosters a progressive process in teaching. The nature of motivation as "energy, direction, persistence, and equifinality"¹⁴. It means motivation drives, directs, and allows a person to have an impact on others. For example, Imoto's experience of teaching can be observed in his enthusiasm and eagerness to teach his students in and out of class.

Commitment to teaching is among the most crucial characteristics related to teachers' professional identity. With the advancement of technologies and complexities in modern society, educators should develop and have committed characteristics for them to survive in teaching. Because education in today's world seems to be a demanding career. It requires total dedication and costs. Found in their study related to the factors influencing teachers' commitment to lifetime career development¹⁵. The findings show that self-direction and resource supportability are the main factors affecting teachers' commitment to teaching. As Zhang stated that academic management seeks educators who have the commitment to be responsible in the workplace and agree to achieve the tasks and attributed duties¹⁶.

Several researchers conducted studies on teachers' professional identity. For example, Karaolis and Philippou found three different characteristics of teachers explicitly positive, negative, and uncommitted teachers¹⁷. Also, Ma found that other than surrounding factors influencing teachers' professional identity, personal commitment, and motivation play an essential role in fostering teachers' identity¹⁸. It implies that a committed and motivated teacher can excel in good organization and success in teaching.

Considering the above studies show that teachers' motivation and commitment to teaching are important factors in quality service in education. As supported by Razak et al., "Quality education cannot be achieved without

¹⁴ Abdi Güngör and Halil I Sari, "Effects of Academic Motivation on School Burnout in Turkish College Students," *International Journal for the Advancement of Counselling* 44, no. 3 (2022): 414–431.

¹⁵ Mojgan Afshari et al., "Factors Affecting Teachers' Use of Information and Communication Technology," *International journal of instruction* 2, no. 1 (2009).

¹⁶ Kang He, Wanyi Chen, and Liguang Zhang, "Senior Management's Academic Experience and Corporate Green Innovation," *Technological Forecasting and Social Change* 166 (2021): 120664.

¹⁷ Andreas Karaolis and George N Philippou, "Teachers' Professional Identity," *Affect and mathematics education: Fresh perspectives on motivation, engagement, and identity* (2019): 397–417.

¹⁸ Dongmin Ma, "The Role of Motivation and Commitment in Teachers' Professional Identity," *Frontiers in Psychology* 13 (2022): 910747.



the efforts of dedicated and highly committed teachers”¹⁹. Therefore, it becomes the reason for the researcher to conduct this research to explore the meaning of motivation and commitment to teachers' professional identity. The study concentrates on three different cases. First, the case of a Japanese Math teacher names Imoto Haruhisa. Second, Robin Rutchik, an American teacher worked hard to build schools for the future children of Guatemalans. Third, Vanday, a Cambodian trash school founder. These three teachers demonstrated teacher professional identity through their commitment and motivation as teachers and how they dedicate their entire life to building, developing, and teaching. The study applied a qualitative descriptive method to describe the three teachers' motivation and commitment toward teaching. The study sought to answer the question: How do motivation and commitment shape these three teachers' professional identities in teaching?.

LITERATUR REVIEW

Motivation

Ryan and Deci motivation related to “energy, direction, persistence, and equifinality”²⁰. It drives, directs, and helps people stay determined to do something. Williams and Burden also defined two motivation aspects related to teachers' motivation: initiating motivation and sustaining motivation²¹. Initiating motivation refers to the reasons and decisions of performing something while sustaining motivation is related to the desire to sustain and persist in performing something. As classified into three aspects below. According to Williams and Burden, motivation entails many moving interests²².

Initiating motivation

Initiating motivation is a crucial aspect of becoming a teacher. It is the driving force that inspires individuals to pursue a career in teaching. According to Indeed.com India when an interviewer asks why one wants to become a teacher, they may want to see if the individual is genuinely passionate about the role ²³. Arousal, incentive, and self-determination theories can help identify

¹⁹ Nordin Abd Razak, I Gusti Ngurah Darmawan, and John P Keeves, “Teacher Commitment,” in *International Handbook of Research on Teachers and Teaching* (Springer, 2009), 343–360.

²⁰ Richard M Ryan and Edward L Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being” 55, no. 1 (2000): 68–78.

²¹ Marion Williams and Robert L Burden, *Psychology for Language Teachers: A Social Constructivist Approach*, vol. 5 (Cambridge university press Cambridge, 1997).

²² Ibid.

²³ Rocío Rosales, Isabel A León, and Alberto L León-Fuentes, “Recommendations for Recruitment and Retention of a Diverse Workforce: A Report from the Field,” *Behavior Analysis in Practice* 16, no. 1 (2023): 346–361.



what motivates individuals to attend school and what motivates them generally. Intrinsic motivation, such as the love of teaching and sharing knowledge with young people, can be a powerful motivator for individuals who want to become teachers²⁴. Teachers who explain how an assignment will help students in the real world and seem to enjoy teaching are much more pleasant to learn from. Therefore, it is essential for teachers to understand their initiating motivation to maintain their passion for teaching and inspire their students²⁵.

Motivation is a crucial element in students' learning, and teachers can assist in increasing and developing motivation for optimal achievement in the classroom. Teachers can use intrinsic and extrinsic motivation to encourage students to learn, and it is important to create a learning environment that fosters curiosity, creativity, and critical thinking. By fostering students' sense of mastery, autonomy, and purpose, teachers can boost their desire and dedication to learn²⁶.

Sustaining motivation

Williams and Burden defined sustaining motivation as what makes one stay still in teaching²⁷. According to the expectancy-value theory by Eccles, motivation is impacted by both value, which is the task's significance or relevance, and expectancy, which is the belief that effort will result in success²⁸. Theorists of accomplishment motivation try to explain why people select, remain with, and perform well on tasks that require success²⁹. For example, a study found in South Korean schools by Ha and Sung that, teachers experience low expectancy probabilities due to the traditional idea of Sesheng, seniority, and distrust of job stability among school personnel all appear to work against

²⁴ Javier Fernandez-Rio et al., "Gamification and Physical Education. Viability and Preliminary Views from Students and Teachers," *Physical education and sport pedagogy* 25, no. 5 (2020): 509–524.

²⁵ Raymond B Fox, "Factors Influencing the Career Choice of Prospective Teachers," *Journal of Teacher Education* 12, no. 4 (1961): 427–432.

²⁶ Min-Chi Chiu, Gwo-Jen Hwang, and Lu-Ho Hsia, "Promoting Students' Artwork Appreciation: An Experiential Learning-based Virtual Reality Approach," *British Journal of Educational Technology* 54, no. 2 (2023): 603–621.

²⁷ Williams and Burden, *Psychology for Language Teachers: A Social Constructivist Approach*, vol. 5, p. .

²⁸ Jacquelynne Eccles, "Expectancies, Values and Academic Behaviors," *Achievement and achievement motives* (1983).

²⁹ Ibid.



the policy's initial goals³⁰. The majority of teachers claimed that the program was not motivating them to enhance their teaching effectiveness.

Teacher's motivation

Some researchers have shown, for example, Dörnyei and Ushioda underlined that the motivation to teach and remain in the profession is what sustains teachers³¹. It means that to remain in teaching, motivation is the key. Moreover, Sinclair stated that teacher motivation depends on the personal attraction to teaching, how far he/she remains in the initial stages of teaching, and to what extent the person remains and engages in the courses he/she teaches³². It determines one's motivation and commitment to teaching. Hawthorne defined the role of motivation in education as follows Motivation drives learning³³. Motivation plays as one of the important factors for teachers and learners to succeed in school. found motivation is one of the important elements in shaping teachers' identities. It helps teachers to excel and sustain their work.

Commitment

Firestone and Pennell argue commitment is a "psychological bond or identification of the individual with an object that takes on a special meaning and importance"³⁴. It implies that someone who is committed to an object finds and makes meaning out of them. On the other hand, Becker sees commitment as "an investment of energy that produces a consistent line of human behavior and that makes it increasingly costly to follow alternative paths"³⁵. For example, people devote time and energy to fulfill their on-the-job responsibilities as well as their family, personal, community and spiritual obligations. Commitment also has an emotional component: People usually experience and express positive feelings toward an entity or individual to whom they have committed. Finally, commitment has a rational

³⁰ Bong-Woon Ha and Youl-Kwan Sung, "Teacher Reactions to the Performance-Based Bonus Program: How the Expectancy Theory Works in the South Korean School Culture," *Asia Pacific Education Review* 12 (2011): 129-141.

³¹ Zoltán Dörnyei and Ema Ushioda, "Teaching and Researching Motivation" (2021).

³² Catherine Sinclair, "Initial and Changing Student Teacher Motivation and Commitment to Teaching," *Asia-Pacific Journal of Teacher Education* 36, no. 2 (2008): 79-104.

³³ Ari Riswanto and Sri Aryani, "Learning Motivation and Student Achievement: Description Analysis and Relationships Both," *The International Journal of Counseling and Education* 2, no. 1 (2017): 42-47.

³⁴ Williams and Burden, *Psychology for Language Teachers: A Social Constructivist Approach*, vol. 5, p. .

³⁵ Howard S Becker, "Notes on the Concept of Commitment," *American journal of Sociology* 66, no. 1 (1960): 32-40.



element: Most people consciously decide to make commitments, then they thoughtfully plan and carry out the actions required to fulfill them.

Kinds of Commitment

The concept of teachers' commitment to education encompasses various categories, including commitment to educational institutions, commitment to the actions in teaching, commitment to the teaching profession, and commitment to the workgroup. Commitment to the actions in teaching is influenced by the attribution of success and failure, where teachers attributing success to their abilities and efforts are more likely to stay in the teaching profession. Intrinsic and extrinsic factors contribute to teacher commitment, as evidenced by studies on faculty commitment to teaching, educator supports and demands, and experiences in English language teaching.

RESEARCH METHODS

The three teachers chosen to be studied in this research were based on the targeted information and the availability of the data amount. The three teachers are Robin, Vanday, and Imoto. To support the findings, the researcher also looks for other information related to the three teachers through news reports and podcasts to further confirm the findings. The documents used in this research contain three videos taken from the YouTube channel. To gather the data, the researcher downloads the videos that entail the necessary information used for the study. The researcher watched the three documentary videos to identify the data related to commitment and motivation to teaching. The researcher did not use any of the specific tools or software to gather the data. It means that the research should not invent the data gathered from the videos. However, the researcher only focuses to record the events happening in the video following its nature. The researcher does not create the situation that he/she intended to study. Therefore, to analyze the data the researcher summarizes the data and compares them to demonstrate interpretation and conclusion. The researcher grouped the transcripts and code them into two categories like motivation and commitment to finding the relevant information.

RESULTS AND ANALYSIS

In this section, the researcher presented the findings related to teachers' motivation and commitment to teaching. To answer the research question on how motivation and commitment shape each teacher's professional identity, the researcher collected data from three documentary videos. The data were transcribed and processed using descriptive coding technic to present the data. The presentation of the findings focuses on the main points.



Table 1: Motivation

Grouping Themes	N of participants (N:3)	Sample quote
Theme 1: Initiating Motivation	3	<p>Robin: “for me, I know that I'm capable and able to do the work”</p> <p>Vanday: “I went to Kiriram National Park and I couldn't believe my eyes, I knew the problem but I didn't realize it was this serious. I started to collect the garbage and use the garbage to build the Coconut school (0:8)”</p> <p>Imoto: “I often find myself thinking about the students that don't fit in well. Hmm. I keep thinking about them. For students like that, if we don't go to them, they won't come to us (29:56).”</p>
Theme 2. Sustaining Motivation	3	<p>Robin: “self-sufficiency is one of the most important parts that we can teach each other in general (0:16)”</p> <p>Vanday: <ol style="list-style-type: none"> 1. “To share skills like English, repurpose waste, and computer skills (0:35)” 2. “To help strengthen and improve these children's education (0:45)” </p> <p>Imoto: <ol style="list-style-type: none"> 1. “Feeling a strong sense of responsibility. I rose to the occasion (17:49).” </p>

Table 1, the first part, shows the findings related to the three teachers' initial motivation that shape their professional teaching identity. For



example, Robin's initiating motivation occurred when he realized that he is self-efficacious. As can be seen in the table, Vanday knew the problem that people losing their sensitivity towards nature. Motivation pertains to the underlying cause that prompts individuals to take action, as well as the duration and intensity with which they pursue the activity.

For Imoto, seeing the students did not fit well in class, became his initiating motivation which strived him to be closer to the students, build good relationships among them, and help them learn better in class. As can be seen in Table 1, where he explained that the students would only fit well in class if teachers come to them and make them feel comfortable which can lead them to better attainment in class. It is related to the study of Radel, Sarrazin, Legrain, and Wild, who found that when teachers are autonomously supportive, it influences the learners' intrinsic motivation and determination to learn³⁶. Moreover, Imoto promotes autonomous learning in class. He wants the students to be independent thinkers, as he said

"What I consider most important in my class isn't whether they're able to solve it or not. I don't look at whether they understand or not, but whether they're thinking that's what I look for. The students have begun thinking with their minds" (Interview with Imoto, 43:30).

Table 1, part 2, shows the three teachers' sustaining motivation that helps construct their professional identity as teachers. As Herzig Johnson found in a study on the role of teachers' self-efficacy in implementing inclusive practices. The findings revealed that teachers' personal experiences, the support they perceive from administrators, and the degree of stress they experience give an impact on the inclusion success³⁷. Vanday's experience of sustaining motivation is rooted in the eagerness and hunger of sharing knowledge, skills, and the spirit to care for the environment.

First, Robin's professional identity is implanted in her capacity to achieve her dreams of building schools and teaching children in need. Second, Vanday's professional identity is rooted in the experience of looking at his personal history/experience and society, his dreams of helping the young generation through teaching that linked him individually and the society whom he serves. The notion of teaching identity as a bridge between the

³⁶ Rémi Radel et al., "Social Contagion of Motivation between Teacher and Student: Analyzing Underlying Processes," *Journal of Educational Psychology* 102, no. 3 (2010): 577.

³⁷ A Bandura, "Self-Efficacy: The Exercise of Control: New York: Freedom and Company" (1997).



individual and society, the effects of personal history, and the larger society that motivates people³⁸. Lastly, Imoto's professional identity is shaped by the motivation which is grounded on love, care, and the desire to teach the students. As some studies found, identity influences how teachers construe and construct the nature of their work³⁹.

This finding is linked with the previous study which motivation is one of the most important variables influencing employee productivity⁴⁰.

Table 2: Commitment

Grouping Themes	N of participants (N:3)	Sample quote
Theme 1: Commitment to Educational Institutions	3	<p>Robin:</p> <ol style="list-style-type: none"> 1. "to construct a building and see the difference within a week is a beautiful thing" <p>Vanday:</p> <ol style="list-style-type: none"> 1. "To collect and use the garbage to build the Coconut school" 2. "even went one step further and involved the local kids to help gather trash bit by bit school began to take shape and four years and countless pieces of trash later the school was finished and called it coconut school (1:57)" <p>Imoto:</p> <ol style="list-style-type: none"> 1. "Rather than heading to the faculty office, I first swings by where the students hang out. Yes. Good morning. Let me try that. I

³⁸ Kate C McLean and Michael W Pratt, "Life's Little (and Big) Lessons: Identity Statuses and Meaning-Making in the Turning Point Narratives of Emerging Adults.," *Developmental psychology* 42, no. 4 (2006): 714.

³⁹ Dan Battey and Megan L Franke, "Transforming Identities: Understanding Teachers across Professional Development and Classroom Practice," *Teacher education quarterly* 35, no. 3 (2008): 127-149.

⁴⁰ Babatunde Joseph Osabiya, "The Effect of Employees Motivation on Organizational Performance," *Journal of public administration and policy research* 7, no. 4 (2015): 62-75.



		go out of my way to interact with the students. When I get here, I want to see them and play around with them (46:21)."
Theme 2: Commitment to the actions in teaching	3	<p>Robin:</p> <ol style="list-style-type: none"> 1. "to me, it's all about being able to give back and create skills that can support other people (1:14)" <p>Vanday:</p> <ol style="list-style-type: none"> 1. "My initial purpose of creating the school was to give vulnerable children in the village the opportunity to learn English and computer skills because they had never had the chance to do so," <p>Imoto:</p> <ol style="list-style-type: none"> 1. "It's not that I can't get married, I just haven't, I've chosen not to. It's not that I don't, the truth comes out. You said you didn't? Yeah. No. No. It's just that I don't think about it. I give you guys all my affection instead (32:23)."
Theme 3: Commitment to the teaching profession	3	<p>Robin:</p> <ol style="list-style-type: none"> 1. "give people the justice that they desire" <p>Vandy:</p> <ol style="list-style-type: none"> 1. "I use waste to build the school because there's plenty of it everywhere, it's easy to find and inexpensive. But more importantly, I want to educate my students about trash and how recycling it can help the environment." <p>Imoto:</p>



		<ol style="list-style-type: none"> 1. "Ever since middle school, I had set my mind on becoming a teacher. I already knew what I wanted to do. It was not to teach what was correct but to hold classes that encourage students to think (20:20)."
Theme 4: Commitment to the workgroup	3	Vanday: <ol style="list-style-type: none"> 1. "I believe that if we work hard like this, we will have a society with lots of educational people (4:23)" Imoto: <ol style="list-style-type: none"> 1. "I just have to believe in them. That's all. Although that's kind of heavy. Not believe in them, but believe that no one's a failure. That's more like it. No one's a failure (08:46)."

Table 2 shows the kinds of commitment the three teachers have and how it forms their professional identity.

Commitment to Educational Institutions

According to Glickman, a commitment to the educational institution include the educator identifying with the institution; feeling like an integral part of the institution; and having loyalty to the institution⁴¹. For Robin and Vanday, they go beyond the sense of identifying themselves with the educational institution, feeling a part of the school, and the loyalty to the school. They then invest their energy to build a school on their own and are concerned about the future of the school, the long-term goals, and their extraordinary gestures of building schools without depending on other people's support. Both have great expectations of seeing concrete changes afterward. It is similar to Celep et al, a teacher who has a strong sense of commitment is concerned about the school's

⁴¹ Carl D Glickman, *Renewing America's Schools: A Guide for School-Based Action*. (ERIC, 1993).



future since they identify with the institution's objectives and have a different attitude from what is typically expected of them⁴².

Imoto's commitment to the school differs from Robin and Vanday's. Imoto develops his commitment to the school through his psychological connection with the students and the school. It develops from the harmony Imoto and his students have among them. As can be seen in Table 2, Imoto instead of going to the faculty office, first stops by the area where the students congregate. He makes an effort to engage with the students. He wants to see them and play with them. According to Caldwell et al.,⁴³ these links or attachments, include 1) conformity with organizational expectations and policies; 2) affiliation with the organization and full identification with it; and 3) incorporation, or harmony between the person and the group. Similarly, Yin et. al, found in a study from the perspective of the social cognitive theory that through the gradual mediation of self-efficacy, instructors' emotional wellness improved their commitment to children⁴⁴. Again, Meyer and Allen⁴⁵; Meyer, Becker, and Van Dick⁴⁶, Khan, Shah, Hassan, Khan, and Khan⁴⁷, claimed in their studies that one of the important dimensions of organizational commitment is affective commitment. It is about employees' emotional connection, identity, and commitment to the school/organization are referred to as affective commitment.

Commitment to teaching actions

Commitment to actions of teaching, three teachers experience differently. For example, Robin is committed to teaching because, for her, it's all about

⁴² Shirley Brice Heath and Milbrey McLaughlin, *Identity and Inner-City Youth* (Teachers College Press, 1993).

⁴³ David F Caldwell, Jennifer A Chatman, and Charles A O'Reilly, "Building Organizational Commitment: A Multifirm Study," *Journal of occupational Psychology* 63, no. 3 (1990): 245-261.

⁴⁴ Hongbiao Yin, Winnie Wing Yi Tam, and Elaine Lau, "Happy Teachers Are Efficacious and Committed, but Not Vice Versa: Unraveling the Longitudinal Relationships between Hong Kong Kindergarten Teachers' Psychological Well-Being, Self-Efficacy, and Commitment," *Teaching and Teacher Education* 123 (2023): 103997.

⁴⁵ John P Meyer and Natalie J Allen, "A Three-Component Conceptualization of Organizational Commitment," *Human resource management review* 1, no. 1 (1991): 61-89.

⁴⁶ John P Meyer, Thomas E Becker, and Rolf Van Dick, "Social Identities and Commitments at Work: Toward an Integrative Model," *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior* 27, no. 5 (2006): 665-683.

⁴⁷ Hamad Khan et al., "Organizational Commitment of Teachers and Role of Their Employment Traits in the Context of Higher Education Institutions of Pakistan," *Management Science and Engineering* 7, no. 3 (2013): 1-12.



having the ability to help others and develop abilities that will support other people. She reflected on her qualities and was committed to sharing them with others. She seeks more. According to Lodahl and Kejner, committed people internalize their commitment and passion for the things they are dealing with, reflecting those qualities in their approach to performing those tasks with great care⁴⁸.

Similarly, Vandy is committed to teaching because he knows that he has the knowledge and skill that need to be shared with others. The school was initially intended to provide disadvantaged youngsters in the village with the chance to acquire English and computer skills as they had never had the opportunity to do so, says Vandy, the founder. As said by Deci and Ryan, a teacher's level of commitment is determined by their level of autonomy, competence, and relatedness at work⁴⁹.

For Imoto, his commitment to the actions of teaching goes extremely extraordinary. He makes teaching the center of his life until he decides not to get married. Imoto gives his entire affection to the students as he said in Table 2, he can get married, but he has not because he had made the decision not to. The truth for him is that it's not that he does not. Just that he does not give it much thought. He gives all of his affection to the students instead. This type of commitment is relevant to a study conducted by Price and Collett⁵⁰. This finding is seen from the view of the theory of social exchange. The findings show the value of interdependence in promoting teacher commitment, with interaction, affect, and cohesion serving as modifying factors. Imoto's interactions with his students increase positive feelings, and cohesion and increase teachers' commitment to his job.

Teaching profession Commitment

Teachers' dedication to their profession never wanes; they are constantly energized and, in the end, emotionally invested in the jobs they hold. For Imoto, as it is displayed in Table 2, his goal to become a teacher has been a constant since middle school. He was already clear on his goals. It was to provide classes that encouraged pupils to think, not to teach what was right. Chesnut and Burley found in the study the relationship between self-efficacy and

⁴⁸ LODAHL TM and M KEJNER, "THE DEFINITION AND MEASUREMENT OF JOB INVOLVEMENT.," *The Journal of Applied Psychology* 49 (1965): 24-33.

⁴⁹ Edward L Deci and Richard M Ryan, "Self-Determination Theory,," *Handbook of theories of social psychology* 1, no. 20 (2012): 416-436.

⁵⁰ Heather E Price and Jessica L Collett, "The Role of Exchange and Emotion on Commitment: A Study of Teachers,," *Social science research* 41, no. 6 (2012): 1469-1479.



commitment to the teaching profession⁵¹. Findings imply that instructors' commitment to the teaching profession is influenced by their self-efficacy beliefs in both preservice and in-service teachers.

Celik, Bunyamin, and Yildiz, Yunus, committed educators never rest on their achievements; instead, they continually look for novel strategies and methods to help the students⁵². It happened to Vanday where he uses rubbish to construct the school since it is readily available, simple to locate, and reasonably priced. His main goal is to teach his kids about waste and how recycling may benefit the environment. This fact will directly affect the learners' academic achievement and personal development as they develop themselves. Similarly, Robin is committed to the teaching profession because he wants to give the learners the things that they deserve. He promotes justice for all and helps children access good and quality education. This teacher will be able to successfully generate authentic and effective learning and teaching, and as a result, the learning process, as well as the teaching, will be aided naturally, promoting both the potential of the students and learners.

Commitment to the workgroup

Participation in a workgroup is the internalization of oneself with the other fellows of any group who have the same objective and expectations, as well as the feeling of loyalty toward these fellows. Vanday, as stated in Table 2, he believes that if we work hard enough, we will have a society full of educated people. Moreover, Vanday also works with other volunteers who have the same vision as him which is to help children empowering them with language skills and computer skills. As he reported: this is the case of Samorphe, he lives and resides in Phnom Pen where he teaches computer science and English to come and work for free (6:51). As reported by Celik, Kirk, and Alan, these teachers have come together behind the idea of giving their all to the cause of peace and tolerance among humankind⁵³. Imoto, his commitment to the workgroup is shown among his students. As said in Table 2, Imoto and his students are

⁵¹ Steven Randall Chesnut and Hansel Burley, "Self-Efficacy as a Predictor of Commitment to the Teaching Profession: A Meta-Analysis," *Educational research review* 15 (2015): 1-16.

⁵² Bunyamin Celik and Yunus Yildiz, "Commitment to the Teaching Profession," *International Journal of Social Sciences & Educational Studies* 4, no. 2 (2017): 93-97.

⁵³ GURKAN Celik, KATE Kirk, and YUSUF Alan, "Gülen's Paradigm on Peaceful Coexistence: Theoretical Insights and Some Practical Perspectives," 2011.



interdependent. Similarly, Sarajevotimes said, the teacher provides such an environment of dependency⁵⁴.

CONCLUSION

The data collected from three different videos indicated that the three teachers' professional identity rooted in different experiences. The findings showed that teachers' motivation significantly boosts their productivity. It is confirmed by each individual's motivation, for instance, Robin's self-efficacy, her beliefs about her capacities, and the social support she experienced led her to achieve her dreams of building schools and teaching children in need. Second, Vandy's motivation was influenced by the goals he set for himself of helping the young generation through teaching that linked him individually and the society whom he serves.

His professional identity is rooted in the experience of looking at his personal history/experience and society. Lastly, Imoto's professional identity is shaped by the motivation which is grounded on love, care, and the desire to teach the students. He believes that the efforts he puts into teaching will lead the students to desired and expected outcomes. Teachers' independence, competence, and connectedness play important roles for teachers to be committed in teaching. The final result of this research implies that teachers' motivation and commitment play important roles in teachers' professional identity. Highly motivated and committed teachers bring positive impact and high productivity.

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⁵⁴ Yunus Yildiz, "Components of Commitment to the Teaching Profession," *International Journal of Social Sciences & Educational Studies* 4, no. 2 (2017): 115-122.



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