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The Impact of Self-Efficacy and Work-Related Quality of Life on Teacher Commitment: Evidence from Social Studies Teachers in Borama District

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Abstract

Background: This study investigates the complex dynamics between teacher commitment, teacher self-efficacy, and work-related quality of life among social studies teachers within the Borama District.

Objective: The primary objective was to evaluate the validity and reliability of the Somali-adapted versions of the Teacher Commitment Scale (TCS), the Teacher Self-Efficacy Scale (TSES), and the Work-Related Quality of Life Scale (WRQoLS), and to examine the interrelationships between these constructs.

Methods: Utilizing a descriptive-correlational research design, data were collected from 342 social studies teachers. The instruments underwent a forward-backward translation process into Somali. Data analysis included Exploratory Factor Analysis (EFA) to verify structural validity, Cronbach's alpha for internal consistency, and Pearson correlation and regression analyses to test the relationships between variables.

Results: Exploratory factor analysis indicated that the Somali-adapted TCS comprised four distinct factors explaining 62.49% of the variance, while the TSES emerged as a unidimensional factor accounting for 60.22% of the variance. The WRQoLS was categorized into six factors explaining 74.14% of the total variance. Statistical analysis revealed significant positive correlations

between teacher commitment and self-efficacy ($r = .55$), and between teacher commitment and quality of work life ($r = .53$). Furthermore, a strong positive correlation was found between self efficacy and quality of life ($r = .76$). Regression analysis confirmed that both self-efficacy and work-related quality of life are significant predictors of professional commitment.

Conclusion: The findings suggest that teachers who possess a high sense of instructional efficacy and perceive a favorable work environment demonstrate significantly higher levels of professional commitment. The study concludes that educational authorities in Borama must prioritize the psychological well-being and professional confidence of social teachers to enhance overall educational quality and teacher retention.

Introduction and Background

Professional development is widely recognized as a continuous and evolving learning experience for educators, beginning during initial training and extending throughout their entire careers until retirement. For social studies teachers, the distinct aspects of human relations, civic responsibility, and historical instruction require a specialized set of practices and pedagogical skills. In the long run, the success of the professional development process is largely dictated by educational policies that aim to promote positive achievement outcomes for students. Professional development serves as the primary method through which teachers gain the practical experience necessary to hone their knowledge and skills, ultimately becoming more competent and proficient in their roles (Darling-(Darling-Hammond, Hyler, and Gardner 2017)).

In general, teachers are expected to remain familiar with current trends in educational practice, including advancements in technology and changes in educational policy. Recent years have seen a wide range of shifts in the teaching and learning of social sciences, particularly regarding instruction methods and the emphasis on critical thinking and civic engagement. Scholars have emphasized the need for social studies teachers to carefully integrate content knowledge with practical social process skills. There is a growing

significance placed on the shared experiences between teachers and students within the secondary school environment. Furthermore, research has highlighted the importance of collaboration and sustained professional learning to ensure the success of innovative curricula. Sustained and intensive professional development programs are consistently shown to be more effective than short-term interventions in enhancing a teacher's ability to support student learning effectively ((Furman Shaharabani and Tal 2017).

Organizational Commitment

The concept of organizational commitment emerged from the need to create efficient organizations where employees feel a profound bond with or empathy toward their workplace. This concept is fundamentally based on human relations, where an employee's actions and attitudes reveal their feelings toward their occupation and whether they feel a sense of belonging rather than being an impersonal part of the organization. Since the 1970s, organizational commitment has gained steady importance in organizational psychology and is understood as an individual’s psychological attachment to the organization. It is considered a key variable for organizational success and a prime management concept (Buluç and Demir 2015).

Organizational commitment is a multidimensional construct describing an employee's relationship with their organization, which ultimately determines whether an individual stays or leaves. Researchers have defined it as the degree to which an individual is involved with and believes in a specific organization(Herrera and De Las Heras-Rosas 2021). It represents the point reached by an employee in adhering to the behavior required by the institution and the employee’s wish to work hard and remain an integral part of the organization (Herrera and De Las Heras-Rosas 2021). Within the educational context, commitment is viewed as an elevated attachment to the school, reflecting the overt and covert contracts between the teachers and the school establishment.

Meyer & Allen’s Model for Commitment

Meyer and Allen (1991) introduced a three-component model of commitment that provides a comprehensive framework for understanding why individuals remain within an organization. This model identifies three distinct dimensions: affective, continuance, and normative commitment. Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization. Continuance commitment is based on the individual's recognition of the costs associated

with leaving the organization. Finally, normative commitment reflects a sense of moral obligation to remain with the employer. Together, these components offer valuable insights into teacher behavior and motivation, making the model particularly relevant for improving teacher retention and performance in districts like Borama.

Teachers with low organizational commitment often demonstrate a lack of regard for time-keeping and may have higher rates of absenteeism, which negatively impacts student learning through the cancellation of classes. Furthermore, teachers with low commitment tend to switch schools frequently or leave the profession entirely. Inexperienced replacement teachers often fill these gaps, which can lower professional standards and diminish student achievement. Conversely, a committed teacher is described as hardworking and dedicated to fulfilling their duties through strict time-keeping, extracurricular activities, and an intention to remain at the school long-term. Understanding these levels of commitment is critical for assessing how well a teacher supports the school's objectives and policy (Al-Qabaleen et al. 2025).

Research Problem

Despite the recognized importance of teacher commitment, there remains a significant gap in the existing literature concerning social studies teachers in the Borama District. While much attention has been given to teacher motivation in general, little research has explored the relationship between teacher commitment, teacher self-efficacy, and work-related quality of life within this specific sociocultural context. This gap is particularly glaring because no localized studies have investigated how these three key factors interconnect in the professional lives of social teachers. Addressing this gap is not merely an academic exercise; it has practical implications for improving teacher well-being and student outcomes in the region. The current study seeks to fill this critical gap by validating the Somali versions of established scales and investigating the relationships among these variables to offer insights for local educators and policymakers.

Methodology

The methodology of this study utilized a descriptive-correlational approach, which is appropriate for investigating the relationships between variables and achieving the study's primary objectives. Means and standard deviations were calculated for the three main variables: teacher commitment, self-efficacy, and work-related quality of life. The Pearson correlation coefficient was the primary statistical tool used to investigate the strength and direction of the relationships between these factors. All statistical analyses were performed using R program.

The sample for this study consisted of 342 social studies teachers from the Borama District who were invited to participate. The demographic characteristics of the participants revealed that approximately 62.5% possessed bachelor's degrees, while 37.5% held postgraduate qualifications. The sample demonstrated varying years of teaching experience, with 33% having 1–5 years, 40% having 6–10 years,

and the remainder having more than 11 years. The teachers' ages ranged between 23 and 55 years. This sample size is statistically sufficient for psychometric analysis, ensuring strong validity for the scales used and enhancing the representativeness of the findings for the teacher population in

the district.

The study employed three primary instruments to collect data. First, the Teacher Commitment Scale (TCS), developed by (Thien, Razak, and Ramayah 2014), was used; it consists of 13 items distributed over four dimensions: commitment to school, students, teaching, and the profession. Second, the Teacher Self-Efficacy Scale (TSES), developed by Schwarzer, Schmitz, and Daytner (1999), comprised 10 items assessing teachers' belief in managing classroom challenges. Third, the Work-Related Quality of Life Scale (WRQoLS), developed by (Easton and Van Laar 2021), consisted of 23 items distributed over six dimensions, including general well-being, home-work interface, job-career satisfaction, control at work, working conditions, and stress at work. All scales underwent a rigorous forward-backward translation process into Somali to ensure linguistic and cultural equivalence.

Data Collection and Analysis

Following the translation and validation of the scales, ethical approval was obtained from the relevant institutional review boards. Researchers distributed the tools to participants, visited various schools in the Borama District, and met with teachers to clarify the purpose of the study. Written consent was obtained from all participants before they responded to the questionnaires. Data collection spanned approximately two months. After collection, the data were entered into a digital database for analysis. Exploratory factor analysis (EFA) using principal components analysis was performed to verify the structural validity of the Somali versions of the scales. Internal consistency was assessed using Cronbach’s alpha to ensure the reliability of the tools.

Results

The results of the first objective focused on the exploratory factor analysis for the Teacher Commitment Scale. The analysis indicated four factors with eigenvalues greater than one, which explained 64.82% of the total variance. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.709, and Bartlett’s test of sphericity was significant ($p < .001$). Internal consistency for the TCS.

Scale	Cronbach_Alpha
Teacher Commitment	0.695201
Self-Efficacy	0.850659
Work Quality of Life	0.946441

Somali version was strong, with an overall Cronbach’s alpha of 0.79. These findings support the theoretical and empirical relevance of the scale dimensions within the Borama context, although the

four-factor solution slightly differed from the original six-factor model proposed in other cultures.

Table 1
Factors Loadings of the Teacher Commitment Scale.

Items	School	Student	Teaching	Profession
11	0.79			
12	0.74			
10	0.70			
5	0.69			
4	0.56			
2		0.78		
3		0.68		
9		0.65		
7		0.54		
6			0.83	
8			0.61	
1				0.72
13				0.70
Eigenvalue	3.321	2.144	1.621	1.341
% of Variance	25.546	16.492	12.469	10.315
Cumulative %	25.546	42.038	54.507	64.822

Exploratory factor analysis for the Teacher Self-Efficacy Scale revealed that one factor with an eigenvalue greater than one accounted for 47.63% of the variance. This confirms that the Somali version of the TSES is a unidimensional construct, aligning with the original findings by Schwarzer et al. (1999).

Cronbach's alpha for the TSES was calculated at 0.85, indicating high internal consistency.

Table 2
Factors Loadings of the Teacher Self-Efficacy Scale

Items	Teacher Self-Efficacy
6	0.83
9	0.83
8	0.82
10	0.82
7	0.76
3	0.68
4	0.68
5	0.62
2	0.36
1	—
Eigenvalue	4.763
% of Variance	47.63%
Cumulative %	47.63%

Similarly, the exploratory factor analysis for the Work-Related Quality of Life Scale identified six factors with eigenvalues greater than one, capturing 74.14% of the total variance. Internal consistency for the WRQoLS was overall 0.87, with sub-dimensions ranging from 0.73 to 0.86, confirming the reliability of the tool for assessing the work environment of social teachers.

Table 3
Factors Loadings of the Work-Related Quality of Life Scale.

Items	GWB	HWI	JCS	CAW	WC	SAW
10	0.75					
16	0.71					
1	0.70					
18	0.69					
8	0.57					
14	0.57					
9	0.50					
19		0.79				
24		0.77		A		
21		0.71				
20		0.70				
23		0.62				
7		0.54				
22			0.78			
3			0.66			
2			0.62			
4			0.55			
11				0.87		
12				0.64		
5				0.46		
17					0.83	
15					0.56	
6						0.87
13						0.49
Eigenvalue	4.112	3.656	3.282	2.866	1.602	1.535

Note. GWB = General Well-Being; HWI = Home-Work Interface; JCS = Job Career Satisfaction; CAW = Control at Work; WC = Working Conditions; SAW = Stress at Work.

Items	GWB	HWI	JCS	CAW	WC	SAW
% of Variance	17.877	15.896	14.269	12.461	6.966	6.672
Cumulative %	17.877	33.773	48.041	60.502	67.468	74.140

Note. GWB = General Well-Being; HWI = Home-Work Interface; JCS = Job Career Satisfaction; CAW = Control at Work; WC = Working Conditions; SAW = Stress at Work.

Table 4
Descriptive Statistics of Teacher Commitment, Teacher Self-Efficacy, and Quality of Working Life.

Variables	Mean	SD	Skewness	Kurtosis	Min	Max
Teacher Commitment Sub-scales						
Commitment to School	3.59	0.57	−0.01	0.03	1.00	6.00
Commitment to Students	3.56	0.88	−0.30	−0.41	1.00	6.00
Commitment to Teaching	3.43	0.63	0.06	−0.51	1.00	6.00
Commitment to Profession	3.33	0.91	0.03	−0.90	1.00	6.00
Teacher Commitment (Overall)	**3.47**	**0.53**	**0.18**	**−0.62**	**2.31**	**4.77**
Teacher Self-Efficacy	**3.35**	**0.72**	**−0.07**	**−0.24**	**1.60**	**4.90**
WRQoL Sub-scales						
General Well-Being (GWB)	3.17	0.80	0.01	−0.20	1.00	5.00
Home-Work Interface (HWI)	3.41	1.04	−0.34	0.32	1.00	5.00
Job Career Satisfaction (JCS)	3.17	0.82	−0.21	−0.35	1.00	5.00
Control at Work (CAW)	3.04	0.85	0.13	−0.77	1.00	5.00
Working Conditions (WC)	3.31	0.84	0.11	−0.57	1.00	5.00
Stress at Work (SAW)	2.94	0.99	0.18	−0.67	1.00	5.00
Work-Related Quality of Life (Overall)	**3.16**	**0.78**	**0.11**	**−0.37**	**1.54**	**5.00**

Table 5
Pearson Correlation Matrix Between Study Variables.

Varaible	Mean_Commitment	Mean_SelfEfficacy	Mean_WRQoL
Mean_Commitment	1	0.547446	0.532332
Mean_SelfEfficacy	0.547446	1	0.763294
Mean_WRQoL	0.532332	0.763294	1

The results of the second objective involved descriptive statistics and correlation analysis. For the teacher commitment dimensions, mean scores ranged from 3.33 to 3.59 on a 6-point scale. The data met the assumptions of normality, with skewness and kurtosis values within acceptable ranges. Pearson correlation coefficients revealed statistically significant relationships between all study variables. Specifically, teacher commitment was significantly correlated with teacher self-efficacy($r = .547$, $p < .001$) and work-related quality of life ($r = .53$, $p < .001$). Furthermore, a strong positive correlation was found between self-efficacy and quality of life ($r = .76$, $p < .001$). Multiple regression analysis indicated that both self-efficacy and work-related quality of life significantly predict teacher commitment, explaining a substantial portion of the variance in commitment scores.

Variable	estimate	std.error	statistic	p.value	Predictor	R_Squared
(Intercept)	2.120568	0.076873	27.58528	0.00	Self-Efficacy	0.299698
Mean_SelfEfficacy	0.40202	0.02244	17.91552	5.09E-60	Self-Efficacy	0.299698
(Intercept)	2.320906	0.06853	33.86684	0.00	WRQoL	0.283377
Mean_WRQoL	0.362432	0.021045	17.22138	2.96E-56	WRQoL	0.283377

Discussion

The primary aim of this study was to assess the relationship between commitment, self-efficacy, and quality of work life among social teachers in Borama. The results indicated a positive correlation between teachers' commitment and their self-efficacy, which can be attributed to the positive effect of commitment on an individual's self-belief and psychological well-being. Commitment plays an essential role in teacher competence by providing a sense of security and adequacy. Through social interaction, teachers perform their professional roles and express themselves, which reduces tension and anxiety. Teachers who are content with their roles are more likely to work with dedication and strive for excellence. High levels of teacher commitment effectively bolster their belief in their ability to handle classroom challenges (Bandura 1997; Губская 2013).

Teachers' perceptions of their self-efficacy directly influence their educational efforts and enthusiasm. Teachers with high levels of self-efficacy are typically more confident, have a firmer resolve, and possess better problem-solving skills when dealing with professional difficulties. These teachers shoulder

responsibility with determination, which in turn expands their organizational commitment and improves their quality of working life. The significant correlations observed in this study between commitment and quality of work life indicate that a supportive work environment contributes to the development of professional commitment by providing the resources and competencies teachers need to implement their ideas successfully. Transformational leadership that involves teachers in decision-making strengthens their commitment at a high level.

Situating the findings of this study within the international context reveals consistency with research conducted in other regions. Studies in Iran, Turkey, and China have similarly documented positive relationships between work-related quality of life and organizational commitment among secondary teachers (Shaharabani and Tal 2017)For instance, research has shown that self-efficacy is a crucial factor influencing job satisfaction, which subsequently affects commitment to the profession. In cultures that emphasize collective responsibility, teachers tend to display higher levels of commitment than those in more individualistic contexts. The moderate levels of commitment found in Borama reflect a balance between dedication and the challenges of the educational environment, aligning with international trends where higher self-efficacy predicts better teacher performance and job satisfaction (Tschannen-Moran and Hoy 2001).

Conclusion

This study demonstrates that there are significant positive relationships between teacher commitment, self-efficacy, and work-related quality of life among social teachers in the Borama District. The successful validation of the Somali versions of the TCS, TSES, and WRQoLS offers reliable and culturally relevant instruments for future educational research in the region. These scales provide an essential foundation for examining the complex interplay of factors that contribute to teachers' professional engagement and overall well-being.

Enhancing teacher commitment is a key determinant of school effectiveness and student learning outcomes. By fostering an environment that supports teachers' psychological well-being and addresses factors influencing their quality of life, educational institutions in Borama can help create a more dedicated and effective workforce.

Recommendations

To address the challenges identified in this research, specific evidence-based interventions should be offered to support teacher commitment. One intervention involves implementing professional development programs specifically designed to enhance teachers' instructional self-efficacy. Targeted initiatives can significantly strengthen teachers' belief in their capabilities and foster greater commitment to their roles. Additionally, policies aimed at improving work conditions must be prioritized. Improving the quality of work life by managing workloads, providing administrative support, and ensuring emotional well-being are critical determinants of teacher retention. School leaders should

adopt transformational leadership styles that involve teachers in decision-making processes to enhance their sense of belonging and commitment.

Limitations & Future Studies

While this study provides valuable insights, several limitations must be addressed. One limitation is the lack of direct evidence linking teacher commitment to specific student achievement outcomes. Future studies should seek to explore this causal relationship more explicitly using longitudinal data. Another limitation is the generalizability of the findings, as the study focused specifically on social teachers in Borama. Future research should expand to include teachers from various regions and subjects to provide a more comprehensive understanding of the educational landscape. Additionally, since the study employed a cross-sectional design, it only captures a snapshot of the variables. A longitudinal approach would be more effective in tracking how commitment and self-efficacy develop over time and how they are impacted by changes in educational policy.

Declarations

Ethical Approval and Consent to Participate

This study was conducted in accordance with recognized ethical research standards and the 1964 Helsinki Declaration. Formal approval was granted by the Institutional Review Board at Amoud University (Approval Number: Ref: AU/IRB/17EC/2026). Informed consent was obtained from all individual participants included in the study. Participation was voluntary, and the confidentiality and anonymity of respondents were strictly maintained throughout the research process.

Consent for Publication

Not applicable.

Competing Interests

The authors declare that they have no financial, personal, or professional conflicts of interest that could have influenced the results or interpretation of this study.

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No external funding was received for this study. All research activities, including the design, data collection, analysis, and writing, were self-funded by the authors.

Author Contribution

Author Contributions StatementK.J.D., M.T.A., and M.M.B. conceptualized the study and designed the methodology. Material preparation, data collection, and formal analysis were performed by K.J.D., M.T.A., and M.M.B. All authors contributed to the writing of the original draft and participated in the interpretation of the results. All authors reviewed and approved the final manuscript.Breakdown of Initials:K.J.D.: Khadar J. DahirM.T.A.: Mohamed T. AkliM.M.B.: Mohamed M. Budin

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Data Availability

Customized Cover LetterKhadar J. DahirSchool of Postgraduate Studies & ResearchAmoud University, Borama, SomaliaEmail: khadar.jama@amoud.edu.so28 May 2026To: The Editor-in-ChiefDiscover EducationSubject: Submission of Original Research: "Predictors of Teacher Commitment among Social Studies Teachers in Borama District: The Roles of Self-Efficacy and Work-Related Quality of Life"Dear Editor,On behalf of my co-authors from Amoud University, I am pleased to submit our original research article titled "Predictors of Teacher Commitment among Social Studies Teachers in Borama District: The Roles of Self-Efficacy and Work-Related Quality of Life" for consideration for publication in Discover EducationResearch SignificanceIn the global effort to achieve Sustainable Development Goal 4 (SDG 4), the role of teacher psychological well-being is often overlooked in favor of infrastructure. This study addresses this gap by examining the interplay between teacher commitment, self-efficacy, and work-related quality of life. Utilizing a descriptive-correlational design with 342 social studies teachers, our work provides some of the first empirical evidence from the Borama District regarding the internal and external drivers of teacher professional dedication.Key FindingsOur research demonstrates that teacher commitment is not a static trait but a result of high instructional self-efficacy and a favorable work-life interface. Notably, the study establishes that self-efficacy is a profound predictor of quality of life (r=.76), suggesting that when teachers feel capable in their classrooms, their overall professional well-being improves significantly. Furthermore, we provide a validated Somali adaptation of three key psychometric scales, facilitating further research in this under-represented region.Ethical and Transparency DeclarationsEthics: This study received formal approval from the Board Review Ethical Committee at Amoud University.Authorship: All authors (Khadar J. Dahir, Mohamed T. Akli, and Mohamed M. Budin) contributed equally to all phases of this research.Conflict of Interest: The authors declare no conflicts of interest.Generative AI: We disclose the use of AI tools strictly for language editing and clarity improvements; all data analysis and interpretations are the original work of the authors.We believe this paper aligns perfectly with Discover Education’s mission to publish rigorous research that informs

educational policy and practice in diverse international contexts. This study offers actionable insights for educational authorities in Somalia and similar developing contexts to enhance teacher retention and educational quality.Thank you for your time and consideration of this manuscript.Sincerely,Khadar J. DahirCorresponding AuthorAmoud University, Somalia

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Figures

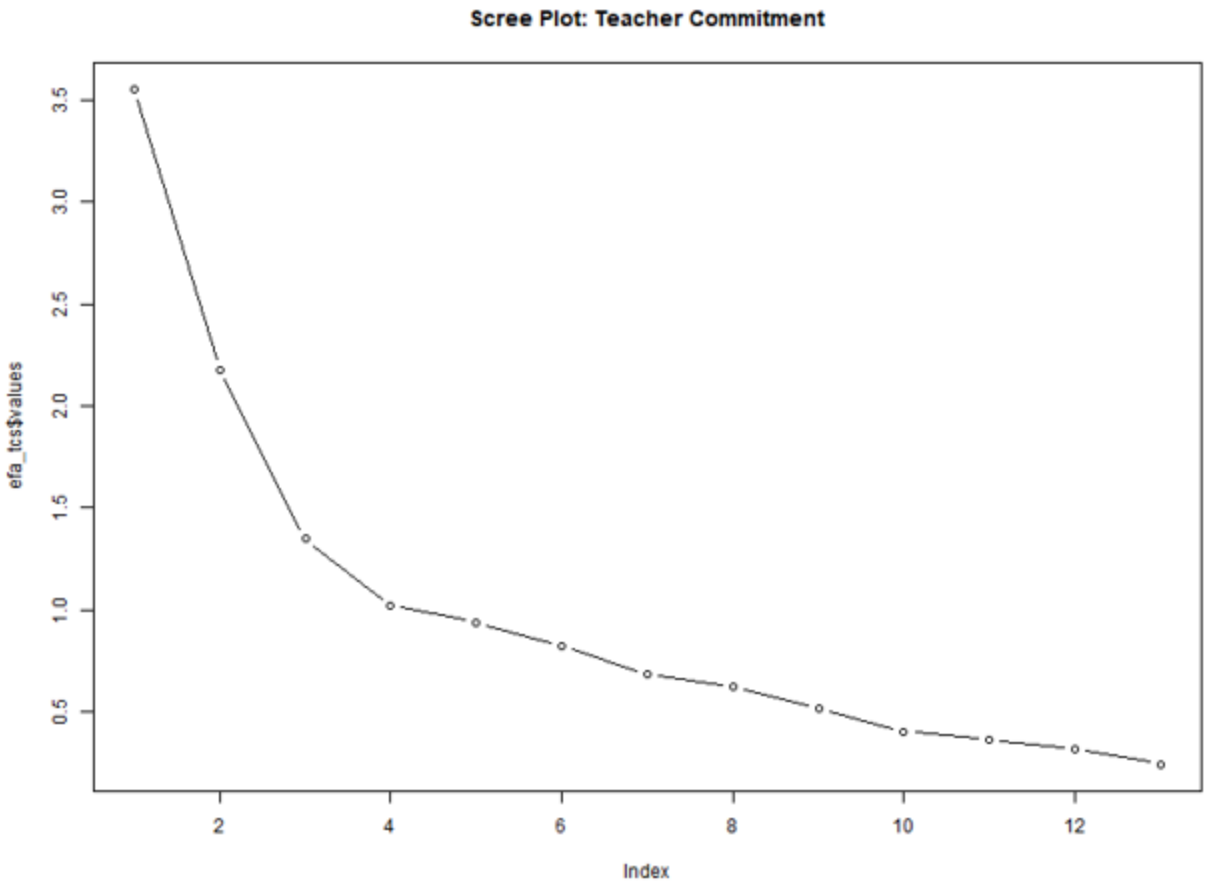


Figure 1

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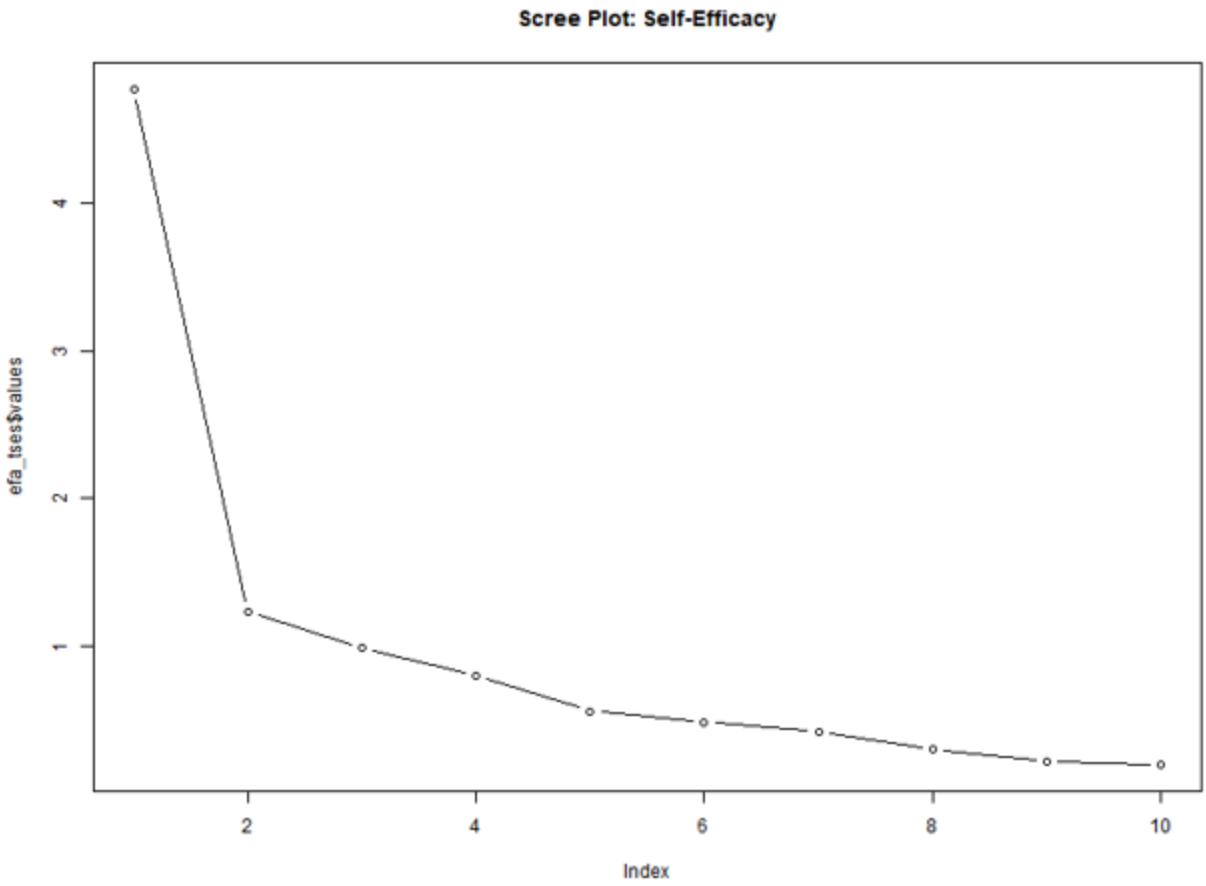


Figure 2

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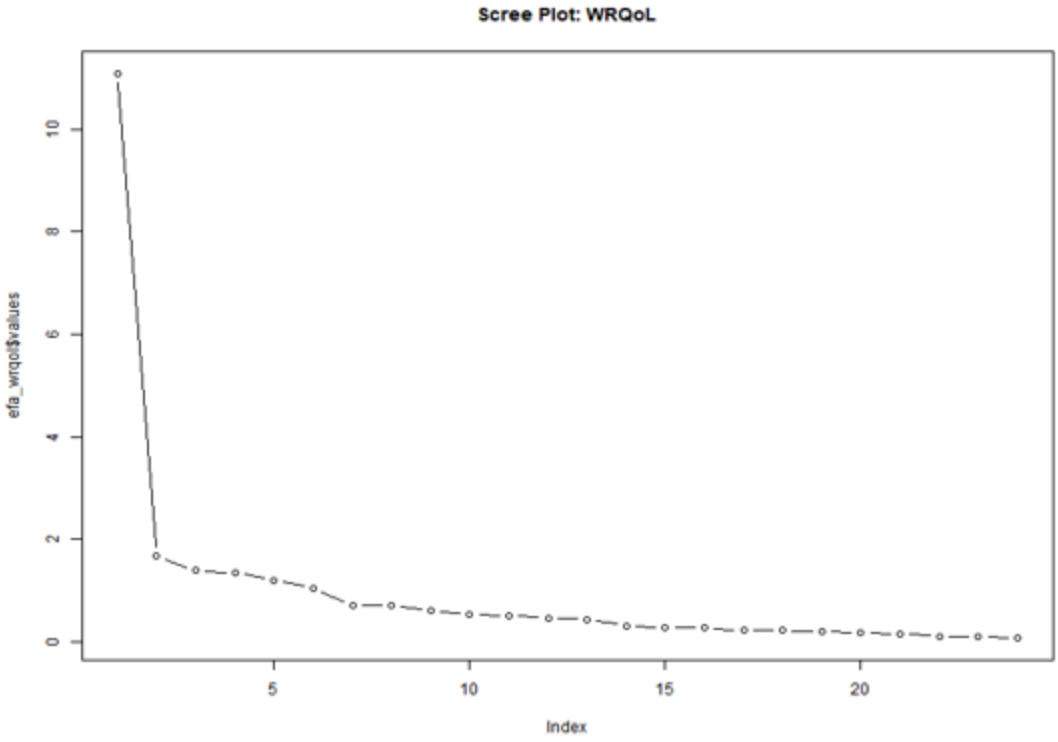


Figure 3

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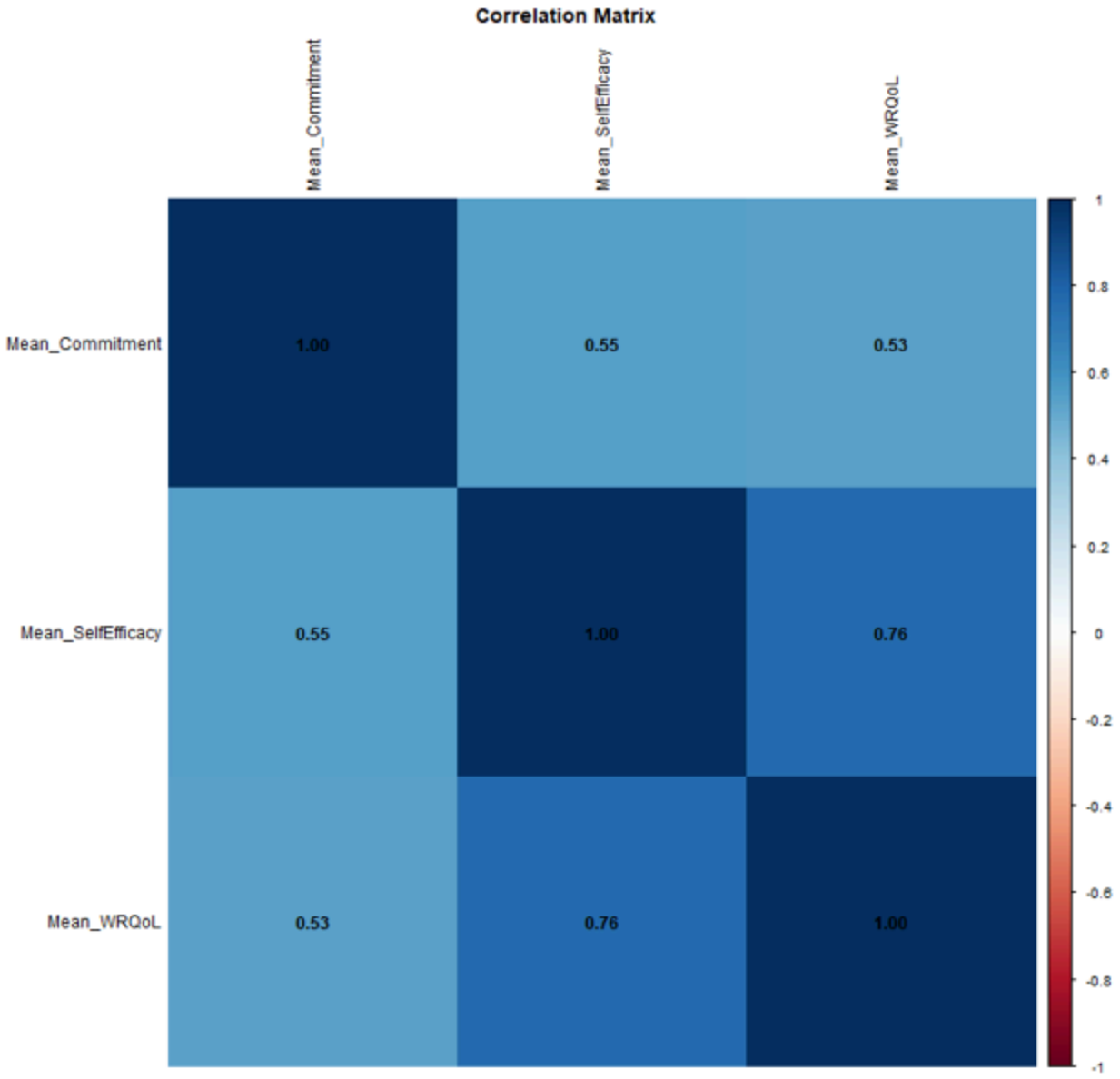


Figure 4

Unnumbered image in the Result section.

Supplementary Files

This is a list of supplementary files associated with this preprint. Click to download.

- RawData.csv