The Influence of Self-Efficacy on Job Satisfaction, Organizational Commitment, Motivation and Job Performance in Private School Teachers

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KEYWORDS	ABSTRACT
Self-Efficacy, Job Satisfaction, Organizational Commitment, Motivation, And Job Performance.	Self-belief in an individual abilities is essential for influencing behavior, decision-making and achieving organizational goals. The purpose of this study is to investigate the role of teacher self-efficacy that can influence job satisfaction, organizational commitment, motivation and job performance in the scope of formal education. This study used data collection by survey method and online questionnaire distribution, respondents were selected by purposive sampling method. The sample of this research is teachers who teach at the kindergarten, elementary, junior high, and high school levels in the 2022-2023 school year. The data analysis technique used Structural Equation Model (SEM) with SmartPLS 3.0. Some of the findings in this study are that self-efficacy has a direct effect on job satisfaction, motivation and job performance of teachers. Self-efficacy has no direct influence on job performance through the mediating effects of motivation and organizational commitment. The managerial implication of this study for school administrators and researchers is to strengthen the perception of teacher self-efficacy through professional development, appreciation and rewards, so that it can have a broad positive impact on teacher motivation in various aspects of life.

Introduction

An organization is established with the aim of realizing the vision and mission by utilizing the human resources in it, developing to have a positive influence, and maintaining its existence for the surrounding environment. Organizations need the presence of human resources who work optimally in contributing more to the organization to achieve competitive advantage. Self-confidence in one's ability plays an important role in influencing behavior, decision making and achieving goals.

Everyone has their own character, abilities, and skills where in humans there is a belief that the person can complete the job with his abilities and confidence to estimate the results of the achievement of what is done (Bandura & Locke, 2003). Self-efficacy plays a direct role in a person to successfully achieve the tasks and responsibilities given

and be able to overcome various problems from their work effectively. Employees with a high level of self-efficacy have confidence in encouraging themselves and the ability to solve a problem with their work (Tinaz *et al*., 2020). Furthermore, Vettori *et al.* (2022) stated that strong self-belief and ability can manage the way of thinking, acting, and behaving properly in overcoming problems that occur in work and the work environment. Therefore, employees tend to feel satisfied with their work.

Employees have a role in an organization with expectations to be treated fairly and respectfully in their work environment. These elements can trigger the level of employee satisfaction in their work so that it has a positive effect on organizational success and has a negative impact on low organizational performance (Bakotić & Fiskovića, 2013). In addition, leadership involvement in motivating and innovating can also increase employee work effectiveness (Gross *et al.*, 2021). Therefore, employees' job satisfaction where their needs are well met needs to be an important concern to develop the organization for the better.

Commitment to the organization is an employee's decision to commit to achieving organizational goals, contribute more, and work beyond the expectations expected by the organization (Liu & Huang, 2019). The desire of employees to stay in the organization is also influenced by the role of leaders who maintain superior-subordinate relationships so that they are always harmonious (Lee *et al.*, 2020). In addition, leaders who build trust and fairness, create good relationships, provide support and solutions to their employees can push them into organizational commitment (Nordin, 2011).

The provision of motivation in accordance with the needs of employees in their work must be considered by the organization (Ardilla & Pramusinto, 2015). Employees who have high work motivation can perform their job duties with more enthusiasm through their abilities, expertise, and insight, this proves a sense of responsibility for the work entrusted (Hakim & Muhdi, 2020). Motivation consists of intrinsic and extrinsic motivation. Intrinsic motivation comes from within humans which is expressed in realizing individual and organizational goals. Meanwhile, extrinsic motivation is sourced from outside humans who influence an employee in doing their job. Intrinsic and extrinsic motivation have a positive influence on improving employee performance (Potu *et al.*, 2021).

Organizations have goals to achieve and plans to increase the work productivity of their organizations. Employees who understand the purpose of working will strive to produce the best for the responsibilities given to them. To realize the expected achievement of the organization, performance is an important part that needs to be applied regularly in providing evaluation or feedback related to employee competence (Rosmaini & Tanjung, 2019). In achieving the expected competence, employees must be able to do various jobs that are targeted by the company to expand their capabilities in providing satisfactory work results (Swanson *et al.*, 2020).

Studies related to self-efficacy variables have a positive influence on job satisfaction (Burić & Kim, 2021; Demir, 2020; Karabiyik & Korumaz, 2014; Sun & Xia, 2018; Udemba, 2021). Self-efficacy has a positive effect on organizational commitment (Chegini *et al.*, 2019; Na-Nan *et al.*, 2021; Zeb & Nawaz, 2016). Self-efficacy affects motivation Chien *et al.*, 2020; Eka *et al.*, 2016; Parasara & Surya, 2016). Self-efficacy has a positive influence on employee Job Performance (Bryan & Vitello-Cicciu, 2022; Kurniawan *et al.*, 2019; Lai, 2012; Okoye & Okike, 2021). Self-efficacy has a positive effect on motivation through the mediating influence of job satisfaction (Masruroh & Prayekti, 2021; Yakın & Erdil, 2012). Self-efficacy has a positive effect on motivation

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through the mediating influence of organizational commitment (Iqbal *et al.*, 2016; Noviawati, 2016). Self-efficacy has a positive effect on job performance through the mediating effects of organizational commitment and motivation (Chien *et al.*, 2020; Kitsios & Kamariotou, 2021).

In this study modified the variables of self-efficacy, job satisfaction, organizational commitment, motivation, and job performance. Not many researchers have used teachers of all levels in private schools with more than six months of work experience as research subjects. The purpose of this study is to investigate the role of each employee's self-efficacy that can influence job satisfaction, organizational commitment, motivation, and Job Performance in the scope of formal education. This study is intended to provide enlightenment and better development for each teacher to increase self-efficacy to synergize in the progress of the organization, especially in the world of education accompanied by high loyalty to the organization.

Self-efficacy

Self-efficacy is a belief that exists within humans to provide encouragement to humans themselves in achieving what they do. Humans will feel satisfied with their skills so that they are able to do their work optimally and achieve the goals of their work (Lent *et al.*, 2011). Employee self-efficacy must also continue to be built so that their skills and knowledge increase through training and human empowerment to support sustainable organizational development (Troesch & Bauer, 2017). Then, Bandura (1997) stated that there are three components of self-efficacy, namely, level, generality, and strength. The level component is the level of human belief where there is confidence that the employee can overcome various challenges and difficulties in his work. The generality component is the capacity of self-belief in the capacity of the responsibility received. Furthermore, strength is the strength that exists in humans when facing various kinds of job task requests and a problem in their work. Griffioen *et al.* (2013) emphasized that in essence self-efficacy in everyone has an important role in completing work on time and achieving significant work.

Job Satisfaction

Job satisfaction is a positive condition of individual feelings related to the process of achieving what he does (Udayana & Suwandana, 2017). Golbasi *et al.* (2008) added specifically, job satisfaction is defined as a subjective feeling that a person feels about his job and as an expression of behavior towards situations in the work environment, Job Performance, and work life. Everyone has a different level of job satisfaction so that the way they enjoy their work is also different. This can determine the attitude of employees, which is related to the emotional reactions of individuals in certain situations that can affect their actions or responses to their work (Alnıaçık *et al.*, 2012). Employees with high levels of job satisfaction are influenced by support from superiors who make them feel safe and comfortable when carrying out their work (Supriyatin et al., 2019). Job satisfaction is not only about human personality traits, but also relates to various components of employee needs such as work, promotions and opportunities, supervision, coworkers, and work rewards. High levels of job satisfaction also translate into fewer workplace accidents and complaints, less time spent learning new things and lower levels of stress (Luthans, 2011). Therefore, fulfilled job satisfaction can have a positive impact on employees' mental and physical health in the workplace (Ko *et al.*, 2021).

Organizational Commitment

Organizational commitment has a high value. Organizational commitment is an attitude of loyalty shown from an individual who is in an organization and a process by which individuals determine their interest in the success and sustainability of the organization (Ghorbanhosseini, 2012). There are three dimensions of organizational commitment described by Allen & Meyer (1990), which are affective commitment, normative commitment, and continuance commitment. Affective commitment is an emotional bond between employees and their organization. In this case, employees have made their decision to commit and a sense of belonging to the organization arises. Normative commitment is an action taken by the organization that can convince its employees to stay, even though there are better opportunities and those that can provide more profit from the organization. Continuance commitment is a situation where employees find it difficult to decide to stay or leave their organization due to organizational conditions that have changed policies from before. Luthans (2011) emphasizes the attitude of individual commitment to their organization can be seen from age, tenure in the organization, career, leadership style, both internal and external support to determine further commitment. In addition, establishing good communication between colleagues can build trust and strengthen employee commitment to their organization (Anindita & Emilia Seda, 2018).

Motivation

Motivation becomes a compass within a person in doing something so that it influences the attitudes and actions the employee will take to achieve the intended goals. Motivation is a driving force that starts from within to do something to achieve organizational goals (Handoko, 2012). Meanwhile, motivation is also an intellectual process related to the seriousness of employees in providing the best quality of service to work and coworkers (Robbins & Judge, 2013). Employees who have high motivation can do and complete their work responsibilities optimally (Harza *et al.*, 2015). Another factor that affects a person's motivation is the support provided from the leadership, colleagues or work team, and the work environment can influence employees to be more motivated at work (Horwitz *et al.*, 2003). According to Slemp *et al.* (2020) motivation is a desire from within a person to explore more effective work strategies and has an impact on overall individual performance. Moreira-Fontán *et al.* (2019) define motivation as the force that drives a person's intention to keep developing themselves in achieving the desired results. Thus, motivation is an important part related to the mental health of employees in achieving organizational goals of the organization (Indradewa & Dewi, 2021).

Job Performance

Human resource performance is an important element for the sustainability of an organization. The level of achieving high productivity of the organization is influenced by the performance of qualified employees in completing work on time (Putrana *et al.*, 2016). Septyanto & Dewanto's study (2018) states that the level of performance of an employee can be seen from how he achieves work results through the tasks he does. Activities carried out by employees will generate feedback within the organization where the ability to work can be determined from their attitude towards responding to their work (Grant, 2008). Leaders need to understand employee performance so that their performance can be maximized and developed for the progress of the organization, such

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as providing clear directions for more challenging tasks, being able to guide employees in determining the right way to hone employee skills and being able to create a conducive and comfortable work environment for psychological employees (Cherian & Jacob, 2013).

Relationship between Self-efficacy and Job Satisfaction

Self-efficacy in this study relates to the level of job satisfaction of employees who believe that belief in their ability to do work can increase job satisfaction so that they contribute more to the organization (Udemba, 2021). Employees who carry out their job obligations seriously and get support from their superiors can foster a high sense of job satisfaction (Sun & Xia, 2018). The higher the level of knowledge and skills a person has will increase job satisfaction (Burić & Kim, 2021). Self-efficacy will be stronger in employee work discipline where the HR (Human Resource) team conducts strategic planning to get the fundamental aspects of employee job satisfaction (Borgogni *et al.*, 2013). Self-efficacy also determines employee job satisfaction where there is organizational management involvement in evaluating work results in everyone (Chasanah, 2008). Thus, the higher the confidence of an employee, especially in overcoming problems in the work environment, the higher the level of job satisfaction he will achieve (Peng & Mao, 2015). In addition, Na-Nan *et al.* (2021) stated that employees who love their work will make them feel comfortable and more confident, resulting in positive emotions at work. Previous research states that employees with high self-efficacy have a strong role in the level of job satisfaction (Karabiyik & Korumaz, 2014). Therefore, the research recommendations above can be hypothesized as follows:
H1: Self-efficacy has a positive effect on job satisfaction.

Relationship between Self-efficacy and Organizational Commitment

High self-efficacy can form a positive attitude to make employees feel more comfortable and like their work so that they are encouraged to commit and contribute to the progress of the organization (Zeb & Nawaz, 2016). Research that supports the belief in the capabilities that employees have for their work and trust between colleagues can have a positive influence on employees' desire to continue to stay in their organization (Chegini *et al.*, 2019). The results of research by Na-Nan *et al.* (2021) stated that employees who make work a part of their lives directly make them tied to their organization. From the research recommendations above, the following hypothesis can be built:
H2: Self-efficacy has a positive effect on organizational commitment.

Relationship between Self-efficacy and Motivation

Employees with high confidence in their abilities can provide encouragement to fulfill their responsibilities for their work so that they can achieve their goals (Eka *et al.*, 2016). The results of Parasara & Surya's (2016) research express the view that an employee who has strong self-efficacy in his work goals can affect the increase in self-motivation to complete his duties optimally. Meanwhile, Chien *et al.* (2020) stated that high individual confidence in the expertise they have in achieving job targets can provide a strong impetus to work harder. Self-efficacy in a person will be stronger with guidance, direction, and cooperation between leaders and their subordinates (Niam & Syah, 2019). From the research recommendations above, the following hypothesis can be built:
H3: Self-efficacy has a positive effect on motivation.

Relationship between self-efficacy and Job Performance

Employees who understand their abilities dominated by positive thoughts and feelings can produce satisfactory job performance (Bryan & Vitello-Cicciu, 2022). Self-confidence in getting things done produces a positive impact on employee performance where he wants to be involved in the achievement of organizational goals. Proven research findings support that research results related to self-efficacy have a positive relationship with Job Performance (Okoye & Okike, 2021). Employees who have a high level of self-efficacy can increase job satisfaction so that it has a positive impact on the ability and performance of quality employees (Lai, 2012). Then, Kurniawan *et al.* (2019) state that an employee who has high self-efficacy will show the best performance at work such as successfully achieving work targets and having an unyielding attitude in overcoming various problems, From the research recommendations above, the following hypothesis can be built:

H4: Self-efficacy has a positive effect on job performance.

Mediating Role of Job Satisfaction, Organizational Commitment and Motivation

Employees who have self-efficacy have a positive influence on motivation for their responsibilities at work, then have an impact on employee performance and job satisfaction (Yakın & Erdil, 2012). High self-efficacy in completing work has a positive influence on employee performance results by increasing organizational productivity which is strengthened by mediating job satisfaction (Masruroh & Prayekti, 2021). High self-efficacy determines the achievements achieved by employees in carrying out their duties and responsibilities so that they wish to stay with the organization (Iqbal *et al.*, 2016). Good self-efficacy can affect the psychological level of employees to do work effectively to improve the quality of one's Job Performance (Noviawati, 2016). The results described in the research of Baluyos *et al.* (2019) mentioned that employees with high responsibility and have sufficient expertise to complete their tasks independently can produce good Job Performance due to positive feelings in their work environment. When employees have strong confidence in their own abilities, they become more motivated to work hard and have the desire to contribute to their organization to improve Job Performance (Chien *et al.*, 2020). The presence of social support such as cooperation between coworkers also affects a person's level of job satisfaction (Goktas *et al.*, 2022). The results of Ismayilova & Klassen's (2019) research reveal that a positive work environment, autonomy, and interpersonal support can give employees a feeling of happiness so that they tend to be more motivated to give their best in their work. So, employees who tend to be satisfied with their jobs will be more motivated to accept additional jobs that allow employees to stay in the organization for a long time (Kitsios & Kamariotou, 2021).

Therefore, the authors propose the following hypothesis:

H5: Self-efficacy has a positive effect on motivation through the mediating effect of job satisfaction.

H6: Self-efficacy has a positive effect on job satisfaction through the mediating effect of organizational commitment.

H7: Self-efficacy has a positive effect on job performance through the mediating effect of motivation.

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H8: Self-efficacy has a positive effect on Job Performance through the mediating effect of organizational commitment.

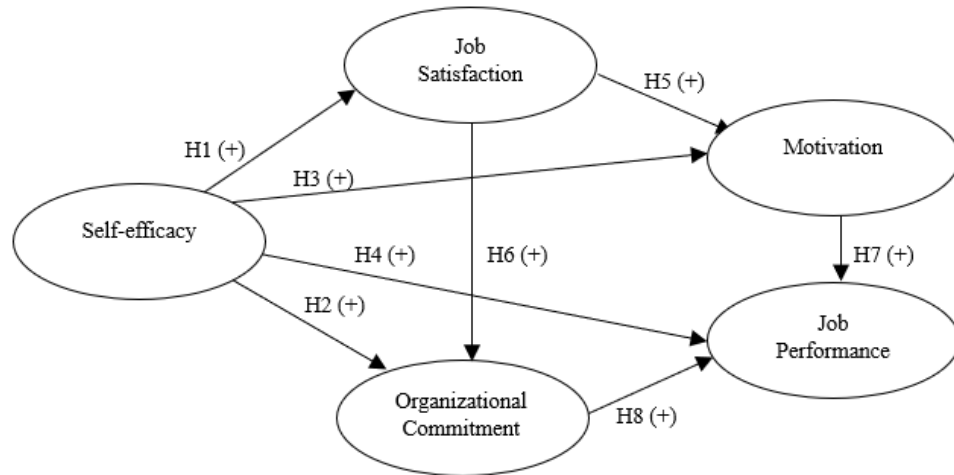Based on the hypothesis framework above, the research method framework can be described as follow:

Figure 1. Research Model

Research methods

In this study, the measurement of the variables studied was adopted from previous research. The self-efficacy variable is measured by 10 items adopted from Chasanah (2008) and Lianto (2019). The Job Satisfaction variable is measured by 11 items adopted from Ko et al. (2021). The Commitment to Organization variable is measured by 8 items adopted from Ko et al. (2021). The Motivation variable is measured by 10 items adopted from Hamdani et al. (2020). And the Job Performance variable is measured by 9 items adopted from Ramos-Villagrasa et al. (2019). The questionnaire in this study is divided into two parts. The first part contains general data information on respondents such as full name, school name, gender, age, level, and length of service. The second part contains an assessment of self-efficacy, job satisfaction, commitment to the organization, motivation, and Job Performance. All statements were measured using a Likert scale with 5 scales ranging from 1 (strongly disagree) to 5 (strongly agree). The total measurements amounted to 48 statements which in detail can be seen in the appendix.

Data collection in this study used a survey method in March-April 2023 by distributing questionnaires online through the Google Form application. The sample of this study was selected using purposive sampling method for teachers who teach at the kindergarten, elementary, junior high, and high school levels in the 2022-2023 school year. Meanwhile, the criteria for respondents in this study are teachers who have a minimum teaching experience of 6 (six) months. Samples were obtained from teachers who teach at the four levels spread throughout Indonesia.

The data collection technique began with a pretest to 30 respondents. This study is quantitative research using the Structural Equation Model (SEM) method, with data processing and analysis using SPSS software and Smart PLS (Partial Least Square) 3.0. At the time of the pretest, researchers used factor analysis to test validity and reliability with SPSS. The validity test was carried out by looking at the Kaiser-Meyer-Olkin

(KMO) and Measure of Sampling Adequacy (MSA) measurement values. KMO and MSA values above 0.5 indicate that factor analysis is appropriate. The reliability test uses Cronbach's Alpha measurement. The Cronbach's Alpha value close to 0.7 indicates a better reliability test (Hair et al., 2014).

Kaiser-Meyer-Olkin (KMO) results (0.699 to 0.836) and Measure of Sampling Adequacy (MSA) (0.608 to 0.920), where these results indicate that the validity requirements have been met because they have a factor analysis value of more than 0.5. Then, regarding the reliability test using the Cronbach's Alpha measurement, based on the SPSS output, it shows a value in the range of 0.811 to 0.911, which is the closer to 1, the better (Hair et al., 2014). From the results of the pretest using 48 statements with the operational definition of variables in appendix 2, the self-efficacy variable of 10 statements was declared valid all, for the job satisfaction variable of 11 statements was declared valid all, for the organizational commitment variable 8 statements were declared valid all, for the motivation variable of 10 statements only 9 were declared valid and for the Job Performance variable of 9 statements only 6 were declared valid. So, what is declared valid to be used as a questionnaire for this study is 44 statements. The results of the pretest analysis are in the appendix. The total respondents in this study were 137 people.

Results and Discussions

The respondents were teachers from kindergarten, elementary school, junior high school, and senior high school. Of the 137 respondents, the majority 78.1% were female and 21.9% were male, the most teachers were from elementary school (51.1%). Teachers with an age range of 18 - 26 years were 10.19%, 27 - 35 years were 52.5%, 36 - 44 years were 24.9%, 45 - 53 years were 10.2% and more than 54 years were 1.5%. Information on high school education background is 2.9%, diploma is 4.4%, bachelor's degree is 86.1%, and master's degree is 6.6%. Teachers with a minimum teaching period of 6 months were 8%, 1 to 5 years were 32.9%, 6 to 10 years were 35.8% and more than 10 years were 23.3%. Profile data of research respondents can be seen in the appendix.

Construct Validity and Reliability Test on reflective measurement models based on literature studies from Hair *et al.* (2017) where the loading factor value specified in SmartPLS 3.0 is above 0.70. Measurement of construct validity in this study is acceptable and declared valid because each variable has several indicators with a loading factor value above 0.70 in the appendix. In the self-efficacy variable with indicators SE1, SE3, SE4, SE6, SE7, SE9, job satisfaction variable with indicators JS1, JS4, JS5, JS6, JS8, JS10, JS11, motivation variable with indicators MOT6, MOT7, MOT8, MOT9, and Job Performance variable only the JP1 indicator has a loading factor value of less than 0.70. Only the organizational commitment variable where all indicators have a loading factor value of less than 0.70. Only the organizational commitment variable where all indicators have a loading factor value above 0.70.

The results of the calculation of Composite Reliability (CR) and Average Variance Extracted (AVE) in this study have met the overall requirements. According to Hair et al., (2017) the provisions of the value that must be met are above 0.70 and AVE above 0.50. The calculation results for CR and AVE for self-efficacy variables (CR = 0.865; AVE = 0.616), Job Satisfaction (CR = 0.866; AVE = 0.618), Organizational Commitment (CR = 0.935; AVE = 0.644), Motivation (CR = 0.903; AVE = 0.652) and Job Performance (CR = 0.897; AVE = 0.635). Further for construct validity and reliability tests can be seen clearly in the appendix.

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In addition, the results of the research that had been processed using smartPLS are portrayed on the following structural model equipped with T-Value diagram, as follows:
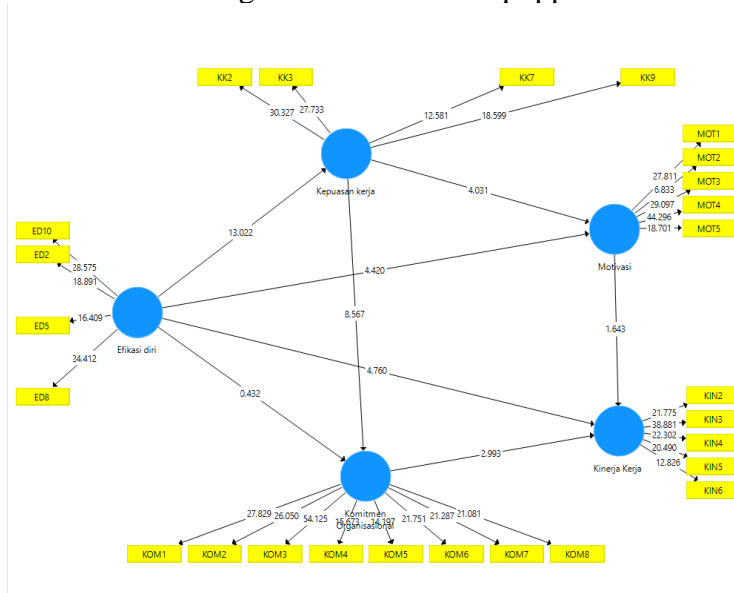

Figure 2. T-Value Diagram Path

Based on the T-Value Path Diagram in the figure above, it can be explained the hypothesis testing of the research model as follows:

Table 1. Hypothesis Test of Research Model

Hypothesis	Hypothesis Statement	P-Value	Information
H1	Self-efficacy has a positive effect on Job Satisfaction	13,022	Data supported hypothesis
H2	Self-efficacy has a positive effect on Organizational Commitment	0,432	Data did not support the hypothesis
H3	Self-efficacy positively affects Motivation	4,420	Data supported hypothesis
H4	Self-efficacy has a positive effect on Job Performance	4,760	Data supported hypothesis
H5	Self-efficacy has a positive effect on motivation through mediation Job satisfaction	3,710	Data supported hypothesis
H6	Self-efficacy has a positive effect on job satisfaction through the mediating effect of organizational commitment.	6,821	Data supported hypothesis
H7	Self-efficacy has a positive effect on Job Performance through the mediating effect of motivation	1,545	Data did not support the hypothesis
H8	Self-efficacy has a positive effect on Job Performance through the mediating effect of organizational commitment.	0,406	Data did not support the hypothesis

Based on the hypothesis test table above, it is known that three hypotheses have a T-Value above 1.96, namely the self-efficacy variable on job satisfaction; self-efficacy on motivation; self-efficacy on Job Performance so that the data supports the research hypothesis built. While one hypothesis and three hypotheses related to mediation have a T-Value below 1.96 so it can be concluded that the data does not support the hypothesis. Detailed information on the results of the SEM analysis of this study can be seen in the appendix.

Discussion

This study aims to identify and examine how teachers' self-efficacy affects their job satisfaction, organizational commitment, motivation, and Job Performance at school. Then, the first finding of this study shows that strong teacher self-efficacy can increase job satisfaction. When teachers have a strong level of self-efficacy, they are willing to develop themselves with the aim of increasing their productivity so that this affects their maximum job satisfaction because the results of their work will be better. This is in line with the statement from Burić & Kim (2021) where the higher the teacher's confidence in their skills and knowledge can increase job satisfaction. Another factor that strengthens teachers' self-confidence is the support provided by leaders and coworkers which makes them have a high level of job satisfaction. Thus, there is a positive relationship between self-efficacy and job satisfaction as evidenced in the results of previous studies (Karabiyik & Korumaz, 2014; Peng & Mao, 2015); Sun & Xia, 2018).

The second finding shows that self-efficacy does not have a positive effect on organizational commitment. This is different from previous research by Chegini *et al.* (2019) and Na-Nan *et al.* (2021) which reveal that the higher a person's self-efficacy, the higher the individual's attachment not to move to another organization. This study proves that teachers who have a strong level of self-efficacy do not want to be directly involved with problems in the organization because they feel that their role does not have an influence on changing or fixing problems. In addition, teachers with high self-efficacy if they do not get the opportunity to explore new things will result in stagnation in their career progress in the organization. Then, the lack of support and recognition from the organization for the contributions made by teachers can reduce their level of loyalty to the organization. Teachers with high self-efficacy have clear individual values, but these are not in line with the values and culture of the organization. So, this situation can lead to a mismatch between the individual and the organization to not be in the organization for a long period of time.

The third finding shows that self-efficacy has a positive effect on motivation. Teachers with strong self-efficacy can provide encouragement for one's intention to give maximum results to the tasks they are entrusted with. Then, work environment factors that are safe, comfortable and without having to be supervised by leaders and coworkers can motivate teachers to work more effectively. Teachers who have a high ability to identify problems and challenges in their work can trigger them to explore work strategies and improve better Job Performance. Teachers with high self-efficacy will also tend to be more resilient to pressure because they motivate themselves to focus more on achievement and the quality of their work. This finding is supported by previous research which states a positive relationship between self-efficacy and motivation (Chien *et al.*, 2020; Eka *et al.*, 2016; Harza *et al.*, 2015; Horwitz *et al.*, 2003; Parasara & Surya, 2016; Robbins & Judge, 2013; Slemp *et al.*, 2020).

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The fourth finding, states that self-efficacy has a positive relationship with job performance. When teachers with high self-efficacy will tend to do their work effectively and efficiently because they are willing to develop themselves through knowledge and skills relevant to their work. On the other hand, teachers with strong self-efficacy also can identify important tasks, manage work time, and organize work priorities well to increase work productivity. Thus, teachers who have self-efficacy can contribute more to the organization, want to perform more than their colleagues and are willing to take on additional tasks. Because they consider that their level of confidence in their abilities can affect their level of effort to achieve the performance standards set by the organization. This is in line with previous research where individuals who have high self-confidence can improve optimal Job Performance (Bryan & Vitello-Cicciu, 2022; Kurniawan *et al.*, 2019).

The fifth finding shows that self-efficacy has a positive effect on motivation through the mediation of job satisfaction. When teachers have a strong belief in their abilities, they will have greater motivation to achieve their goals and perform well at work. Teachers who are in a positive work environment, receive social or interpersonal support from leaders and colleagues, and can manage their own work well can increase job satisfaction, because they feel successful at work and satisfied with their achievements. Thus, teachers with high self-efficacy can connect them emotionally to achieve greater goals and ultimately affect their level of job satisfaction. This is in accordance with previous research which proves that self-efficacy has a positive influence on motivation through the mediation of job satisfaction (Eka *et al.*, 2016; Goktas *et al.*, 2022; Ismayilova & Klassen, 2019; Udemba, 2021).

The sixth finding reveals that self-efficacy has a positive effect on job satisfaction through the mediating effect of organizational commitment. Teachers with strong self-efficacy are happy with new things and can overcome challenges in their work because there is a sense of satisfaction with their work achievements and teachers are also willing to involve themselves in improving school productivity. When teachers are emotionally attached to the organization, this will make teachers excited about what they do at school, feel valued by the leadership, and can establish good communication and interaction with colleagues or superiors because teachers feel proud to be part of the organization. Thus, teachers with strong self-confidence can affect the level of job satisfaction and strengthen their loyalty to the organization as evidenced in the results of previous studies (Baluyos *et al.*, 2019; Chien *et al.*, 2020; Iqbal *et al.*, 2016; Kitsios & Kamariotou, 2021).

The seventh finding, states that self-efficacy does not have a positive effect on Job Performance through the mediating effect of motivation. In this study, strong self-efficacy cannot affect teacher motivation towards their Job Performance at school. It is proven that teachers who have high confidence consider the work they do to be a responsibility so that it does not affect the teacher's achievement of their duties and responsibilities. Furthermore, Foundation policies that are in accordance with procedures and easily accepted do not have a significant impact on teacher work results. Likewise, the ability of teachers to plan and carry out their duties without direct supervision from the leadership cannot determine teacher Job Performance. This is different from previous research which says that self-efficacy has an influence on motivation and has an impact on improving Job Performance (Chien *et al.*, 2020; Griffioen *et al.*, 2013; Noviawati, 2016; Yakın & Erdil, 2012). So, it has been proven that high self-efficacy has a negative effect on Job Performance through the mediation of motivation.

The eighth finding reveals that self-efficacy does not positively affect Job Performance through the mediating effect of organizational commitment. This is different from Kitsios & Kamariotou's (2021) research which states that self-efficacy has an influence on Job Performance through the mediation of organizational commitment. In this study, strong self-efficacy cannot affect the level of teacher loyalty to their work. It is proven that the stronger the teacher's confidence in his skills, abilities, and knowledge does not affect the level of teacher attachment to his organization. In addition, looking at the age group of respondents 20-35 years shows that teachers tend to stay in the organization for a short period of time. This is because they can look for other jobs that can improve their careers at a young age. Another factor that affects teachers' low loyalty to the organization is their tenure at the school. Teachers with tenure between 1-5 years do not feel emotionally connected to their organization. This can trigger a lack of consistency and continuity in their Job Performance. So, it has been proven that high self-efficacy has a negative effect on Job Performance through the mediation of organizational commitment.

Conclusion

All hypotheses in this study have been proven where self-efficacy directly affects job satisfaction, motivation, and job performance of teachers. While self-efficacy has no direct influence on job performance through the mediating effects of motivation and organizational commitment. Teachers who have strong self-efficacy are more likely to motivate themselves because they consider that their choice to become a teacher is in accordance with their interests and passions so that they are emotionally connected in carrying out all entrusted responsibilities. This can increase job satisfaction and affect the work of teachers who are maximized in the world of education. However, this study also shows that the level of teachers' self-efficacy does not directly influence Job Performance through the mediating effects of motivation and organizational commitment. Teachers with high self-efficacy can develop themselves in skills and abilities at work to achieve work goals better without being influenced by motivation and loyalty to the organization.

This study still has some limitations or limitations that need to be improved. First, this research model and framework still need improvement because it only explains the motivation variable in general. It is hoped that future research can explore in depth the components of intrinsic motivation and extrinsic motivation. Second, future research can add the number of research samples and further expand the research sample area because this research is only limited to the number of teachers who mostly teach in private schools. Third, this research still focuses on teachers who teach at the formal education level, it is hoped that further research can involve teachers who teach at the non-formal education level, so that later the results can be generalized to a wider scope.

There are several managerial implications to this research that can be done to improve teacher Job Performance. First, the managerial ranks in this context can improve teachers' self-efficacy through providing training such as seminars, workshops, workshops, or other professional development programs to teachers. This training is designed to equip and facilitate teachers in improving their skills, abilities and teaching practices as well as updating relevant knowledge. On the other hand, training plays an important role in career development, providing teachers with the opportunity to explore interesting and innovative teaching methods and improve the quality of teaching to grow over time. Second, to improve teachers' self-efficacy, recognition and appreciation from

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leaders are needed consistently to motivate teachers, have high job satisfaction, and strengthen teachers' loyalty to the organization.

Thus, teachers with high self-efficacy are expected to improve the quality of education where teachers contribute more to the goals and success of the organization and have a broad positive impact on teacher motivation in various aspects of life.

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