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ORIGINAL ARTICLE

Investigating the Mediating Role of Job Self-Efficacy in the Relationship Between Professional Ethics, Job Enthusiasm, and Job Enrichment of Teachers

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ABSTRACT

The purpose of this study was to investigate the mediating role of job self-efficacy in the relationship between professional ethics, job enthusiasm, and job enrichment of teachers in Abadan city. The study was descriptive-correlational. The statistical population included all first and second secondary school teachers in Abadan city in 1402 (725 people). The sample size was selected by convenience sampling of 250 people. To collect data, Shannon-Moran and Woolfolk's (2001) Job Self-Efficacy Questionnaire, Salanova and Schaufeli's (2001) Job Enthusiasm Questionnaire, Hackman and Oldham's (1975) Job Enrichment Questionnaire, and Professional Ethics Questionnaire (2002) were used. The data were analyzed using SPSS and AMOS version 24 software and path analysis method. The findings showed that the model of the relationship between professional ethics, job enrichment, and job enthusiasm with the mediating role of job self-efficacy in teachers has a favorable fit ($P<0.01$). The standard and direct coefficients of job self-efficacy with professional ethics were significant. Also, the standard and direct coefficients of job enrichment and job enthusiasm were also significant with job self-efficacy. The results of the bootstrap test also showed that professional ethics has an indirect relationship with job enrichment through job self-efficacy, and professional ethics has an indirect relationship with job enthusiasm through job self-efficacy, and the model had a good fit, and professional ethics, with the mediating role of job self-efficacy, explained a total of 71 percent of the variance in job enrichment and 89 percent of the variance in job enthusiasm.

KEYWORDS

Job Self-Efficacy, Job Enthusiasm, Job Enrichment, Professional Ethics.

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Introduction

Teachers' professional ethics guarantees the teaching-learning process and is associated with organizational productivity (Rogosic & Perica, 2023). One important occupational outcome of professional ethics is the creation of job enthusiasm (work engagement) among employees (Wan, Zhou, Qin, & Zhou, 2023). Job enthusiasm (work engagement) is defined as a sense of belonging, satisfaction, and passion in the workplace, which leads to high levels of energy, flexibility during work, collaboration, and resilience in facing challenges (Park, Italiano, & Vessels, 2023). It is based on the assumption that fostering employee engagement requires the needs for achievement, recognition, responsibility, progress, and development. On the other hand, occupational self-efficacy is recognized as a psychological construct that influences employee performance and motivation. Occupational self-efficacy refers to an individual's belief in their own capabilities and abilities to organize and execute the actions necessary for workplace success (Wang & Dapat, 2023). Previous research has shown that professional ethics has a positive relationship with job enthusiasm (work engagement) (Wan, Zhou, Qin, & Zhou, 2023), self-efficacy (Hoti, Ellahy, & Arzhang, 2022), and job performance (Riyanti, 2023). Job enrichment is also correlated with variables such as organizational ethics and self-efficacy (Bradford, Dauda, & Adewale, 2023). However, the present study was conducted to answer the following question: Does the model of the relationship between professional ethics and job enrichment and job enthusiasm, with the mediating role of occupational self-efficacy among teachers in Abadan County, have a good fit?

Method

The present study is applied in terms of purpose, quantitative in terms of data type, and descriptive-correlational using structural equation modeling in terms of execution. The statistical population included all first and second-cycle secondary school teachers in Abadan County in the year 2023 (1402 Persian calendar), totaling 725 individuals. The sample size was selected as 250 participants using a non-random convenience sampling method. Data collection instruments consisted of the Occupational Self-Efficacy Questionnaire by Schannen-Moran & Woolfolk (2001), the Job Engagement (Work Engagement) Questionnaire by Salanova & Schaufeli (2001), the Job Enrichment Questionnaire by Hackman & Oldham (1975), and the Professional Ethics Questionnaire by Cadozier (2002). The reliability of the instruments was confirmed using Cronbach's alpha. Data were analyzed using SPSS and AMOS software (version 24) via path analysis.

Results

Descriptive findings indicated that the highest frequency of age in the sample was 35 years, and the highest frequency of educational degree was a master's degree. There were significant positive correlations between professional ethics and job enrichment ($r = 0.695$, $p < 0.01$) as well as job enthusiasm (work engagement) ($r = 0.616$, $p < 0.01$). Additionally, significant positive correlations were found between occupational self-efficacy and job enrichment ($r = 0.755$, $p < 0.01$) and job enthusiasm ($r = 0.290$, $p < 0.01$). All model fit indices were within acceptable ranges, indicating a good model fit. The results of structural equation modeling indicated that all direct paths were significant ($p < 0.01$).

Table 1. Standard and direct coefficients of research variables.

P	C.R	S.E	Estimate	Paths
0/001	9/65	0/05	0/44	Professional ethics → Career enrichment
0/001	24/44	0/12	0/64	Professional ethics → Career enthusiasm
0/001	7/86	0/06	0/47	Professional ethics → Job self-efficacy
0/001	11/26	0/05	0/54	Job self-efficacy → Job enrichment
0/001	5/88	0/15	0/29	Job self-efficacy → Job enthusiasm

Furthermore, the results of the bootstrap test showed that professional ethics had a significant indirect effect on job enrichment (standardized indirect coefficient = 0.452, significance level = 0.002) and on job enthusiasm (coefficient = 0.355, significance level = 0.001) through occupational self-efficacy.

Discussion and conclusion

The results indicated that professional ethics has a significant positive effect on teachers' job enrichment and job enthusiasm, both directly and indirectly (through the mediation of occupational self-efficacy). These findings are consistent with previous research (e.g., Wan et al., 2023; Riyanti, 2023; Goodarzi et al., 2022). In explaining these results, it can be argued that adherence to professional ethics (e.g., responsibility, justice, respect) fosters loyalty, a sense of competence, and autonomy among teachers, thereby increasing job enthusiasm. Furthermore, professional ethics strengthens occupational self-efficacy by cultivating positive beliefs and successful experiences. Occupational self-efficacy, in turn, helps teachers perform tasks successfully, manage their classrooms more effectively, and consequently experience greater job enrichment and enthusiasm.

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Authors' Contribution

All authors were involved in data collection, analysis, writing, and final approval of the manuscript.

Conflict of Interest

The author declares no conflict of interest regarding the publication of this article.

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