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**PREDICTING COMMITMENT TO TEACHING IN PRE-SERVICE
TEACHERS OF LAHORE: THE ROLE OF PERSONALITY TRAITS AND
SELF-EFFICACY**

Fatima Mubashar

Kinnaird College for Women, Lahore

fatimamubashar020@gmail.com

Dr Qurratulain Rehan

Assistant Professor, Department of Education

Kinnaird College for Women, Lahore

qurratulain.rehan@kinnaird.edu.pk

Abstract

Educational attainment is an agent of personal development, social cohesion, and cultural retention. The current study analyses the correlations among personality characteristics, self-efficacy, and professional commitment amongst pre-service teachers in Lahore. Using a quantitative research design, the study involved 520 participants recruited through convenience sampling in nine universities across the public and private sectors. The data collection was based on a closed-ended questionnaire that included three standardized instruments with a five-point Likert scale. The findings showed that a strong positive correlation existed between professional commitment, personality traits, and self-efficacy. Commitment was positively and strongly correlated with openness as part of the personality domain. Self-efficacy was found to be the most powerful single predictor of commitment and personality traits, though it was also a significant predictor of commitment, albeit with less significance. The results indicate that confidence boosting strategies and personality development should be incorporated into the teacher education curricula. Institutions are thus advised to incorporate selective coursework, mentorship programs, and real-life professional practices as a way of instilling long-lasting dedication in prospective teachers. It would also be helpful for policymakers to promote systems of professional development that lead to long-term involvement in the teaching profession.



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Keywords: Pre-Service Teachers, Commitment, Personality Traits, Self-Efficacy

Introduction

Education is a process that contributes significantly to the growth of individuals physically, mentally, psychologically, and socially, and acts as a cornerstone for the advancement of a nation (Pineiro-Cossio et al., 2021). It facilitates the transmission of ethnic inheritance, stabilizes the present, and influences future changes (Omolewa, 2018). The education system in Pakistan faces significant challenges due to a lack of awareness among planning and administrative bodies. Consequently, the government is prioritizing improvements in the education system, putting considerable pressure on teachers' qualifications (Murtaza & Hui, 2021). Teachers are essential in achieving educational goals, as the learning process is inseparable from their existence (Purna et al., 2019).

In the first five years of entering the profession, high turnover rates among teachers significantly contribute to retention challenges worldwide (Johnson, 2024). Many graduates do not pursue teaching careers after completing their studies due to the lack of commitment among student-teachers (Moses et al., 2019). This trend negatively affects recruitment efforts and goals. Teacher retention and attrition are closely tied to the degree of commitment, with those who have less dedication being more likely to leave the teaching profession (Klassen & Chiu, 2011; Kalati, 2021).

Professional commitment can be defined as a deep emotional association with one's occupation, playing a crucial role in encouraging long-term dedication, preventing burnout, and ultimately supporting prolonged careers in education (Chesnut & Burley, 2015; González et al., 2018). Hameli & Ordun (2022), classify commitment into five domains: commitment to the profession, learners, diversity, and core human values. Professional commitment is essential for teacher excellence, while dedication to learners and their diverse needs ensures adaptability and effectiveness. Commitment to core human values contributes to personal growth, benefiting



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institutional development. A lack of job commitment among teachers can hamper students' academic success (Akomolafe et al., 2020).

Job commitment, extensively studied in industrial psychology and organizational behavior, results from various job-related attributes, such as wages, supervision, job stability, working conditions, social relations, grievance settlement, fair treatment, and worker attitudes (Kipkebut, 2010). It is influenced by three main factors: personality traits, environment, and job characteristics. Personality traits are consistent qualities that manifest among behaviors, thought processes, and emotional responses (Costa et al., 2019). The five-factor model is widely recognized and summarizes the key dimensions of personality (Feher & Vernon, 2021).

Self-efficacy means a belief an individual has in his/her capability to implement a behavior to accomplish specific goals in a context (Bandura, 1977). It impacts an individual's goals, behaviors, and motivation, depending on the context (Bandura, 2023). Teacher efficacy, a subset of self-efficacy, significantly influences educators' goals, perseverance, and teaching behaviors, including the use of digital learning content (Yang & Du, 2024). Self-efficacy beliefs are related to a variety of constructive educational results, such as enhanced academic performance, more effective teaching strategies, greater parental involvement, and more substantial teacher commitment (Fathi & Rostami, 2018).

Personality traits are essential for understanding teacher effectiveness, modifying teacher training programs, boosting career satisfaction, and retention rate. Conscientiousness and agreeableness traits are more linked with operative classroom management and student engagement. Similarly, understanding self-belief is important because it influences teachers' ability to handle challenges and maintain perseverance in their teaching profession. The purpose of the present research study was to examine the relation among personality traits, self-efficacy, and commitment to teaching among pre-service teachers in Lahore, Pakistan.

Effective teachers are crucial for improving student academic growth and overall performance. Research has shown that the teacher's influence is a significant factor in student success. To



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understand what makes a teacher effective, it is important to study their characteristics, including personality traits. A significant impact a teacher can have on student growth is their personality trait, which might account for about 30% of student performance (Harris, 2019). Self-efficacy is seen as an intellectual tool that shapes attitudes, affecting how one thinks, perceives situations, and performs tasks effectively (Zhang, 2022). Individuals with higher self-efficacy handle challenges and setbacks more efficiently, leading to greater satisfaction in their work both internally and externally (Alyahya et al., 2020). Commitment to teaching is a crucial factor that impacts teacher effectiveness and productivity. When teachers are highly committed, they execute better and remain persistent in their roles. Conversely, low commitment can lead to absenteeism, reduced motivation, and other detrimental behaviors, ultimately affecting educational outcomes and contributing to higher teacher turnover rates (Jackson, 2018).

The problems of teacher retention, lack of enthusiasm, and low level of professional satisfaction are still urgent in the Pakistani education sector. Even though there has been an increasing international research literature on the psychology of teacher commitment, there has been little empirical study in the Pakistani environment to investigate the role of self-efficacy and personality traits in predicting professional commitment among pre-service teachers. Teacher education efforts in the country do not pay attention to the input of personal and psychological preparation to long-term commitment. This issue is addressed in the present study because internal factors have a predictive effect that can be used in training, hiring, and policy change, helping to maintain professional stability and performance among teaching personnel in Pakistan.

Extensive research exists on the association between personalities and teachers who are in service; however, a noticeable gap exists in pre-service teachers. The present research will be significant in fulfilling the gap by exploring the influence of the five-factor model of personality and self-efficacy on commitment among pre-service teachers, providing insights that could be beneficial to improve the retention of teachers and their efficiency in the region.



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Research Objectives

The aims of the present research were as follows:

1. Investigate the correlation between the five-factor personality feature model and commitment to teaching among pre-service teachers of Lahore.
2. Determine which of the five factors in the five-factor model of personality has the strongest relationship with commitment to teaching among pre-service teachers of Lahore.
3. Determine the effect of self-efficacy in commitment to teaching by Lahore pre-service teachers.
4. Establish whether both the five-factor model of personality traits and self-efficacy help predict commitment to teaching among the pre-service teachers of Lahore.

Hypotheses

H₀: There is no relationship between the five-factor model of personality traits and commitment to teaching among pre-service teachers in Lahore.

H₀: There is no association between self-efficacy and commitment to teaching among pre-service teachers in Lahore.

H₀: The five-factor model of personality traits and self-efficacy together do not predict commitment to teaching among pre-service teachers in Lahore.

Literature Review

Teacher commitment is a central element of teacher professional identity and is the cornerstone of teacher effectiveness, satisfaction, and retention. For student teachers, or those currently enrolled in teacher education preparation programs, the litmus test may be the extent to which they are committed to teaching as a profession. This study focuses on three key determinants of teachers' commitment to their profession: personality traits of the Five Factor Model, self-efficacy, and the interface between both. From these domains, one can understand how teacher-specific traits



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influence personal emotional and psychological connection to the teaching profession, particularly for preservice teachers.

Commitment to Teaching

Often, commitment to the profession is reported as a "commitment to teaching, which is characterized as being a commitment of the heart and mind". Ma (2022) notes that at the heart of professional identity and effectiveness is teachers' commitment. Lo et al. (2024) consider it an emotional connection, while Manla (2021) refers to it as the willingness of a teacher to invest time and effort, directly affecting the quality of teaching and student achievements. For preservice teachers, commitment is also important for their motivation, job satisfaction, and intentions to remain in the profession (Eginli, 2021). Individuals with strong commitment are also more likely to participate actively in training, seek out professional growth opportunities, and remain engaged in the face of obstacles (Lent, 2020).

Two of the main psychological theories that have been often studied in the relationship with commitment are: FFM (Five Factor Model) and self-efficacy (Albrecht & Marty, 2020). These constructs assist in elucidating variation among teachers in their motivational, satisfactory, and career-long attachment to the profession.

Personality Traits

The Five Factor model of Personality Traits is a comprehensive model to explain the effect of personality on behavior and career. The structure suggested by John and Srivastava (1999) consists of five factors -conscientiousness, extraversion, neuroticism, agreeableness, and openness. These characteristics have been frequently linked to work behaviour, such as career commitment (Meuschke, 2021; Njoku et al., 2017).

Conscientiousness and agreeableness are especially pertinent to teaching, as they entail persistence, responsibility, and social competencies (all of which are required for effective teaching practice) (Kim et al., 2019). It has been demonstrated in the literature that personality



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traits are associated with professional success and job satisfaction (Mohan & Mulla, 2013; Ganu & Kogutu, 2014). For instance, Hameli and Ordun (2022) observed that personality traits were mediators on the emotional competence-occupational engagement relationship.

Other field studies additionally support these results. Rohani (2017) found that neuroticism, extraversion, and conscientiousness predicted job satisfaction in primary school teachers. Chandrasekara (2019) reported that agreeableness and extraversion were the most powerful predictors of job satisfaction among the secondary teachers in Sri Lanka. Babar and Tahir (2020) also found that openness, conscientiousness, and agreeableness were the significant predictors of positive job performance in Pakistan. Likewise, Amoako (2024) found that neuroscience, conscientiousness, and extraversion significantly explained the career choice of Ghanaian education students, while openness had a strong predictive coefficient.

Self-Efficacy and Teacher Commitment

Klassen (2014) also relates self-efficacy to personality, as well as to the teacher's beliefs. The significance of the personality traits in forming beliefs teachers have cannot be separated from the importance of self-efficacy and has been outlined in a series of studies. High self-efficacy teachers are more assured of utilizing school strategies, managing room conditions, and the efficacy of the students (Bachtar, 2025). They have positive links with job satisfaction and job involvement (Yildiz et al., 2024).

Self-efficacy in pre-service teachers can be described as the belief that the teacher can be good or effective. Evidence suggests that in different environments, feelings of high self-efficacy contribute to better emotional health, motivation, and work satisfaction (Akhola, 2023; Alyahya et al., 2020). A study by Kasalak and Daagyar (2020) and Turkoglu et al. (2017) discloses a positive correlation between self-efficacy and job satisfaction. In a similar study, Hasan (2017) found that better levels of professional competence and levels of work engagement also tended to cause secondary school teachers in Uganda to have self-efficacy.



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Interplay between Personality, Self-Efficacy, and Commitment

In many studies, the relationship between personality traits and variables such as self-efficacy and commitment to teaching has been investigated. Chen et al. (2021) and Chandrawaty and Widodo (2020) underscore that positive personality traits—conscientiousness, openness, and agreeableness—coupled with high self-efficacy, greatly enhance career satisfaction and engagement. According to Nadeem et al. (2024), these traits, aligned with high efficacy, helped teachers feel more satisfied in their jobs.

Alkholy (2023) found an indirect effect through self-efficacy in the relationship between the Big Five factors and career quality among student teachers, across all traits, with a particular emphasis on conscientiousness, agreeableness, and extraversion. Li et al. (2023) also found that personality positively affected the self-belief and job satisfaction of university teachers in China.

Methodology

Research Design

A quantitative research method was employed, with a correlational research design to determine the nature and strength of associations among the variables.

Research Instrument

An opinion survey through a closed-ended questionnaire using a 5-point Likert scale was used in order to obtain data. The instrument was also adjusted in its calibration so as to be in line with the particular context of the investigation and without affecting the structural integrity of existing, empirically supported measures. There were three standardized measures.

1. Big Five Personality Model, measuring general personality elements constructed by John and Srivastava (1999), consisting of 44 items and categorized into five dimensions, namely extraversion (8 items), agreeableness (9 items), conscientiousness (9 items), neuroticism (8 items), and openness (10 items) was used.



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2. As measured by the Commitment Scale (Watt & Richardson, 2008), which consisted of 10 items under the three subscales, i.e., career choice satisfaction (2 items), planned effort (4 items), and persistence (4 items), three dimensions of commitment are tested.

3. The Teacher Self-Efficacy Scale, developed by Tschannen-Moran and Woolfolk Hoy (2001), had four items each in the three subscales, namely efficacy in instructional strategies (4 items), classroom management (4 items), and student engagement (4 items).

Sample Size

The researcher collected data from 520 participants. A convenience sampling technique was employed to efficiently select the required number of participants.

Validity and Reliability

Content validity of the questionnaire was attained by getting it reviewed and approved by the subject experts. Internal item consistency was determined by computing Cronbach's alpha coefficients for each of the scales and subscales.

Table : *Reliability Results for Personality Traits, Commitment, and Self-Efficacy*

Variables		<i>Alpha</i>
Personality Traits	Extraversion	.799
	Agreeableness	.789
	Conscientiousness	.777
	Neuroticism	.607
	Openness	.790
Commitment	Career Choice Satisfaction	.802
	Planned Effort	.718



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	Planned Persistence	.801
Self-Efficacy	Instructional Strategies	.724
	Classroom Management	.746
	Student Engagement	.763

The five-factor personality traits exhibited good to acceptable internal consistency on the majority of the item scales, whereby strong reliability existed in extraversion, agreeableness, conscientiousness, and openness. The level of consistency, on the other hand, was relatively lower on neuroticism, suggesting that it may be necessary to improve upon it.

Individual subscales of self-efficacy were also found to be acceptable to good, and the student engagement had strong consistency, followed by classroom management and instructional strategies.

On the same note, the teacher commitment subscales had good internal consistency with career choice satisfaction and planned persistence, having high reliability, and planned effort had another related to its construct.

Data Collection Procedure and Ethical Considerations

The process of gathering data was administered in person by the researcher. A closed-ended questionnaire was distributed to different universities by the researcher or to participants personally, and received 520 completed responses. The investigator adhered to the ethical principles throughout this study to ensure confidentiality and informed consent. For institutional consent, the researchers reached out to universities with a formal letter requesting authorization to gather information for the study.

Data Analysis Technique

Statistical measures, including frequency and percentage, were applied to condense the data and to predict the commitment to teaching and efficacy levels of pre-service teachers. Pearson



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correlation, based on the results of normality, and multiple regression evaluation were applied to assess the correlations and combined predicting capability of independent variables on the outcome variable.

Results

Distribution of Participants by Institution

No. of Institutes		Percent
1.	Institute A	36
2.	Institute B	76
3.	Institute C	64
4.	Institute D	72
5.	Institute E	68
6.	Institute F	93
7.	Institute G	47
8.	Institute H	45
9.	Institute I	19
Total		520

The above table shows the total number of institutes from where the data was collected and the number of participants from each respective institute



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Table: *Demographic Characteristics*

<i>Characteristics</i>	<i>Categories</i>	<i>Frequency f</i>	<i>Percentage %</i>
Institute Type	Public	180	65.4%
	Private	340	34.6%
	Total	520	100.0%
Gender	Male	417	80.2%
	Female	103	19.8%
	Total	520	100.0%
Program	B.Ed Education Elementary	144	27.7%
	B.Ed Education Secondary	29	5.6%
	BS Education	196	37.7%
	B.S.Ed. Science Education	65	12.5%
	BS/Ed. Special Education	74	14.2%
	BS TESOL	12	2.3%
	Total	520	100.0%
Semester	Semester 5	292	56.2%
	Semester 7	228	43.8%
	Total	520	100.0%



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The above table shows that 65.4% of the participants are from private universities, while 34.6% are from public universities. Data was collected from both male and female participants. Participants were enrolled in various teacher education programs: B.Ed Education Elementary, Secondary, BS Education, B.S.Ed. Science Education, BS/Ed. Special Education, and a BS in TESOL. Two academic semesters, semesters 5 and 7, were mainly focused on collecting data.

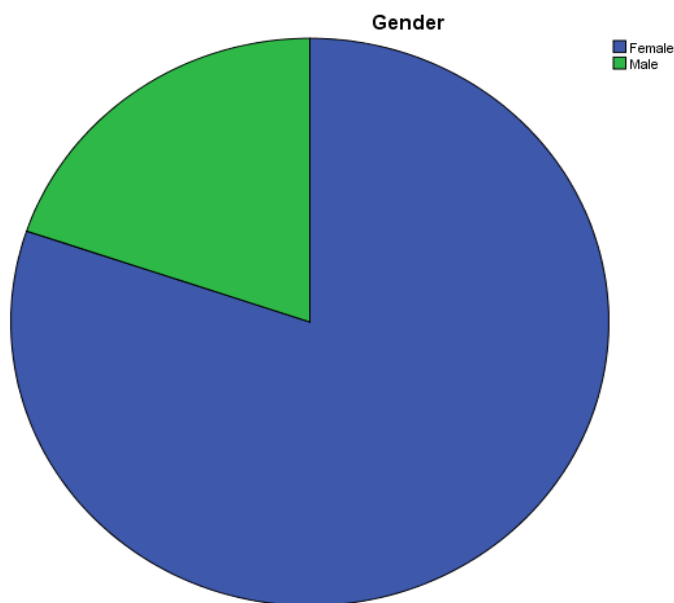


Figure 1 shows that 80.2% are female participants where as 19.8% are male participants.



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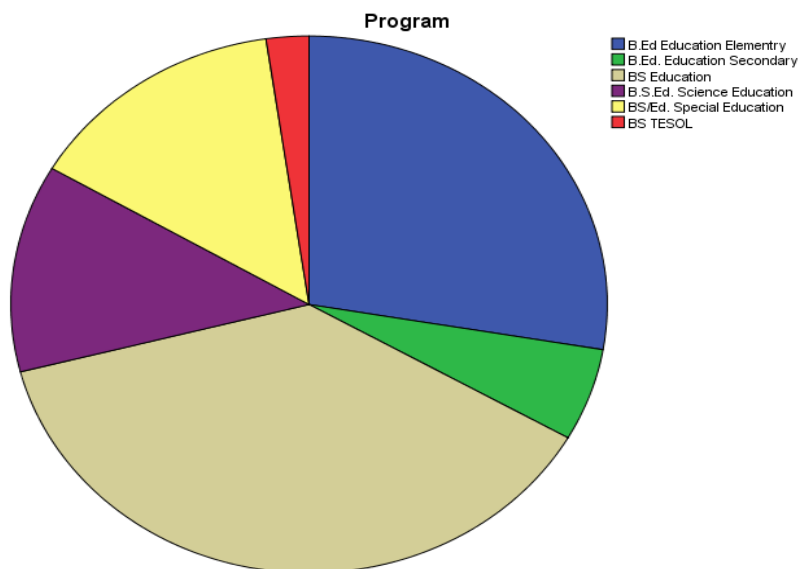


Figure 2 shows that most of the students are enrolled in the BS Education program (37.7%), followed by B.Ed Education Elementary (27.7%) and BS/Ed Special Education (14.2%). Programs like BS TESOL (2.3%) and B.Ed Education Secondary (5.6%) have the lowest representation.

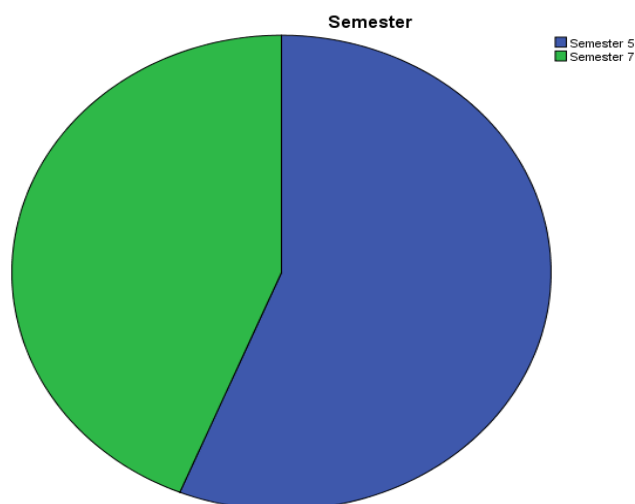


Figure 3 shows that 56.2% of participants are in Semester 5, and 43.8% are in Semester 7.



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Table: *Correlation Results between Personality Traits, Self-Efficacy, and Commitment*

Variables	Personality Traits		Self-Efficacy	
	R	Sig.	R	Sig.
Commitment	.808	.000	.903	.000

The table shows the results of the correlation coefficient R and the significance levels for the relationship between personality traits, self-efficacy, and commitment. It is depicted that personality and self-efficacy have a significant positive correlation with commitment at $p < 0.05$. This implies increased commitment, where significant levels of both traits lead to greater commitment.

Table: *Pearson Correlations Results*

Variables	Extraversions		Agreeableness		Conscientiousness		Neuroticism		Openness	
	r	Sig.	R	Sig.	r	Sig.	R	ig.	r	ig.
Commitment	.665	.000	.777	.000	.770	.000	.788	.000	.805	.000

The above table reveals the correlation coefficients between each of the five personality traits and commitment, and all four have positive and significant relationships ($p < .001$). It shows the closest correlation with openness, followed closely by neuroticism, agreeableness, conscientiousness, and extraversion. These findings indicated that the more these traits are present, the greater the professional commitment.

Table: *Regression Model Summary*

Model	R	R^2	R^2_{Adj}	Std. Error of the Estimate
1	.920	.846	.845	2.65901



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As revealed by the above table, the observed and predicted values are strongly, positively related to the value of $R = .920$, and these values explain 84.5 percent of the dependent variable values ($R = .845$). These findings imply that the predictive power is significant, with minimal errors, and the overall model fit is good.

Table: *ANOVA Results*

Model	<i>Sum of Squares</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>
Regression	20082.210	2	10041.105	1420.176	.000
Residual	3655.359	517	7.070		
Total	23737.569	519			

The ANOVA results revealed that the regression model is statistically significant, as shown in the above Table. The value of the F-statistic is high, and the result of the p-value less than 0.05 indicates that the regression model explains a substantial amount of variation in the dependent variable. This is an indication that the independent variables can play a significant role in predicting the outcome. Also, the small mean square of the residuals suggests a good fit of the model.

Table: *Regression Analysis*

Variables	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t-value</i>	<i>p-value</i>	<i>Tolerance</i>	<i>VIF</i>
Constant	3.103	0.659		4.708	0.000		
Personality Trait	0.537	0.021	0.692	25.437	0.000	.402	2.486
Self-efficacy	0.062	0.006	0.273	10.033	0.000	.402	2.486

According to the regression analysis performed, personality traits and self-efficacy are positively related and serve as significant predictors of teacher commitment. This exhibited stronger



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influences of the personality traits, as indicated by higher coefficients and standardized beta values. Self-efficacy also generates a positive effect, although of a smaller nature. The third alternative hypothesis is supported by the high t-values, low p-values, and good levels of VIF and tolerance, indicating statistical significance and no multicollinearity.

Table: *Heteroskedasticity Test*

Test	<i>Chi-Square</i>	<i>Df</i>	<i>Sig.</i>
Modified Breusch-Pagan	.769	1	.381

The above Table indicates that there is no firm evidence of heteroskedasticity, meaning unequal variance in the regression model errors. In other words, the prediction errors are uniformly distributed, and the data does not have inconsistent or changing patterns.

Table: *Main Finding of Hypotheses*

	Hypotheses	<i>Finding</i>
H ₁	Alternative Hypothesis I	Retained
H ₂	Alternative Hypothesis II	Accepted
H ₃	Alternative Hypothesis III	Retained

Discussion

Understanding the factors that encourage teachers to stay devoted to their profession is crucial. This research explores the impact of self-efficacy and personality on their level of commitment, providing valuable insights into key influences on teaching dedication. Data was collected from pre-service teachers, particularly those in semesters 5 and 7, as they are nearing the transition into their professional careers. The findings highlight how a student teacher's personality and self-efficacy shape their career intentions and commitment as they prepare to enter the field.



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The first objective was about the extent to which the five-factor model of personality correlated with commitment. Results showed a significant relationship between commitment and personality, highlighting the role of individual characteristics in shaping professional dedication. These results align with those of Hasan et al. (2024), who reported that personality traits significantly influence job satisfaction ($r = 0.8206$) and career commitment ($r = 0.8401$). Given that job and career satisfaction contribute to sustained professional engagement, this suggests that personality traits may indirectly enhance commitment by fostering a more fulfilling work environment. Likewise, Ucar et al. (2022) identified a strong positive association between students's personality and their professional commitment, emphasizing the role of specific traits in enhancing dedication, engagement, and long-term career commitment. Sunaryo et al. (2024) examined high school teachers of civil servants in Jakarta and found that their professional commitment was directly influenced by their personality traits, further supporting the link between personality and professional dedication. In a related study, Zhang (2015) found that personality traits directly impacted the commitment of Chinese university professors, assistant professors, and lecturers, highlighting the role of separate dispositions in shaping professional dedication. Additionally, Khurshid (2008) explored how the big five traits are related to occupational role stress and organizational commitment among university educators. Her findings indicated that these personality traits are related to both occupational stress and commitment, with teachers in public sector universities experiencing higher stress and lower commitment compared to those in private sector universities. Together, these studies support the idea that personality traits are closely linked with professional commitment, strengthening the validity of the findings of the present study.

The second research objective was to determine which specific traits of the model correlated with commitment. The findings revealed that all five personality traits are positively correlated with commitment. Notably, openness exhibits the strongest association, indicating that individuals who are curious, adaptable, and receptive to new experiences are more likely to remain dedicated to teaching. The results interpreted that educators who are willing to learn and bring change are more committed to the profession.



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As conforming to this research study, an appealing research study carried out by Fernando et al., (2023), on job commitment in the telecommunication sector in Sri Lanka, revealed that the trait of neuroticism had a positive impact on job commitment, in comparison to other traits among employees in the telecommunication sector in Sri Lanka. In a similar light, another study by Ucar et al. (2020) revealed that different personality traits played various roles in the diverse aspects of professional commitment. As neuroticism forecasted continuance commitment, those who were sensitive emotionally remained committed because there were perceived consequences of leaving the job. The agreeableness trait shows normative commitment, which implies that individuals have a moral responsibility to remain attached to the profession. Traits such as extraversion and estimated affective commitment, which reflect that outgoing individuals had made an emotional connection with the profession, were, however, included.

Another research study conducted by Wilson (2024) on the relationship between neuroticism and commitment indicated a significant correlation. Results showed that high neuroticism in individuals revealed emotional solidity and effectiveness in managing stress, which in turn contributes to professional dedication.

Similarly, Izzati et al. (2015) emphasize the influence of agreeableness and conscientiousness on affective organizational commitment. Agreeable individuals, who are cooperative, warm, and trustworthy, tend to form strong workplace relationships, enhancing their commitment. Meanwhile, conscientious individuals, who are responsible, organized, and hardworking, are more devoted due to their structured and goal-driven nature. Overall, these findings highlighted that there is a significant impact of personality on both professional commitment and job satisfaction. While openness, agreeableness, and conscientiousness strongly predict long-term dedication, neuroticism emerges as a more complex factor, contributing positively to both commitment and satisfaction with the job in various professional settings.

The third research question examined how self-efficacy would affect professional commitment. These results have shown that there is a positive and significant correlation between self-efficacy



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and commitment ($r = .903$, $p < .001$), that is, the higher the level of self-efficacy, the more committed a person might be towards his or her profession. This does not contradict other groups of literature that strongly denote the vitality of self-efficacy in the development of professional commitment.

According to Garg (2024), a positive coefficient between the concepts of self-efficacy, professional commitment, and effectiveness of a teacher was observed, which implies that the higher the self-efficacy, the more serious the commitment and the efficiency of actions of an educator are displayed. This forms a positive feedback loop where increasing the self-efficacy of teaching improves performance, and performance further reinforces commitment to the profession. In the same vein, 2023 studies by Ispir and Yildiz identified a moderate but significant positive correlation between the beliefs in self-efficacy and the professional commitment of teachers, which further proves the idea that confidence in abilities contributes to the increase in professional dedication.

In a study with the group of English as a First Language teachers, Zhang (2022) also highlighted the importance of collective efficacy as a predictor of the maintenance of professional commitment. The results emphasized that the common notions of group ability play a significant role in ensuring long-term occupation. Similarly, Waweru et al. (2021) found that self-efficacy positively influences both commitment and behaviors, effort, and long-term engagement of teachers. This is why individuals who believe in their competencies are most likely to continue performing their tasks efficiently.

Demir (2020) also investigated self-efficacy in the workplace, where they defined it as a factor that leads to job satisfaction, motivation, organizational commitment, and job involvement. It was determined during the study that increased self-efficacy results in increased job satisfaction and motivation, and in turn results in improved professional commitment and engagement. All these facts place self-efficacy at the centre of an instructor's sense of effectiveness and lifelong commitment to the job.



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Additional evidence can be found in previous literature, such as Habib (2019), who was able to find a positive correlation between self-efficacy and professional commitment when secondary school teachers were among the participants. The more confidence a teacher has in her abilities as an educator, the more dedicated she becomes. Fathi (2018) also discovered that the more teachers believe in their self-efficacy, the more committed these teachers are to their position, thus establishing the basis of comprehending the efficacy-commitment relationship.

Altogether, the present results and the previously obtained research prove the strong impact of self-efficacy on professional commitment. The data leads to the conclusion that pre-service teachers' confidence in their abilities is a key factor that motivates them to pursue a career in teaching.

The fourth objective was the combined predictive power of personality traits and self-efficacy on commitment. Findings from multiple regression demonstrated that self-efficacy is one of the most substantial predictors of commitment, whereas personality traits have a relatively smaller influence. In line with this finding, a research study conducted on undergraduate students at Universiti Teknologi Malaysia by Baruddin et al. (2021) examines the influence of CDMSE (career decision-making self-efficacy) and personality traits on career commitment. Findings indicated that self-efficacy, along with certain personality traits, affects career commitment through various pathways. Specifically, openness and extraversion, combined with self-efficacy, contribute to commitment (VEC). These results align with our study, further emphasizing the role of self-efficacy in shaping professional commitment across different career fields.

Another study by Albrecht (2020) found that personality and self-efficacy combined have a significant relation with commitment. This supports the notion that while self-efficacy is the main predictor, personality traits contribute additional depth to an individual's professional dedication.

Similarly, another study by Lee (2007) on "The Relationships among Personality Traits, Self-Efficacy, and Commitment in Fitness Center Staff" further reinforces our findings. This study concluded that self-efficacy and personality traits together impact commitment, meaning that



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while self-efficacy remains a key predictor, personality traits also shape an individual's level of commitment. These findings are similar to the results of the current study, indicating that student-teachers with strong self-efficacy stay dedicated to their profession, while personality traits help shape and influence the nature of their commitment.

These collective findings highlighted that further research is needed to explore how specific personality traits interact with self-efficacy in different teaching contexts. Future studies could examine whether certain personality traits amplify or weaken the effects of self-efficacy on long-term career dedication. Additionally, teacher training programs should focus on enhancing self-efficacy through targeted interventions, such as mentorship, hands-on experience, and professional development programs, ensuring that prospective teachers develop both the confidence and elasticity required for a sustained teaching career.

Conclusion

This research provides important insights into the factors that shape pre-service teachers' commitment to the profession. By exploring the connection between personality traits and self-efficacy, the study identifies key influences on teaching dedication. The findings confirm that personality characteristics significantly correlate with commitment, reinforcing existing literature that links specific personality traits with professional engagement. Openness among the Five-Factor Model proved to be the strongest in relation to commitment, suggesting that flexibility and a willingness to embrace new experiences are important in predicting commitment to teaching.

The results of the current study showed that self-efficacy was an important factor that influenced commitment towards the profession. A positive relation between self-efficacy and commitment highlighted that individuals with assured teaching abilities are more dedicated to their profession. Existing literature is in line with the current study, indicating that there is a relationship between the consistent nature of self-efficacy, job satisfaction, and professional commitment. Educators with high self-efficacy demonstrate increased inspiration and engagement, ultimately strengthening the effectiveness and resilience of the teaching workforce.



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The results from multiple regression analysis revealed self-efficacy as the strongest determinant of commitment; on the other hand, personality traits have a smaller influence. This supports the idea that the level of confidence an individual exhibits in their abilities is more significant in predicting professional dedication than personality traits alone. While personality traits influence the nature of commitment, self-efficacy serves as the foundational driver of sustained engagement in the teaching profession.

These findings are significant for teacher training programs and policymakers in the future. Enhancing self-efficacy in student-teachers can be achieved through mentorship, practical teaching experiences, and targeted professional development programs. Additionally, future research should explore how personality traits interact with self-efficacy across different teaching contexts, examining whether certain traits strengthen or moderate the influence of self-beliefs on long-term career commitment.

By exploring the psychological factors that influence teaching dedication, this study supports ongoing initiatives to improve teacher retention and effectiveness. Encouraging pre-service teachers to cultivate strong beliefs in personal effectiveness and positive personality traits can help build a steady and committed teaching staff, fostering resilience and long-term success in the profession.

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