

Achievement Motivation as A Mediator in The Relationship Between Professional Commitment and Sustainable Educational Development in Male and Female Teachers

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Abstract

Understanding teachers' psychological well-being is crucial for sustainable educational development. This research explores how achievement motivation mediates the relationship between professional commitment and sustainable progress among 385 Saudi teachers (45.71% males and 46.07% females). The study utilized self-reported measures of achievement motivation, professional commitment, and sustainable educational development. The findings highlight the practical importance of fostering achievement motivation to promote sustainable educational development. Teachers exhibiting higher professional commitment may be at risk of psychological issues, hindering sustainable progress. Designing strategies to enhance teachers' mental health, with achievement motivation as a key factor, can contribute to more sustainable educational outcomes.

Keywords: Achievement Motivation, Professional Commitment, Sustainable Educational Development, Teachers

INTRODUCTION

Professional commitment to one's profession can be pivotal in enhancing the psychological wellness of educators. Mainly, devotion to their craft is a fundamental indicator of achievement for teachers striving to excel. Professional commitment encompasses allegiance, a readiness to persevere in a profession, and a feeling of obligation to tackle distinctive issues and obstacles within the field (Jafaraghaee et al., 2017). Researchers and theorists focusing on achievement motivation argue that professional commitment is a sense of loyalty and a crucial element that profoundly impacts the dynamics of teaching and learning. Professional commitment is the foundation of all relationships and fosters positive interactions within educational environments (Fernandez-Lores et al., 2016). Professional commitment entails actively participating in and contributing to organizational endeavors to facilitate the achievement of organizational aims. Leveraging individual competencies, skills, knowledge, and resources to further organizational objectives exemplifies professional commitment (Ghanbari et al., 2023).

Professional commitment is a cornerstone in bolstering school performance, parallel to the institution's success. Such commitment may help the school reach its goals and objectives. Robust leadership instills confidence among teachers and school administrators, amplifying their dedication to delivering their utmost for the school's benefit (Andriani et al., 2018). From a multidimensional perspective, Meyer and Allen (1991) proposed a three-component model that includes affective, continuance, and normative commitment. They share the characteristic of connecting the individual to a course of action relevant to one or more goals, thereby reducing the likelihood of employee turnover. However, each form of commitment differs in the mindsets accompanying them: Affective commitment encompasses an emotional bond, identification, and engagement with the organization or chosen course of action. Continuance commitment is characterized by an awareness of the costs associated with leaving the organization or discontinuing the current course of action. Normative commitment pertains to a sense of obligation or responsibility to remain committed due to perceived moral or ethical obligations, societal norms, or normative commitment, which refers to the feeling of obligation to persist (Meyer & Allen, 1991). Various social and individual factors influence professional commitment, including teachers' growing beliefs in self-efficacy and job satisfaction, as well as their organizational commitment, motivation, and job involvement. Job satisfaction and organizational commitment partially mediate the

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relationship between teachers' self-efficacy beliefs and motivation. Specifically, self-efficacy beliefs positively influence teachers' job involvement through the complete mediating effects of job satisfaction and motivation. Additionally, organizational commitment and motivation fully mediate the relationship between teachers' self-efficacy and job involvement (Demir, 2020).

Several researchers, including Meyer and Herscovitch (2001) and Herscovitch and Meyer (2002), have defined commitment, emphasizing its "fundamental nature" as a cohesive force that motivates individuals to embark on a particular course of action about a specific target. While significant convergence exists among various commitment frameworks, there are also differences. In this discourse, occupational commitment denotes the intensity of an individual's drive toward a particular job. It is also known by various terms, including professional commitment, career dedication, and professionalism (Hackett et al., 2001). *Occupational commitment* is a psychological state characterized by individuals feeling connected to their chosen profession and firmly committed to or aspiring towards a specific career (Klassen & Chiu, 2011).

Sustainable educational development refers to the long-term process of enhancing educational systems to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. Al-Sarhan (2019) defines sustainable development as development that seeks the optimal and equitable use of resources so that present generations live without harming future generations. This concept encompasses various aspects, including environmental, social, ethical, technological, and economic factors (Jenert, 2011). They ensure everyone has equal opportunities to access quality education regardless of background or circumstances. This involves removing barriers to school enrollment, addressing gender disparities, and providing educational opportunities for marginalized groups (Achor, 2021).

It centers on enhancing the caliber of teaching and learning encounters. This involves educator instruction and professional growth, revamping curricula, refreshing educational materials and assets, and advocating pioneering instructional approaches. Incorporating environmental education into the curriculum and fostering sustainable methodologies within educational establishments are also crucial (Ahamer, 2018). This could encompass endeavors like recycling initiatives, energy-saving measures, environmentally friendly building designs, and integrating ecological topics into lesson plans. By embracing a holistic strategy that considers the interrelated facets of sustainability, educational advancement endeavors can aid in constructing inclusive, resilient, and thriving societies for both present and future generations (Archer, 2017).

The enduring professional advancement of educators entails guaranteeing ongoing avenues for growth, assistance, and access to resources to elevate their efficacy in the classroom while also considering the lasting implications on the environment, society, and economy. This involves implementing extensive professional development initiatives encompassing pedagogical competencies and sustainability education. Such initiatives may comprise workshops, seminars, conferences, and online courses tailored to cater to the requirements and preferences of educators (Al-Tamimi, 2021). It is imperative to implement inclusive teaching methodologies that address students' varied requirements and backgrounds, including those from marginalized communities and individuals with disabilities. Ensure accessibility and appropriateness of sustainability education for all learners. The sustainable growth of educators in education can facilitate the formulation of enduring strategies and the procurement of resources to sustain continual professional development opportunities. Advocate for policies and investments prioritizing educator training in sustainability education and endorse integrating sustainable practices into educational institutions and systems (Al-Tamimi, 2021). By prioritizing sustainable educational development for teachers, schools can empower teachers to become effective agents of change who enhance student learning outcomes and promote environmental stewardship and social responsibility in their communities.

The connection between professional dedication and enduring educational progress is profound and intricate. Educators who demonstrate strong professional commitment typically deliver exceptional educational experiences. Their dedication to their profession frequently results in implementing practical teaching approaches, pioneering methods, and ongoing professional growth, enhancing the caliber of education imparted (Day & Gu, 2007). Professionally committed teachers are more inclined to involve students in the learning process actively. This involvement fosters enhanced learning outcomes, as students exhibit greater

motivation to participate, resulting in improved retention and application of knowledge. Professional dedication propels teachers to participate in research and innovation within their field. This encompasses exploring novel teaching approaches, proficient integration of technology, and conducting research that informs educational methodologies, all contributing to the sustainability of educational progress. In essence, teachers' professional commitment plays a pivotal role in advancing sustainable educational development by bolstering teaching standards, nurturing student engagement and learning achievements, spearheading curriculum advancement and innovation, fostering teacher retention and stability, promoting community involvement, and influencing advocacy efforts in policy-making (García-González et al., 2020).

Motivation typically dictates the direction of effort by deciding what a person will do, how hard he will try, and how far he will be consistent with the effort made (Celep & Yilmazturk, 2012). (Abu Hamad,2022) defines *achievement motivation* as "the individual's readiness to strive for excellence, approach success, desire for good performance, perseverance, overcoming difficulties, and achieving a specific goal in situations involving levels of excellence" (p.24). (Al-Otaibi,2015) referred to four dimensions of achievement motivation: perseverance, ambition, competition, and responsibility. Achievement motivation often involves setting specific and challenging goals. Clear goals provide guidance, focus attention, and stimulate effort, increasing the likelihood of success. SMART criteria are often used to guide effective goal-setting processes. Individuals with high achievement motivation tend to demonstrate extraordinary perseverance and effort in pursuing their goals despite obstacles or setbacks. They are willing to invest more time and energy to overcome challenges and achieve success. Overall, achievement motivation is critical in driving human behavior, shaping goals and aspirations, and ultimately influencing success and accomplishment in various areas of life.

Teacher motivation pertains to their aspiration and determination to excel in their field, refine their abilities, and positively impact their students' educational achievements. Here are some critical aspects concerning teachers' drive for achievement: Numerous educators are propelled by their personal advancement and growth. They actively pursue avenues for professional growth, advanced education, and ongoing learning to enhance their teaching abilities and efficacy in the classroom. Teachers demonstrating strong achievement motivation dedicate considerable effort to fostering their students' success (Akar, 2020). They establish elevated standards for both their students and themselves, exerting considerable effort to aid students in reaching their maximum potential academically, socially, and emotionally. Acknowledgment of their endeavors and feedback profoundly influence their effectiveness. Positive reinforcement, recognition of accomplishments, and constructive criticism can bolster their drive to excel. In essence, achievement motivation among educators is vital for fostering continual advancement, elevating student academic achievements, and cultivating a positive school ethos. By comprehending and nurturing the factors shaping teachers' motivation, educational institutions can cultivate an environment where educators feel empowered, bolstered, and inspired to thrive in their vocation (Mahdavi et al., 2023).

Achievement motivation and professional commitment are closely interconnected principles essential for success in one's professional journey. Those with a drive for achievement frequently establish lofty professional objectives, and their dedication to their profession impels them to strive diligently to attain them. Pursuing achievement motivation and professional commitment compels individuals to pursue avenues for personal advancement and growth actively. They are inclined to participate in ongoing learning endeavors and self-enhancement initiatives to refine their capabilities and propel their careers forward (King, 2022). Confronted with obstacles or adversities, individuals possessing significant levels of achievement drive and professional dedication are inclined to persist. They perceive challenges as chances for personal growth rather than impassable hurdles and demonstrate adaptability in their quest for success. In essence, achievement motivation and professional commitment are essential catalysts for success in one's career. By harnessing these attributes, individuals can aim for distinction, make substantial contributions to their fields, and realize their career ambitions (Wulandari et al., 2023).

The relationship between achievement drive and sustained educational advancement is crucial and multifaceted: Achievement motivation amplifies students' and educators' ambitions for success and excellence. Driven by the pursuit of achievement, individuals demonstrate heightened engagement, resilience, and commitment in their

educational endeavors. This often leads to improved academic performance, increased proficiency, and superior educational outcomes in the long run. Achievement motivation encourages individuals to seek opportunities for personal growth and advancement constantly. Within the educational context, this translates into a sustained commitment to lifelong learning and skill enhancement (Petrova et al., 2020). Educators demonstrating strong achievement motivation are inclined to partake in self-initiated learning, pursue further education, and adeptly respond to challenges and emerging opportunities within the dynamic educational environment. This motivation for achievement catalyzes sustainable educational progress by fostering excellence, fostering innovation, empowering individuals, and advancing equality within educational systems and institutions. Through cultivating a culture centered on achievement and continual enhancement, teachers can play a pivotal role in ensuring the longevity and prosperity of educational initiatives, ultimately benefiting individuals, communities, and societies on a broader scale (Chonsalasin & Khampirat, 2022).

The importance of this inquiry arises from the widespread selection of the teaching profession by students across numerous universities in Saudi Arabia. Despite the nation's pressing demand for more educators, it is essential to guarantee that those entering the profession are motivated by appropriate reasons and are dedicated for the long haul. This will aid in elevating the standard of education and attaining enduring educational progress.

Based on the literature outlined above, a structural model was formed, as shown in Figure 1. Therefore, this study explores the mediating roles of achievement motivation in the relationships between professional commitment and sustainable educational development among teachers. In light of this structural model, we proposed three main hypotheses.

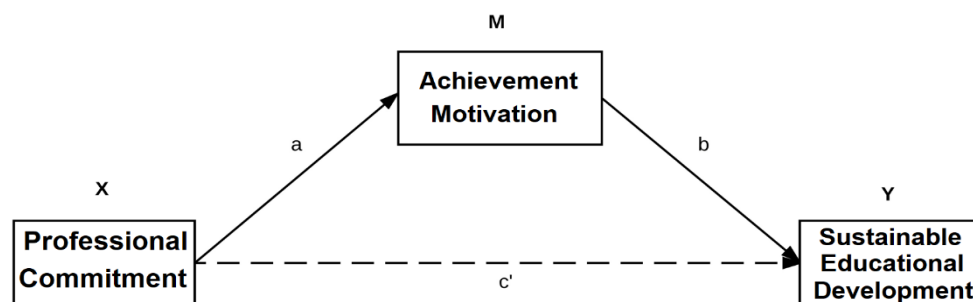


Figure 1 Structural model showing the associations between the variables (** $p < 0.001$, * $p < 0.05$)

H1. Professional commitment would have a direct positive impact on achievement motivation and sustainable educational development.

H2. Achievement motivation, while potentially having a direct negative impact on sustainable educational development, is also anticipated to have a direct positive impact on it, a finding that warrants further exploration.

H3. Achievement motivation would mediate the association between Professional commitment and Sustainable educational development.

MATERIALS AND METHODS

Participants

The study sample in this research consisted of 420 male and female teachers in the Kingdom of Saudi Arabia. The pilot sample was distributed among 35 individuals from various educational regions in Saudi Arabia. The primary sample size was 385 individuals. Saudi male teachers represented 192 individuals, accounting for

45.71% of the total sample, while Saudi female teachers numbered 193 individuals, representing 46.07% of the total sample.

The study sample was distributed across two educational regions. The Eastern region includes the Education Administration of Al-Ahsa and the Education Administration of Dammam and Khobar, with 250 responses. The Western region includes the Education Administration of Taif, the Education Administration of Al-Madinah Al-Munawarah, the Education Administration of Makkah Al-Mukarramah, and the Education Administration of Jeddah, with 135 responses. Detailed demographic information is presented in Table 1.

Table 1. Descriptive characteristics of the participants.

VARIABLE	LEVEL	N	%
GENDER	Males	192	45.71%
	Females	193	46.07%
THE EDUCATIONAL REGIONS	Eastern region	250	64.93%
	Western region	135	35.07%
YEARS OF EXPERIENCE	1–5 years	25	6.5%
	6–10 years	39	10.1%
	11–15 years	116	30.1%
	16–20 years	101	26.2%
	21 years and above	104	27.0%
TOTAL		385	100%

Measures

Professional Commitment

As part of its objectives, this study explores how the motivations of in-service teachers impact their dedication to teaching. To accomplish this, a validated tool for measuring occupational commitment was employed. Initially devised by Hackett et al. (2001), this scale was designed to conceptualize occupational commitment (with some studies using similar terms like "professional commitment" and "career commitment") or the degree of attachment to a specific career role. The results displayed high internal consistency, with Cronbach's alpha reliabilities (α) ranging from 0.80 to 0.88. In this study, Cronbach's alpha coefficient for the PCQ was 0.81.

Sustainable Educational Development

The scale aims to assess the extent to which individuals follow sustainable practices and behaviors in the educational field and the extent to which they respond to the requirements of sustainable educational development. Using this scale, it is possible to identify areas where an individual needs improvement and provide appropriate support and training to promote sustainable practices and achieve the Sustainable Education Development Goals.

(Al-Jallad, 2018) mentioned the dimensions of sustainable development in the shadow of three main dimensions, namely the economic dimension, the social dimension, and the environmental dimension, and (Shinar & Boulhabbal, 2023) referred to the dimensions of sustainable development, the economic dimension, the human dimension, and the environmental dimension.

The researcher formulated a set of phrases for the scale of sustainable educational development. The scale consists of five dimensions: the environmental dimension of the phrase (1-5), the social dimension of the phrase (6-10), the moral dimension of the phrase (11-15), the technological dimension of the phrase (16-20), and the economic dimension of the phrase (21-25), and these dimensions include (25) statements, of which (20) statements in the positive direction, and (5) statements in the negative direction.

The scale was built by the recognized Likert method by placing five responses (alternatives) in front of each statement of the scale, which is corrected by giving a score for each response ranging from (1 - 5) degrees that vary in their order according to the type of statement (positive-negative) as shown in the following table:

Table 2 Distribution of the phrases of the Sustainable Educational Development Scale in its final form on its sub-dimensions and the range of scores in each dimension.

Phrase Type	All the time	Often	Sometimes	Rarely	At all
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Thus, the maximum score obtained by the respondent in the sustainable educational development scale is (95) called the test ceiling, and the lowest score that the respondent can obtain is (6) called the test floor. Note that the scale contains positive and negative statements.

Table 3 Likert quintet of the scale of sustainable educational development.

Dimension	Item numbers		Grades	
	Positivity	Negativity	Floor dimension	Roof dimension
Environmental	6-7-8-10	9	1	15
Social	11-12-14-15	13	1	20
Ethical	16-18-19-20	17	1	20
Technological	21-22-23-24	25	1	20
Economic	6-7-8-10	6	1	20
The scale as a whole	16	9	1	95

In this study, Cronbach's alpha coefficient for the Sustainable educational development scale was 0.885.

Achievement Motivation

The Achievement Motives Scale (AMS) was developed by Lang and Fries (2006). The instrument is a 10-item self-report measure designed to assess achievement motivation. The AMS includes two. The instrument comprises two sub-scales, with five items per sub-scale. The hope of success and fear of failure. Each item is rated on a 5-point Likert scale ranging from 1 (rarely) to 5 (almost always). A total score can be computed to measure the overall motivation for teachers to achieve. Higher scores indicate higher levels of achievement motivation. In this study, Cronbach's alpha coefficient for the AMS was 0.874.

Procedure

Data collection, a simple random sampling method was used, whereby participating teachers were encouraged to share the study link with their acquaintances. The questionnaire, constructed using Google Forms, was distributed to participants via social networking platforms like WhatsApp. Before completing the questionnaires, all participants were briefed on the study's objectives, procedures, and nature, and their consent was obtained. We placed utmost importance on participants' rights, ensuring that information regarding their rights was provided both before and after participation and prominently displayed on the initial page of the online survey. Furthermore, participants were reassured of the confidentiality and anonymity of their responses, making their security a top priority. Participation in the study was entirely voluntary, and no incentives were offered for involvement.

Statistical Analyses

In the proposed structural model, we consider Achievement motivation as a possible mediator (M) of the relationship between Professional commitment (X) and Sustainable educational development (Y). A key aspect of our methodology is using bootstrapping (10,000 samples), a robust statistical technique, to examine the extent to which Professional commitment and Sustainable educational development relationships are mediated through Achievement motivation (Preacher & Kelley, 2011). A 95% bootstrapped confidence interval was calculated to ascertain the indirect effect (Cohen, 2013). We project the effect size (small = 0.01, medium = 0.09, and large = 0.25) to evaluate the budding impact (Verma & Verma, 2023). All analyses used SPSS v26 and SPSS AMOS v22 (Field, 2024).

RESULTS

Descriptive Statistics and Correlation Analysis

Table 4 presents descriptive statistics, including average and standard deviation and normality tests, such as skewness and kurtosis. Bivariate correlation coefficients and internal consistency reliability estimates for the primary variables of the study are also presented. The skewness values (ranging from 0.19 to 0.38) and kurtosis values (ranging from 0.13 to 0.18) suggest that all variables exhibit a relatively normal distribution, with commonly accepted thresholds for skewness and kurtosis being less than (1) (Wulandari et al., 2023). All study variables demonstrated acceptable internal consistency and reliability. The correlation analysis revealed that professional commitment positively correlated with teacher-sustainable educational development and achievement motivation. Teacher-sustainable educational development was significantly positively correlated with achievement motivation.

Table 4 Descriptive statistics and correlations.

Variable	Descriptive Statistics				Correlation		
	M	SD	Skew	Kurt	1	2	3
Professional Commitment	3.85	.347	.38	.13	-		
Sustainable Educational Development	4.80	1.35	.23	.15	0.157	-	
Achievement Motivation	3.88	.327	-.19	.18	0.177 **	0.165 **	-

Note. ** $p < 0.01$.

Mediation Analysis

Tables 5 and Figure 1 present the mediation analysis results. The results showed that professional commitment significantly positively predicted achievement motivation ($\beta = -0.15$, $SE = 0.18$, $p < 0.001$). In addition, professional commitment ($\beta = 0.19$, $SE = 0.45$, $p < 0.001$) and achievement motivation ($\beta = 0.21$, $SE = 0.54$, $p < 0.001$) had significant predictive effects on teacher sustainable educational development. Furthermore, the indirect impact of professional commitment on teacher-sustainable educational development was statistically substantial through the mediating effects of achievement motivation (effect = 0.27, $p < 0.001$). These findings suggest that achievement motivation partially mediates the impact of professional commitment on teacher-sustainable educational development.

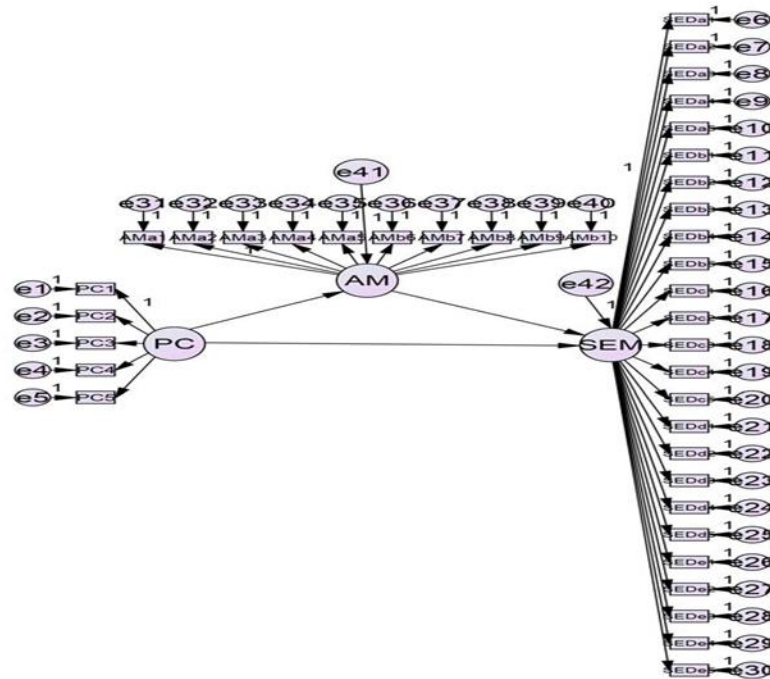


Figure 2 Model with moderating effects

Table 5 Mediation model.

	<i>M</i> (Achievement motivation)				<i>Y</i> (Sustainable educational development)			
		Coeff.	SE	p		Coeff.	SE	p
<i>X</i> (Professional commitment)	a	0.15	0.18	p < 0.001	c'	0.19	0.45	p < 0.001
<i>M</i> (Achievement motivation)		-	-	-	b	0.21	0.54	p < 0.001
Constant	i1	32.44	4.15	p < 0.001	i2	66.83	5.19	p < 0.001
		R ² = 0.21				R ² = 0.19		

Note: 1 SE = standard error. Coeff = unstandardized coefficient. X = independent variable; M = mediator variable; Y = dependent variable.

Note.2 The number of bootstrap samples for percentile bootstrap confidence intervals: 10,000.

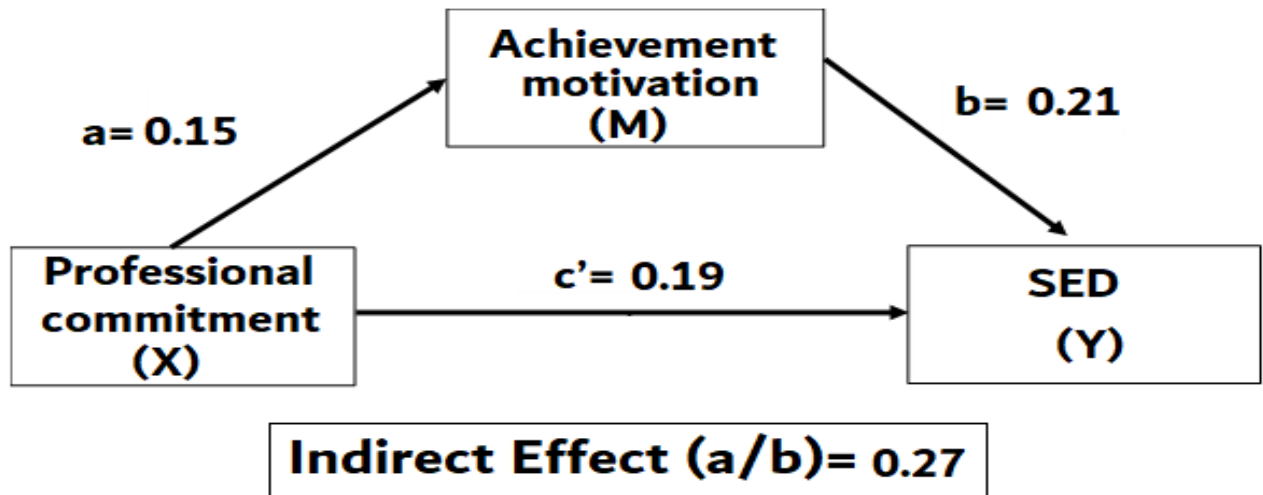


Figure 3 Final model with direct, mediating and moderating effects.

DISCUSSION

This study aimed to investigate the impact of professional commitment on teacher-sustainable educational development and its potential mediating role in achievement motivation. As hypothesized, the findings indicated that professional commitment significantly positively predicted both achievement motivation and teacher-sustainable educational development. This confirms the first research *hypothesis*. These results are consistent with the results of previous studies, showing the positive associations between professional commitment and achievement motivation (Madjid & Samsudin, 2021), and positive associations between professional commitment and achievement motivation and sustainable educational development (Madjid & Samsudin, 2021). This may be because teachers with a high level of professional commitment are prone to have high motivation (Lozano et al., 2015). Teachers exhibiting low professional commitment may lack the willingness to invest time and energy, maintain a positive attitude, and sustain interest in purposefully increasing effort toward achieving set goals. Consequently, this diminished commitment contributes to a reduction in sustainable educational development (Yıldırım et al., 2023).

Furthermore, the study demonstrated that achievement motivation positively predicted teachers' sustainable educational development, confirming the second *hypothesis*. This finding lends support to the notion that psychological resources and strengths, such as achievement motivation, directly influence individual development outcomes through the individual's self-regulatory system (Engin, 2020). Additionally, the study discovered that achievement motivation is a parallel mediating factor between professional commitment and teacher-sustainable educational development, thus confirming the third *hypothesis*. This indicates that teachers exhibiting high levels of professional commitment also tend to possess elevated achievement motivation, resulting in a more robust and sustainable educational development experience. Previous research has underscored the significance of achievement motivation as a crucial explanatory factor in how positive emotions and experiences influence mental health outcomes. Cultivating achievement motivation can enhance teachers' psychological health by enhancing sustainable educational development experiences due to a professional commitment.

CONCLUSIONS

In conclusion, the study revealed that achievement motivation is a positive mediator between professional commitment and sustainable educational development. Achievement motivation plays a vital role in protecting

teachers' psychological health by increasing the positive impact of professional commitment on teachers' sustainable educational development. Examining incentive factors can provide a more comprehensive insight into measures to enhance sustainable educational development among teachers resulting from professional commitment related to education. The outcomes of this study hold practical implications for teacher coaching aimed at fostering health promotion programs and cultivating achievement motivation within the teaching community. Furthermore, policymakers are responsible for formulating public health strategies that advocate for policies that enhance professional commitment and sustainable educational development to improve academic achievement motivation.

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Ethical Declaration

This study was conducted by the ethical principles and guidelines for research involving human participants. Informed consent was obtained. Participants were informed about the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Confidentiality and anonymity of participants' responses were ensured throughout the research process.

Conflict of Interest Declaration

The authors declare no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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