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Research Article

Professional Identity and Teaching Commitment Among College Instructors: Evidence from a Private Higher Education Institution in the Philippines

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Abstract

While studies on professional identity and teaching commitment have been presented in numerous studies, there is limited empirical evidence on the relationship between these constructs among college instructors in Philippine private higher education institutions and the differences in their levels based on length of service. This study examined levels of professional identity and teaching commitment, evaluated differences in service length, and assessed the relationship between the two constructs. The study used a descriptive quantitative correlational design with 71 in-service college teachers from a private institution in Davao City, representing various disciplines, experience, gender, and career stages. Professional identity and teaching commitment were assessed using multidimensional instruments with good psychometric properties, and data were analyzed using descriptive statistics, one-way analysis of variance, and Pearson product–moment correlation. Results showed very high levels of professional identity ($M = 3.73$, $SD = 0.186$) and teaching commitment ($M = 3.30$, $SD = 0.180$). There were no significant differences in professional identity, $F = 0.835$, $p = .508$, or teaching commitment, $F = 1.152$, $p = .340$, between respondents based on length of service. The correlation between professional identity and teaching commitment was positive ($r = .594$, $p < .001$). In actual practice, the results suggest that it is worth maintaining reflective practice, working together as a faculty, providing opportunities for professional development, and supporting teaching environments throughout the career. However, the cross-sectional design, reliance on self-reported data, concentration of respondents in one institution, and predominance of early-career instructors limit causal interpretation and generalizability.

Keywords: Professional identity, teaching commitment, length of service, higher education, college instructors

1. Introduction

Teachers' professional identity is fundamental in their development and the quality of the teaching and learning process. It relates teachers' own values to teachers' jobs and helps them to make decisions and practice in face of the changing demands for education. In addition to academic qualifications and content knowledge, teachers' dedication, responsibility, and connection to teaching are also key aspects of their professional development (Wu et al., 2024; Ma, 2022).

Professional identity is the set of attributes and properties that influence teachers' professional lives. It is shaped by content knowledge, reflection, and engagement with institutions. It also encompasses the relationships between teachers and fellow teachers and teachers and students (Karaolis & Philippou, 2024), as well as the values, attitudes, practices, and perspectives they hold regarding their work (Rushton, 2023). It has four major dimensions: professional values, relations, reflective practice, and institutional involvement.

In private higher education, professors have various educational backgrounds and experience, and they are in various employment and roles. These differences could affect their dedication to teaching. Highly committed teachers exhibit high levels of professional performance, performance resilience, persistence, and motivation, whereas low levels of commitment are related to low performance and higher intentions to quit teaching. Commitment also contributes to institutional quality and stability, especially in the context of educational reforms (OECD, 2022).

More broadly, it is found that there are significant relationships between professional identity and organizational commitment. A high level of professional identity can be considered a starting point for having a committed and effective teaching corps in private higher education institutions (Ignacio & Malonzo, 2025). Teachers' ties to their profession can be reinforced or weakened by years of service, institutional support and resources, professional recognition, and opportunities for development (Herrera-Espinoza et al., 2024).

Emotional fatigue, burnout, lack of motivation, and challenges in maintaining long-term commitment are linked to weak professional identities and insufficient institutional support (Zhao, 2022). Teachers can also experience burnout through being excluded, low trust, and restricted collegial support (Toby, 2022). A lack of professional identity, on the other hand, may be a protective risk factor that hinders stability, resilience, motivation, and continuity in teachers' employment (Jacinto, 2022; Sun, 2022).

Although much research has been conducted on the issue of professional identity and commitment to teaching, there are significant gaps in understanding. The previous research on professional identity has mostly been found to be related to commitment, resilience, instructional effectiveness, and professional well-being (Rushton, 2023; Wu et al., 2024). Much of the evidence is, however, gathered in the context of public education, basic education, or higher education,

which may differ from the private colleges and universities in the Philippines. Thus, it is unclear whether how professional identity and teaching commitment act among faculty members in private higher education institutions is similar.

This is especially true in Davao City where private higher education faculty members could be considered as teachers, researchers, practitioners or individuals from industry. They can be reinforced by the various roles, or weakened by the tension between institutional values and personal and professional values. Therefore, the question of professional identity as a source of teaching commitment is examined in the context of private higher education, as established in Davao City.

Furthermore, case studies on professional identity have tended to focus on the professional identity as a whole, without analyzing the different dimensions of the concept, namely professional values, relational aspects, reflective practice, and institutional engagement, in relation to teaching commitment. Limited empirical evidence is also available about the role of professional identity as a protective resource for faculty when subject area changes, the requirements of technology, workload pressures, performance monitoring, and different levels of institutional support.

Thus, this study aims to examine the relationship of professional identity and teaching commitment of faculty members in private higher education institutions in Davao City. It also aims to identify the aspects of professional identity which are most closely linked to teacher commitment. The results could shed light on the generalizability of this relationship to educational settings, or the impact of organizational factors. They can also serve as a foundation for faculty development, mentoring, recognition, and institutional support programs that support faculty's professional identity, sustain faculty commitment to the profession, promote faculty well-being, and strengthen higher education quality.

1.1. Theoretical Framework

The current study is based on the conceptualization of teacher professional identity by Beijaard et al. (2004) and the Three-Component Model of Organizational Commitment by Meyer and Allen (1991). These perspectives offer a shared understanding as to how teachers' conceptions of their role as a professional might affect their commitment to teaching.

Teacher professional identity is seen as dynamic, contextual, and continuously negotiated, constructed, and developed as a result of experience, reflection, and interactions with students, colleagues, and educational institutions (Beijaard et al., 2004). It shows how teachers see themselves, what they believe about themselves and their values, and how they take up their professional duties. A clear and coherent professional identity can then enhance teachers' sense of purpose, belonging, competence, and responsibility, which can help maintain their engagement in teaching.

Meyer and Allen (1991) have suggested that commitment is a psychological state comprising three components: affective commitment (desire to stay due to emotional attachment); continuance commitment (perceived need

to stay due to costs of leaving); and normative commitment (obligation to stay). The components were formulated in the context of organizational commitment, and are useful when understanding teachers' psychological commitment to their job and school.

The present study assumes that professional identity will shape teaching commitment via the internalization of professional values and responsibilities. Professional identification can lead to a greater emotional attachment to teaching, a stronger moral responsibility towards learners and a higher persistence in professional difficulties for teachers. Commitment can then be seen as an energizing force that draws teachers toward behaviors congruent with those expected of their professional role and values (Meyer & Herscovitch, 2001).

The study also suggests that the association between the two variables—professional identity and teaching commitment—will be moderated by length of service. Teachers' identities and commitment can be reinforced, challenged, and even reshaped as they gain new experiences. Hence, it is important to consider how professional identity affects teaching commitment across the duration of faculty members' service in the profession.

Drawing on these theories, the following hypotheses are put forth: (1) the stronger the professional commitment of the faculty members, the higher the level of teaching commitment and (2) the duration of service has an impact on the strength of the faculty members' professional commitment.

1.2. Conceptual Framework

The study proposes that professional identity influences teaching commitment among faculty members. Professional identity shapes how teachers understand their roles, values, responsibilities, and contributions to the educational community. A stronger professional identity is therefore expected to promote greater emotional attachment, dedication, persistence, and responsibility toward teaching.

In the framework, professional identity serves as the independent variable, while teaching commitment serves as the dependent variable. Length of service is treated as a moderating variable because the relationship between professional identity and teaching commitment may differ according to teachers' accumulated professional experiences.

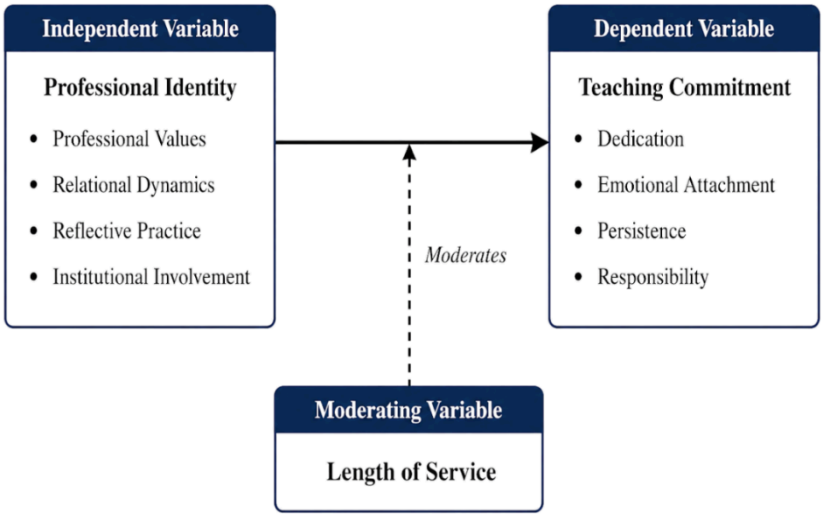

Figure 1. Conceptual Framework

2. Materials and Methods

2.1. Research Design

This study employed a quantitative cross-sectional survey design to determine the levels of professional identity and teaching commitment among in-service college instructors. It also examined whether these variables differed significantly when grouped according to length of service and whether professional identity was significantly related to teaching commitment.

2.2. Respondents and Sampling Procedure

The target population was the instructors of the college in a private HEI in Davao City. Complete enumeration sampling was used, which involved all 71 college instructors who were eligible and currently teaching (ECs) college at the time of the study. So, no proportional allocation or random selection was needed because the entire accessible population was sampled.

The participants were divided into five groups based on length of service: 3 years or less, 4–6 years, 7–9 years, 10–13 years, and 14 years and more. The majority (69%) taught for three years or less; those with more experience in teaching were the other service-length groups. They were from diverse academic disciplines and teacher roles, and they had different experiences.

Inclusion criteria included being a current college instructor of the institution during the time of the study. Sample size was determined a priori using a power analysis prior to data collection to ensure that the sample size was appropriate for the statistical analyses used.

2.3. Research Instruments

Two validated instruments were used to collect data. The L2 Teacher Professional Identity Scale (L2-TPIS) (Mahmoodarabi et al., 2021) was adapted to measure teacher professional identity in this study, which consisted of 42 items

in six dimensions: researching and developing one's own practice, language awareness, institutional and collective practice, engaging learners as whole persons, appraising one's teacher self, and sociocultural and critical practice. The overall Cronbach's alpha for the instrument was .914, which was considered to have good internal consistency.

English Language Teaching Commitment Questionnaire (ELTCQ), adapted from Bagheri et al. (2024), was used as the instrument for measuring teaching commitment, which consists of seven dimensions of teaching ability, classroom environment, job satisfaction, professional development, planning and support, self-image and beliefs, and teaching exhaustion, with 32 items. It achieved an overall Cronbach's alpha of .946, which is very high, meaning that it has high internal consistency. The instruments were expert-reviewed and pretested before administration, and both of them were administered on a four-point Likert scale.

2.4. Data Collection and Analysis

All 71 instructors were asked to complete questionnaires; their participation was voluntary, and their confidentiality and anonymity were ensured after institutional approval and informed consent. The professional identity and teaching commitment levels were described using means and standard deviations. The assumptions of normality, homogeneity of variance, and linearity were tested before inferential analysis.

Using a one-way ANOVA test, the differences between the length-of-service groups regarding the professional identity and teaching commitment were tested, which corresponds with previous research that has investigated the relationship between career-related differences and teacher identity and teaching commitment. To analyze the relationships among the constructs and dimensions, Pearson product–moment correlation was employed, which was consistent with the previous quantitative study of teacher identity, commitment, and related constructs (Wong & Liu, 2022; Sun et al., 2022). The level of statistical significance was based on a p-value less than 0.05.

2.5. Ethical Considerations

Prior to data collection, the study was reviewed and administrative permission was also obtained from the participating institution. All respondents gave written informed consent to participate and were given the option of doing so. All participants were told that they could refuse to answer any question and they could refuse to continue the study at any time without any penalty. No personal data or names were gathered and responses were kept confidential. Data were stored for 6 months after collection and then securely destroyed and deleted. Only aggregate data has been reported to avoid identifying individual respondents and/or participating academic units.

3. Results

3.1. Professional Identity of In-Service Teachers in Higher Education

Among in-service higher education teachers, levels of professional identity across all measured dimensions were very high, with an overall mean score of 3.73 (SD = 0.186). As shown in Table 1, mean scores ranged from 3.67 to 3.85, with Sociocultural and Critical Practice (SCP) (M = 3.85, SD = 0.263) and Content Awareness (CA) (M = 3.76, SD = 0.296) obtaining the highest means, followed closely by Appraising One's Teacher Self (AOTS) (M = 3.75, SD = 0.312), Engaging Learners as Whole Persons (ELWP) (M = 3.72, SD = 0.271), Institutional and Collective Practice (ICP) (M = 3.68, SD = 0.308), and Researching and Developing Own Practice (RDOP) (M = 3.67, SD = 0.327). This multidimensional structure supports broader conceptualizations of teacher identity as complex, multifaceted, and contextually embedded (Rushton et al., 2023; Beijaard et al., 2004).

Table 1. Dimensions of Professional Identity Among In-Service Teachers

Dimension	Mean	SD	Descriptive Equivalent
Researching and Developing One's Own Practice	3.67	0.327	Very High
Content Awareness	3.76	0.296	Very High
Institutional and Collective Practice	3.68	0.308	Very High
Engaging Learners as Whole Persons	3.72	0.271	Very High
Appraising One's Teacher Self	3.75	0.312	Very High
Sociocultural and Critical Practice	3.85	0.263	Very High
Overall	**3.73**	**0.186**	**Very High**

The *salience of sociocultural and critical practice* resonates with the literature that views identity as a socio-cultural phenomenon influenced by larger political, institutional, and cultural contexts, as well as teachers' perspectives on equity and justice issues (Shiyama, 2021; Posti-Ahokas et al., 2021). Very high scores in reflective dimensions such as *researching and developing one's own practice and appraising one's teacher self reflect* the findings of identity as a continuous process of interpretation and reinterpretation of experience, reflections, and narrative work in relation to others (Torres-Cladera et al., 2021; Orfali et al., 2024; Nickel & Zimmer, 2019).

Similarly, high ratings for relational and learner-centered areas like *engaging learners as whole persons and institutional and collective practice* are consistent with studies indicating that professional identity in higher education is characterized by student learning commitment, collaboration, critical colleagueship, and is negotiated between tensions with institutional expectations and pressures for reform (Shiyama, 2021; Gümüşok & Seferoğlu, 2022). In quantitative terms, the pattern of high scores within domains corresponds to previous studies that have defined teacher identity in terms of different domains like commitment, self-efficacy, professional orientation, and job satisfaction, and found relatively high identities in engaged groups of teachers in general. The results indicate that, generally, these in-service higher education teachers have a strong, reflective, and contextually attuned professional identity, consistent with current international studies on teacher identity.

3.2. Teaching Commitment of In-Service Teachers in Higher Education

Overall, the respondents demonstrated a very high level of teaching commitment (M = 3.30), very high level of scores in *cognitive teaching ability* (CTA), *job satisfaction* (JS), *opportunities for professional development* (OPD), *teaching, planning, and support* (TPS), and *teaching self-image and beliefs* (TSIB), and high level of scores in *classroom environment* (CE) and a very low level of *teaching exhaustion* (TE). This pattern associates competent, effective, more committed, and less burned-out higher education teachers with greater self-efficacy and satisfaction.

Higher education teachers rate their *opportunities for professional development* (M = 3.89) very high which are consistent with the finding that high quality professional development resulted in an increase in self-efficacy for university teachers and a shift in their conceptions of teaching to become more student centered (Yoon & Goddard, 2023; JohnBull & Hardiman, 2023), which in turn builds teachers' commitment and instructional quality (Na & Isa, 2024).

Teaching, planning, and support are very high (M = 3.69) and are also institutionally supported. The shift from administration to strategic planning is highlighted for its ability to strengthen pedagogy by aligning goals, strategies, and metrics, and to proactively address challenges (Roman-Lainez et al., 2025). Successful teaching depends on the presence of plans, sequencing, action techniques, and preparation, whereas their absence leads to decreased creativity and practice. Institutional support, such as pedagogical programs and faculty development, enhances these efforts, and workshops are associated with better planning, evaluation, and coordination. Research has identified that lesson planning, lesson evaluation, motivation, and philosophy are priorities for support (Hwang & Kim, 2024). The findings indicate that personal planning and institutional support improve the quality of teaching, growth, and commitment to quality education (Biswas et al., 2022; Aster et al., 2021).

Table 2. Level of Teaching Commitment of In-Service Teachers

Dimension	Mean	SD	Descriptive Equivalent
Cognitive Teaching Ability	3.54	0.297	Very High
Classroom Environment	2.55	0.319	High
Job Satisfaction	3.67	0.251	Very High
Opportunities for Professional Development	3.89	0.209	Very High
Teaching, Planning, and Support	3.69	0.304	Very High
Teaching Self-Image and Beliefs	3.68	0.307	Very High
Teaching Exhaustion	1.43	0.161	Very Low
Overall	**3.30**	**0.180**	**Very High**

The very high *teaching self-image* (M=3.68) and *cognitive ability* (M=3.54) align with studies showing that higher competency and self-efficacy predict better professional commitment and engagement (Hoidn, 2016; Na & Isa, 2024; Yan et al., 2022). Many studies also link high teaching competence with positive attitudes and commitment, as seen in university reviews (Yan et al., 2022). Prior research suggests teacher self-efficacy, engagement, and satisfaction are interconnected and reinforce each other over time (Granziera & Perera, 2019), consistent with the reported high job satisfaction (M=3.67). In Latin

America, intrinsic and extrinsic work factors relate to greater organizational commitment and satisfaction, with commitment mediating this relationship (Muñoz-Fernández et al., 2025). Similarly, higher competence and autonomy support correlate with increased job satisfaction among university instructors (Yan et al., 2022).

The comparatively lower score for *classroom environment* (M = 2.55) suggests that, despite their high degree of commitment, teachers do not see the physical and psychosocial situation in the classroom as ideal compared to their own effort and professionalism. Indoor environmental quality (IEQ), which involves air quality, temperature, acoustics, and lighting, has been found to significantly impact learning and short-term academic results in higher education classrooms, but is generally not ideal (Brink et al., 2020). The poor thermal, lighting, acoustic, and air quality of the classrooms result in shorter lectures or changes of activities, and students report that their concentration and learning quality are lower when they are not comfortable in the classroom. Sustainable classroom case studies further reveal strong relationships between increased concentration and academic performance with improvements to the ventilation, temperature management, and lighting of the classroom (Bustamante-Mora et al., 2025). The results are similar to a positive but not outstanding CE score, in which teachers' commitment to non-ideal settings is likely to be an adjustment activity, but still carries limitations.

The very low score for *teaching exhaustion* (M = 1.43) is in contrast with the evidence of widespread burnout and high levels of emotional exhaustion in teachers from higher education worldwide (Pakdee et al., 2025; Brink et al., 2020). Systematic reviews reveal that, in general, heavy workload, role strain, and inadequate support tend to increase burnout and decrease commitment and performance (Alaiki et al., 2025; Koster & McHenry, 2023). With high satisfaction and commitment, and low exhaustion, this faculty likely benefits from favorable workloads, support, or conditions that lower burnout risk (Turner & Garvis, 2023; Koster & McHenry, 2023). It also aligns with positive psychology, which links positive responses like self-efficacy and commitment to less emotional fatigue and better well-being (Shu, 2022; Na & Isa, 2024).

Overall, it is a strong pattern that is very similar to the international findings, which suggest that teacher self-efficacy, teacher competency, and supportive conditions are associated with teacher commitment, engagement, and well-being and reduce exhaustion. Classroom environment scores moderately but remains high, and the learning environment would benefit from further development to maintain and strengthen this profile of commitment.

3.3. Significant Difference in Professional Identity and Teaching Commitment

The ANOVA results in Table 3 indicate that there is no statistically significant difference with respect to the length of service in terms of professional identity at the 0.05 level of significance ($F = 0.835$, $p = 0.508$) or teaching commitment at the 0.05 level of significance ($F = 1.152$, $p = 0.340$). Therefore, early-, mid-, and end-stage faculty demonstrate similar levels of professional identification and pedagogical commitment, indicating a fairly stable and common professional culture across the career stages.

Table 3. ANOVA Results for Professional Identity and Teaching Commitment by Length of Service

Variable	Group	Mean Square	F-value	p-value	Decision on Ho
Professional Identity	Between Groups	.029	.835	.508	Accepted
	Within Groups	.035			
Teaching Commitment	Between Groups	.037	1.152	.340	Accepted
	Within Groups	.032			

Note: Significant at $p < .05$

Research shows that, once developed, teacher professional identity remains a stable foundation throughout a teacher's career, regardless of experience or context (Zhang et al., 2024). Defined as a negotiated, long-term self-concept linked to values, roles, belonging, and behaviors, it stays consistent through experiences (Rushton et al., 2023). Empirical studies confirm that teacher identity strongly correlates with professional commitment and career satisfaction, supporting ongoing engagement and resilience. This aligns with findings that a cohesive, internalized professional identity can be independent of service length if institutional conditions are supportive.

3.4. Correlation Matrix of Professional Identity and Teaching Commitment Dimensions

The correlation matrix showed positive correlations between all six dimensions of professional identity and most teaching commitment dimensions, with small-to-moderate coefficients. This aligns with the view of teacher identity as a multi-dimensional construct combining self-efficacy, career commitment, and professional knowledge, closely linked to motivation and engagement (Hong et al., 2024; Zeng & Liu, 2024). Most correlations involved professional identity and job satisfaction, teaching self-image, beliefs, and overall commitment, supporting past findings that professional identity sustains satisfaction, commitment, and protects against negative outcomes (Li et al., 2025; Wang et al., 2024). Particularly, moderate links exist between researching and developing practice and overall commitment, as well as between developing practice and job satisfaction, indicating that teachers engaged in research and development and feeling part of a community are more satisfied and committed.

This aligns with the literature linking professional identity to self-efficacy and career commitment, and with contextual resources and opportunities for growth over time (Leijen et al., 2021). Appraising one's teacher self and engaging learners as whole persons are strongly related to classroom

environment and teaching self-image, which align with recent evidence that reflective role conceptions, emotions, and identity motives are key when beginning and novice teachers negotiate their commitment to a teaching career.

Table 4. Correlation Between Professional Identity and Teaching Commitment

Professional Identity	***Teaching Commitment***							**Overall**
	CTA	CE	JS	OPD	TPS	TSIB	TE	
RDOP	.207	.246*	.453***	.142	.325**	.398***	.049	.437***
	.083	.039	.000	.236	.006	.000	.683	.000
CA	.266*	.281*	.131	.220	.341**	.229	.096	.324**
	.025	.018	.278	.066	.004	.055	.426	.006
ICP	.365**	.187	.444***	.067	.290*	.366**	- .166	.428***
	.002	.118	.000	.580	.014	.002	.165	.000
ELWP	.136	.218	.336**	.116	.361**	.397***	- .089	.355**
	.260	.068	.004	.337	.002	.000	.462	.002
AOTS	.256*	.549***	.132	.251*	.182	.322**	- .069	.327**
	.031	.000	.271	.035	.128	.006	.569	.005
SCP	.149	.303*	.144	.354**	.268*	- .079	.206	.242*
	.215	.010	.231	.002	.024	.513	.085	.042
Total	.356**	.455***	.496***	.282*	.493***	.499***	.006	.594***
	.002	.000	.000	.017	.000	.000	.963	.000

Note: Significant at $p < .05$

While not as strongly correlated, content awareness and sociocultural and critical practice are still significantly correlated with cognitive teaching ability, classroom environment, and opportunities for professional development. This is consistent with the findings of Namaziandost et al. (2024) that indicate that both strong subject/professional knowledge and sociocultural/critical orientations underlie teachers' perceived competence, motivation to teach, and willingness to engage in ongoing learning. Of particular interest, teaching exhaustion shows non-significant, negligible correlations with all the dimensions of professional identity, consistent with recent studies indicating that professional identity is strongly correlated with positive dimensions like satisfaction, engagement and commitment, but that it impacts on and is impacted by teaching exhaustion in an indirect way (Jentsch et al., 2022).

4. Discussion

These results show that higher education teachers have a complex, positive professional identity and a strong commitment to teaching. They scored highest on sociocultural, critical practice, content awareness, reflection, and learner-centeredness. They also felt highly satisfied with their job, development opportunities, planning, and their teaching self-image, while experiencing low exhaustion. This trend matches studies linking self-efficacy, competency, and positive conditions to high engagement, well-being, and low burnout. No significant differences in identity or commitment were found between groups, indicating stability once established. ANOVA results showed similar commitment across career stages, supporting the idea that identity is maintained through ongoing self-concept based on values, role perceptions, and belonging, especially in supportive settings. The importance of collective culture and relationships over years of service in fostering identity and commitment aligns

with other educational and religious contexts emphasizing shared mission, vision, and supportive culture.

The correlation matrix further elucidates these relationships, revealing small-to-moderate positive correlations among all six dimensions of professional identity and most of the teaching commitment components. This empirical evidence is consistent with the emerging consensus that professional identity is a multifaceted resource comprising teacher self-efficacy, career commitment, and professional knowledge, which motivates and engages teachers (Hong et al., 2024; Zeng & Liu, 2024). Notably, research and the development of one's own practice and institutional practice were moderately related to job satisfaction and overall commitment, respectively, indicating that faculty who actively engage in research and in an effort to improve their own practice are more satisfied and committed with their work. This is consistent with research indicating that opportunities for professional development and peer learning positively shape the sense of identity and the sustainability of career engagement.

Reflective and relational facets of identity—such as appraising one's teacher self and engaging learners as whole persons—were particularly linked to the classroom environment and teaching self-image and beliefs. The results align with recent studies that have highlighted the significance of reflective role conceptions, emotional meaning-making, and identity motives in the processes through which teachers (including novice teachers) engage with their commitment and sense of purpose within teaching. Similarly, content awareness and sociocultural and critical practices showed statistically significant, but somewhat weaker, relationships with cognitive teaching ability, classroom environment, and opportunities for professional development. These associations align with the findings of the research that showed that strong subject knowledge and sociocultural and critical orientations are linked to perceived competence, motivation to teach, and openness to ongoing learning.

Although personal and professional factors were rated very high, the classroom environment was rated moderately high, suggesting that faculty feel there are some classroom constraints despite their high level of commitment and competence. In higher education, indoor environmental quality (IEQ) has been shown to have effects on concentration and learning through the factors of temperature, acoustics, lighting, and air quality, and many classrooms are not at optimal IEQ conditions (Bustamante‐Mora et al., 2025). High engagement and low exhaustion seem to be the result despite the fact that classroom conditions are not optimal, probably because of robust identity, institutional support, and ample professional learning opportunities. The correlations between teaching exhaustion and all the identity dimensions are negligible, further indicating that identity acts as a protective factor indirectly through increased satisfaction, teacher self-efficacy, and commitment, as has been reported recently in studies on teacher well-being and well-being pathways involving teacher burnout (Jentsch et al., 2022).

Based on the findings of this study, the in-service higher education teachers in this institution have a strong background, reflection, and contextually informed professional identity, which is well correlated with extremely high levels of teaching commitment and satisfaction and perceived competence by stage of career. A profile of low exhaustion and united academic staff seems to be supported by a supportive institutional culture, a good range of professional development opportunities, and shared values. Simultaneously, the moderate classroom environment scores point to a central area where institutions could invest: improving physical and psychosocial learning environments to be congruent with, and to maintain a high level of commitment and identity. Longitudinal studies may be conducted to investigate the influence of environmental and organizational supports on this resilient professional identity, commitment, and well-being pattern of higher education faculty, further reinforced or challenged in the future.

5. Conclusions

The results show that professional identity and the commitment of college teachers in teaching are very important in the context studied. This study offers insight into the interrelationships among the constructs and into how these constructs in relation to one another might be linked to an instructor's commitment to teaching, across length of service. The study also has practical implications for HEIs. Professional development programs can be created to support the professional identity, reflective practice, self-assessment, collegial involvement, and engagement for teachers at various stages of their careers. This can contribute to institutions offering more responsive support to early-career and other faculty. On the theoretical level, the study confirms the importance of understanding teacher professional identity and commitment to teaching as multidimensional and interconnected concepts. The results of the study, however, are not necessarily representative of the larger higher education setting because it was based in a single private institution. Larger and more diverse samples, other institutions, and longitudinal or mixed-method designs could be used in future studies to extend the understanding of the evolution of professional identity and teaching commitment in the context of different schools or through time.

6. Limitations of the Study

This study has some limitations, however, in spite of its key results. First, its cross-sectional structure captures professional identity and teaching commitment at a single point in time and does not permit causal inference or examination of changes over teachers' careers. Secondly, self-report questionnaires might have caused social desirability and common method bias. Thirdly, the study took place in one private higher education institution, which had relatively few participants, meaning the results are not necessarily generalizable to other institutional and cultural settings. Complete enumeration was used, but there is a possibility of potential nonresponse bias if anyone eligible did not return a full response. Such limitations can be addressed in future studies by using larger samples from multi-institutional studies, longitudinal or mixed-methods studies, and other data sources.

Supplementary Details

Supplementary Materials & Data Availability Statement. There are no supplementary materials associated with this manuscript.

Author Contributions. Ms. Dimatingkal conducted the investigation, data collection, and methodology and authored the original draft of the manuscript. Mr. Imperial was involved in the conceptualization and supervision of the study, and he was responsible for critical review, revision, and editing of the manuscript. The final manuscript was read and approved by both authors.

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