



Does Teachers' Self-Efficacy Influence Their Organizational Commitment? Evidence from the Developing Countries

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Abstract

To understand the relationship between self-efficacy and the commitment of academicians, research is gaining momentum among researchers across the globe to investigate various aspects of positive psychology, which studies human positive behavioral attributes for example, hope, optimism, self-esteem, and self-efficacy. Similarly, organizational commitment represents significant organizational behavior, which discusses the bond between employees and with organization by explaining the stabilities including beliefs and attitudes as well as the behavior that encompasses the behavioral adoptions and indicates a refusal of reasonable alternate options of achievement. Thus, studying the relationships between self-efficacy of the academicians with organizational commitment is an instrumental area of study that demands more study in the background of developing countries. The study will provide insight for academicians, researchers, and practitioners to understand the issue comprehensively and resolve it in the best trajectory to enhance their commitment which will lead to enhanced performance. The shortcoming of the study was not resolved due to time and financial constraints, hence it was conducted will a small sample size, future researchers could get a better view if a study with a large sample size is conducted.

Keywords: Teacher's Self-Efficacy, Organizational Commitment, Behavioral Attributes, Positive Psychology, Developing Countries.



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Introduction

One cannot play down the role of self-efficacy in teaching and learning. Self-efficacy is a powerful force in learning and motivation (Bandura, 1982). Where according to Sofia (2006), teacher efficacy and teachers' confidence helps in promoting the students' learning. For a very long, teacher efficacy has been linked with the student's motivation, teachers' adoption of innovations, teachers' classroom management strategies, and time management, etc. (Schwarzer & Hallum, 2008). The most influential impacts concerning the progress of teacher's efficacy also mastery know-how during teaching just after orientation. Previously studies reported that efficacy increases during student teaching however declines in other dimensions (Hoy & Woolfolk, 1990). On the other hand, Bandura's theory of self-efficacy postulates that efficacy might be the utmost flexible early in learning; therefore, early years of teaching are vital for the development of long-term teacher efficacy, which helps the teachers to face and accomplish challenging assignments with devotion and commitment that also necessitates separate exploration (Graham, 2011). Developing organizational commitment among the teachers is significant because highly committed teachers stay longer and perform well. Whereas not committed teachers are likely to put less effort in the classroom in contrast to highly committed ones (Sial, Jilani, Imran & Zaheer, 2011) which might adversely affect student learning and achievement. Higher education Institutions are also facing problems of lower levels of commitment this is why HEIs leaders are increasingly emphasizing studies whose purpose is to explore factors that influence its academician's organizational commitment (Islam, Ahmad, Ahmed, 2012). Organizational commitment is a three-dimensional construct, i.e., affective commitment, continuance commitment, and normative commitment (Samad, 2011). Saifuddin, Nawaz, & Jan (2012) assert that organizational commitment is a strong belief of the employee to accept the organizational goals and values inter alia a willingness of the employee to use substantial effort for enhanced organizational performance. They further state that it also definite the desire of an employee to maintain organizational membership.

Akhtar Saleem (2012) reported self-efficacy as a powerful predictor of commitment, this means that self-efficacious employees give a competitive edge to their organization through a quality strong commitment to the organization. The committed workers are more likely to continue with existing organizations despite the additional fringe benefits from the competing organizations. According to Bandura (1982), self-efficacy is a psychological phenomenon grounded in social cognitive theory. He further contends that self-efficacy is one individual belief related to his capability to organize and decide to complete a particular assignment or task, he also considers it a powerful predictor of motivation and performance. With a background, the key task of an academician in the HEIs has been divided into three distinct areas i.e., teaching, research, and service consisting of management, consultation as well as mentoring. Research in this regard is still in its infancy. Findings of the previous research pointed out that academicians' self-efficacy is a variable that predisposes academicians' performance. Regardless of its significance, very few studies have investigated the construct of academicians' self-efficacy. In this regards, the work of Hemmings and Kay is a key guide that has established the validity and reliability of the construct. With this context, it is imperative to address this concern to attain an enhanced understanding of it because self-efficacy can increase and decrease an employee's organizational commitment. The objective of the study was reconnoitering the relationships between the self-efficacy of the teachers and the organizational commitment of academics in the HEIs to find an 'Indigenous' list of issues; inter alia evaluation of the 'nature' of these associations, particularly the cause and effect between the two aspects of the organizational behavior through hypotheses testing assumed in the existing study.

Literature Review

Self-Efficacy

Bandura (1986) asserts that self-concept and self-esteem develop an individual's personality. According to him, each individual possesses positive and negative feelings about himself. Psychologists define self-esteem in terms of affection and evaluation. Harter (Mruk, 2006) used the concept of self-esteem and self-worth interchangeably, which includes two components i.e., competence and worth. The construct of self-efficacy is made of nature and self-efficacy beliefs. A person will avoid responsibility or tasks if he has low self-efficacy and engages more in the tasks in case he

has high self-efficacy. Bandura (1994) termed these beliefs as determinants of how people think, behave, feel, and work which have profound effects on one's goals and accomplishments (Graham, 2011). There are several theoretical models to view and analyze self-efficacy but the most prominent include social cognitive theory, social learning theory, self-concept theory, and attribution theory (Tschannen-Moran & Woolfolk Hoy, 2007). Bandura's theory established two components of self-efficacy i.e., efficacy expectation and outcome expectancy. The concept of efficacy expectations states that a person has the ability, knowledge, and skills to perform the required tasks successfully for the desired outcomes. While outcome expectancy represents an individual assessment of the possible impact of performing a task at the self-expected level of performance. To be a successful academician one must have both i.e., high-efficacy expectation and high-outcome expectation. Theoretically, in case he possesses good self-efficacy which may or may not correspond to the teacher's real capabilities of teaching plus actions in the classroom. However, a real association with it depends on him or her along with the educational setting.

Teachers' Self-Efficacy

The notion of teacher self-efficacy has been a subject of interest for several researchers for a long. Since the conception of self-efficacy theory, many efforts have been made to find its experiential worth and how it works in the settings of a school's teaching-learning process. According to studies, teachers' belief in their capabilities certainly impacts their efforts and actions besides motivation and teaching style, classroom management, and learning of pupils, etc. Caprara *et al.* (2006) reported a positive association between teachers' efficacy, teachers' effort, and perseverance in case of any difficulties. Evers, Brouwers, & Tomic (2002) reported its relationship with the implementation of new instructional practices and the academic achievement of the students.

Dimensions of Teacher's Self-Efficacy

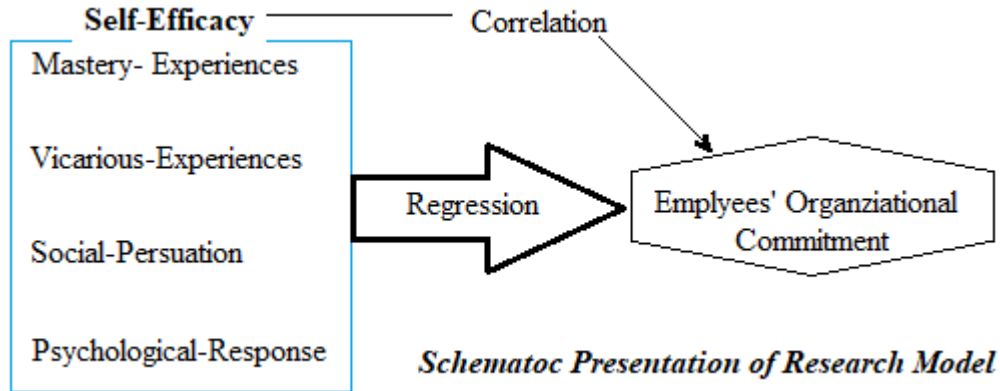
The role of self-efficacy in academics is of great importance to the researchers as well as to the practitioners. It is a proved powerful force in the process of learning and motivation. A teacher's efficacy and confidence in promoting students' learning was identified in studies 25 years ago by RAND Corporation (Armor *et al.*, 1976). From then until now, teacher efficacy has been considered a significant factor for student motivation, adoption of innovations, superintendents' ratings, classroom management strategies, and time spent on teaching various courses and subjects along with their referral of students. A few of the strong effects on the development of teacher efficacy are mastery skills during the initial year. Hoy & Woolfolk (1990) report that certain aspects of efficacy increase during student teaching whereas few dimensions also decrease. According to Bandura's theory, efficacy might be malleable early in learning; this is why the induction year of teaching is critical for the long-term development of efficacy in academicians. Yet few longitudinal studies exist that track efficacy across these early years. Bandura (1977, 1997) postulated four sources of efficacy-expectation including 1. mastery experiences, 2. physiological and emotional conditions, 3. vicarious experiences, and 4. social persuasion as well." These help individuals determine their belief that they can accomplish assigned tasks.

Organizational Commitment

The human factor brings with them to their organizations their mental and physical abilities when they join. At the same time, they also try to make a difference in their lives through working since jobs pay back economically, socially, and psychologically. If a job meets and exceeds one's expectations, he or she most often experiences positive emotions; there comes organizational commitment, which refers to an employee's attachment to the employing organization (Raza & Nawaz, 2011). Meyer and Allen (1970) proposed affective commitment when an employee wants to stay with an organization because of his emotional attachment and identification; normative commitment, it implies when an employee feels morally obliged to stay with the organization; and continuance commitment, when an employee feels stuck and leaving could be too costly (Eslami & Gharakhani, 2012). Madiha Shah (2012) reported that teachers show comparatively lesser normative commitment to remain with the current organization, while organizations need highly committed employees to materialize their goals. MahfuzJudeh (2011) reported similar findings.

Figure 1

Schematic Diagram of Conceptual Model



Hypotheses

H₁: All the repressors i.e. MEs, VEs, SP, and PR are positively associated with the represents.

H₂: MEs positively affect the OC.

H₃: VEs determine OC.

H₄: SP influences the OC.

H₅: PR build OC.

Method

The study used a cross-sectional survey recommended by Babbie (1993: 256-257) and Sekaran (1999: 257). Likewise, Yin (1994: 6) claimed that it enables the researcher to collect every kind of data that possibly answers the research questions.

The population of this study consisted of all male and female academicians in Gomal University Pakistan i.e., 342. A random systematic sampling was employed.

The sample size was determined from the results of the pilot study using the standard formula $sample\ size = ((SD^2 / ((Z^2/E^2) + (SD^2/N))))$; sample size for the finite population was 164. The Cronbach alpha value for 37 items was .862 thus instrument was reliable and consistent.

Table 1

Sample Selection Process

Statistics	Value
Standard Deviation	0.82
Population	342
Error	0.079
P-Value	1.95

Results and Findings

Based on the data collected from the respondents, below are the major findings of the study:

Table 2

Descriptive Statistics of the Research Variables

	n	Min	Max	Mean	Std. D
MEs	164	1	5	3.7547	.48113
VEs	164	1	5	4.0621	.37756
SP	164	1	5	3.6645	.46180
PR	164	1	5	3.4524	.43554
SE	164	1	5	3.6542	.30012
AC	164	1	5	3.7828	.47352
CC	164	1	5	3.4414	.65013
NC	164	1	5	3.6820	.52376
OC	164	1	5	3.4387	.45141
EXP	164	1	5	2.1139	.34127

Table 2 presents descriptive statistics for the research variables of the current study. The mean values for most variables fall in the range of 04. The highest score 4.0621 is recorded for vicarious experiences, followed by affective commitment with 3.7828, and mastery experiences with 3.7547. It is therefore obvious that experience has no significant role while rest plays a significant role.

Testing of Hypotheses

Hypothesis 1: *High Correlation between Predictors & Criterion Variables.*

Table 3

Correlation Table

	1	2	3	4	5	6	7	8	9
1. VE	.158	1							
2. SP	.372**	.295**	1						
3. PR	.412**	.092	.591**	1					
4. SE	.717**	.502**	.814**	.760**	1				
5. AC	.398**	.152	.412**	.532**	.544**	1			
6. CC	.302**	.252**	.460**	.512**	.544**	.578**	1		
7. NC	.282**	.373**	.477**	.458**	.560**	.476**	.442**	1	
8. OC	.399**	.328**	.563**	.631**	.681**	.818**	.858**	.767**	1
9. EX	-.028	.120	-.114	.157	.047	.057	.065	.176	.114

**Correlation is significant at the 0.01 level (2-tailed).

To check the association for the first hypothesis, we used Pearson correlation analysis. The result in Table three states that a high level of correlation exists between predictors and criterion i.e. $r=0.681$ with a p-value of 0.000. The correlation of OC with the predictors was $r=0.399$, MEs; $r=0.328$, VEs; $r=0.563$, SP and $r=0.631$, PR 0.544 against p-values of 0.000. Based on the results, we accept our first hypothesis as true.

Hypothesis 2: *MEs positively affect the OC.*

Table 4

Model Summary

R	R ²	Adjusted R ²	SE of Estimate	F	Sig.
.577 ^a	.342	.307	.42230	12.544	.000 ^a

Table 5

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
1 (Constant)	.938	.464		2.035	.044
MEs	.184	.082	.495	2.369	.017
VEs	.070	.102	.054	.684	.495
SP	.102	.104	.098	.977	.000
PR	.427	.110	.388	3.898	.000

- a. Predictors: (Constant), MEs, VEs, PR, SP
- b. Dependent Variable: AC

As the above table shows out of four predictors, two variables i.e., MEs and PR are significant on AC, whereas PR plays a significant role with 0.388 Beta and 0.000 p-value. Likewise, the second predictor i.e., MEs shows a 0.495 Beta value with a p-value of 0.017. Both the variables show brings 34% change as R² 0.342 in the AC, hence we accept hypothesis two as true.

Hypothesis 3: *Self-efficacy (VEs) predicts CC.*

Table 6

Model Summary

R	R ²	Adjusted R ²	SE of Estimate	F	Sig.
.573 ^a	.359	.301	.56253	12.247	.000 ^a

Table 7

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
1 (Constant)	-.837	.631		-1.314	.192
Mastery Experiences	.083	.122	.061	.725	.478
Vicarious Experiences	.284	.148	.167	2.019	.045
Social Persuasion	.254	.145	.181	1.706	.087
Psychological Response	.566	.147	.382	3.811	.000

- a. Predictors: (Constant) MEs, VEs, PR, SP
- b. Dependent Variable: CC

Table 7 shows that among the 5 predictors only VEs and PR have a significant impact on CC. In this hypothesis, PR once again proved to be the powerful predictor with its Beta score of 0.382 and p-value of 0.000. Furthermore, we can see in the table that VEs have a Beta score of 0.167 and a p-value of 0.045. From the results in Table 7 we can conclude that both variables bring almost 40% change (R²=0.359) in the CC, therefore based on the results, we accept hypothesis three as true.

Hypothesis 4: *SP influences the commitment of academicians in HEIs.*

Table 8

Model Summary

R	R ²	Adjusted R ²	SE of Estimate	F	Sig.
.602 ^a	.372	.348	.43427	14.296	.000 ^a

Table 9

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	-.116	.478		-.218	.837
	MEs	.054	.067	.051	.619	.532
	VEs	.353	.118	.253	3.283	.000
	SP	.286	.112	.255	2.616	.010
	PR	.291	.136	.242	2.521	.013
	EXP	.017	.014	.134	1.712	.080

- a. Predictors: (Constant), EXP, MEs, VEs, PR, SP
- b. Dependent Variable: NC

R² is 0.372, which implies a 37% change in the NC because of the predictors Table 8. However, if we look into Table 9, it shows out of five predictors, only three play a significant role in the prediction process. These include VEs with a p-value of 0.000, SP with a p-value of 0.011, and PR with a p-value of 0.010. The remaining two variables' p-values are > 0.05, therefore, we partially accept hypothesis four.

Hypothesis 5: *PR builds OC.*

Table 10

Model Summary

R	R ²	Adjusted R ²	SE of Estimate	F	Sig.
.691 ^a	.585	.462	.34768	22.651	.000 ^a

Table 11

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	.002	.383		.003	.989
	MEs	.120	.065	.118	1.637	.107
	VEs	.245	.083	.392	2.775	.002
	SP	.212	.087	.216	2.461	.014
	PR	.414	.091	.410	4.602	.000
	EXP	.013	.004	.057	.815	.426

- a. Predictors: (Constant), EXP, MEs, VEs, PR, SP
- b. Dependent Variable: OC

We can see in Table 10 the value of R^2 is 0.585, which, accounts for 58% changes in the OC by the predictors. However, on the other hand, results in Table 11 suggest that PR is the most powerful predictor with a Beta score of 0.58 significant at .000, followed by CEs with a beta score of 0.392 significant at a p-value of .002, and SP of 0.217 with p-value .014. The rest of the two variables have no significant role in predicting the criterion variable, so we accept our hypothesis partially.

Discussion

Turnover is one of the leading problems faced by today's organization, retaining a highly qualified and skilled workforce is a challenge for the management. They are seeking a mechanism that can satisfy the employees to ensure their level of retention i.e., organization commitment which can contribute to the ultimate goals of an organization upon which an organization's productivity and performance depend. Several organizations are facing challenges in this regard forcing them to restructure and downsize. The learning organizations need well-committed workers to materialize their goals in innovative competition. However, unfortunately, the lack of research links the personal and psychological characteristics of employees and organizational commitment. In particular, management requires facilitating conducive work settings and taking care of their employees to enhance their level of commitment. The findings of the study reveal employee commitment is critical in the sense that a high level of commitment leads to numerous promising organizational results. Raising organizational commitment among the higher education institutions' academic staff need of the hour, as stated before, highly committed employees stay longer, miss less work, engage in organizational citizenship behavior, and perform. Furthermore, highly committed academicians could be more enthusiastic to go beyond the call of duty this is why more frequent organizational citizenship behavior could result in better performance.

Conclusion

This study aimed to investigate the association between teachers' self-efficacy and perceived job performance. It is reported that employees with affective commitment work with more devotion voluntarily, in the same way, continuance commitment confirms that employees will retain their organizational membership. Yet, employees with normal commitment most often feel an obligation to stay. An employee could become more committed for several reasons, for example, alignment of organizational values, mission, and goals his own goals: prestige, benefits, social networking, etc. Self-efficacy reflects confidence in one's ability to exercise control of his or her own motivation, behavior, and social setting. Likewise, the employee's self-evaluation influences his goals along with impacting his or her efforts for the accomplishment of his/ her goals. Employees with high self-efficacy could be more motivated and committed compared to their counterparts with low self-efficacy. Employees with low self-efficacy become irritated in case they cannot complete the assigned task. On the other hand, employees with high self-efficacy behave and act differently. They always make efforts to accomplish goals and complete the assigned tasks. This study concludes that academicians with high self-efficacy perform better and teach well. Because they have confidence in them inter alia, they possess the quality of student motivation, thus such teachers take risks, initiative, and accept novel ideas.

Significance

Today almost every study focuses in one way or the other on organizational behavior both in the public or private sectors of developed or developing countries with numerous dimensions of employees' personalities and work to keep them well-informed about the changes to devise strategies and take appropriate measures for effective change management. The findings of the study will be helpful for researchers in the future to conduct studies on self-efficacy with different variables in different settings. It will be also useful for academicians to develop positive self-efficacy beliefs for the improvement of their performance. Similarly, the findings will also be a guide for the administration and management especially human resource officials in the selection of the academicians with high levels of self-efficacy that will further help in motivating problematic students to learn inter alia bringing the desired outcomes as well as behavioral change.

Recommendations

Newly inducted employees need to employ their skills to achieve their goals since organizations facilitate their employees to meet their goals thus it leads to increasing commitment of the employees to their organizations. Committed employees will have a strong desire for retention thus, they continue without switching intentions. Likewise, in case of a lack of desire for emotional attachment and involvement, they may quit the organization. If employees have belief in themselves that they are capable of carrying out in a certain way to accomplish the goals then they become assets for the organization thus organization gallops on the road of progress and prosperity which is mutually beneficial for employees and the organization as well. Based on the literature review and findings of this study, it is inferred that a collective system develops an intellect of collective efficacy and the group's shared beliefs thus a group of employees believe that they are capable of taking on challenges, resolving issues, avail the opportunities, and overcome the threats to attain the desired goals and outcomes. For instance, HEIs could develop and promote shared beliefs related to the competency of the students to pick up from their teachers, and in this regard, the management could create a conducive environment. This is why organizations with strong intellect of mutual efficacy exercise; they have empowering and vitalizing influence over their constituents whose outcomes could be evident and measurable.

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Deceleration of Interest

The author declares that there is no clash of interests.

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