Studies on Ego-Strength, Organizational Commitment and Teacher's Effectiveness: A Literature Review

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Abstract-

The purpose of a review paper is to succinctly review recent progress in a particular topic. Overall, the paper summarizes the current state of knowledge of the topic. It creates an understanding of the topic for the reader by discussing the findings presented in recent research papers. Ego-strength is the extant of effectiveness with which our Ego works in regulating the impulses and adjusting to the environment. It is one of the most elusive traits. Another variable which is the part of present study is organizational commitment. Organizational commitment refers to the connection or bond employees have with their organization. This is based on industrial-organizational psychology (I/O psychology) and describes the individual's psychological attachment to the organization. Teacher's Effectiveness defined impacts how it is conceived and influences the development of whole Education system. In the present study Researcher has surveyed the literature accessible on Ego-Strength , Organizational Commitment and the Teacher's Effectiveness.

Key Words- Ego-strength, Teacher's Effectiveness, organizational commitment.

Introduction-

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research. A good literature review doesn't just summarize sources – it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject. A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

Ego-Strength

The concept of ego strength is determining the capacity of an individual to perceive a challenging situation realistically and to execute the responses effectively (Ali, 1975). According to Maslow (1954). Self actualization and psychological health seem to have much to have common with the concept of ego-strength.

Barron' (1963) points out that most important consideration in judging the strength of a person's ego is not the amount of troubles, conflicts and crises that he encounters, but the confidence with which he encounters them with little ego-strength may feel to in between these competing demands while these with too much ego-strength can become too unyielding and external stress.

Symonds (1951) defines ego strength as the efficiency of the ego in regulating impulses and mastering the environment. Ego strength is the capacity for sustaining emotional equilibrium while waiting or working for later gratification. In other words it is a measure of the effectiveness with which the ego is performing its tasks of adapting to the demands of reality. A well-functioning healthy mind is the one where there is harmony between id, ego and superego by Engler (2014).

A person can be either high or low on ego-strength

1. Low ego-strength: People showing lack of motivation to overcome obstacles, not wishing to move out of their comfort zones or are lazy are low on ego-strength. They have distorted thinking patterns which compel them into believing that they just can't do it, it's not their cup of tea or probably that they lack the resources and are delicate. Reality haters, such unrealistic patterns cause anxiety and stress as the person believes that the problems will go away themselves without their having to do anything about the same. Inflated self-worth when appreciated and feeling belittled when criticized etc. are few of the many characteristics of people low on ego-strength. Basically following avoidance approach.

2. High on ego-strength: People who are motivated enough to overcome obstacles, always striving for the better and acknowledging their feelings be it guilt, anger etc., are empathetic and remain positive despite the adversity of the situation are high on ego-strength. It is not difficult for them to say 'NO' to others and have a positive self-worth. They face tensions but are willing to change the situation and improving upon it to eliminate the stress. They believe in, 'No matter what life goes on'. Such individuals follow a 'learning' approach.

Organizational Commitment

The concept of organizational commitment, when used as predictors of employee retention, has become the focus of managers in general and human resources departments in many organizations (Idris, 2014).

Organizational commitment (OC), is defined as "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers, & Porter, 1979: 226).

Teacher's Effectiveness

Campbell, Kyriakides, Muijs, and Robinson (2004) defined teacher effectiveness as the impact that classroom factors, such as teaching methods, teacher expectations, classroom organisation, and use of classroom resources, have on students' performance. According to Papanastasiou (1999) "that no single teacher attribute or characteristic is adequate to define an effective teacher".

- ## Studies related to Ego-Strength

Mishra (2013) conducted a study to analyze the self-concept and ego-strength of 80 visually impaired and the sighted students (14-18 years old) of two special schools and one regular school using the Children's Self-concept scale by Alhuwalia and Ego-strength by Hasan. Pearson's co-efficient value and T-ratio were used and it was found that there is: a) positive relationship between ego-strength and self-concept b) ego-strength of the sighted students was higher than that of the visually impaired and c) self-concept of sighted students was higher than that of visually impaired.

Mirshekari, Chanaq and Zahed (2014) conducted an investigation to study the relationship between Ego-strength, Self-control and Self-esteem among 330 male and female students of University of Shahed'. The tools used included questionnaires Psychology of ego's strength, Eysneck's self-esteem, and self-control scale, and also demographic information (gender,school, education, age, and marital status, etc). Pearson's co-efficient value and T-ratio were used and it was found that there is: a) a correlation between all the elements b) Ego-strength was higher in women as compared to men c) Components of ego's strength care, love, loyalty, competence and hope were higher in women as compared to men d) Difference between the male and female self-control and self-esteem was not significant.

Parghi, A.G. (2016) Study on emotional maturity and ego strength among adolescences. Result revealed that significant difference in emotional maturity and aggression in adolescences.

- ## Studies related to Organizational Commitment-

Mowday (1984) defended that a high level of commitment of employees may be one of the ways to minimize the consequences of the turnover. For this reason and for this construct to be considered as one of the causes of the turnover, this subject was chosen for this study to analyze the commitment of the employee with the organization.

Siqueira and Gomide Júnior (2004) understood that the organizational commitment is a relation at a psychological state maintained between an employee and organization.

Nelson and Quick (2008) and Tuna et al. (2016) among others have noted that, the extent of how strongly an individual identifies with an organization is a predictor of the individual's OC. Employees who are committed have a sense of purpose that may help them to advance organizational goals and objectives (Tuna et al., 2011). These researchers connected OC to the social identity theory. This theory is an integral relevance to the organization's external image or its perceived external prestige and looked at in a positive sense. Thus this connection plays an integral role in employees' strong identification with and commitment to an organization

Faloye (2014) suggested that when organizations can recruit, train, and then retain skilled individuals, the overall stability of the organization is maintained, both in terms of productivity and financial viability. Employees' OC has been assessed as a predictor of employee retention in several studies (e.g. Allen & Meyer, 1990; Balfour & Wechsler; 1996; Meyer & Allen; 1991, 1997; Mowday et al., 1979; Mowday et al., 1982; Suliman & Ilies; 2000; Tuna et al., 2016). OC has also been investigated as a predictor of employee effectiveness in carrying out the mission and vision of the organizational leadership (e.g. Singh & Gupta, 2015).

- **Studies related to Teacher's Effectiveness-**

Wenglinsky (2000) said about teacher effectiveness that, the classroom practices are important to learning. In his research, he found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure.

Paris and Paris (2001), told that "Effective teachers do not rely only on teacher directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning." Effective teachers are have minimum these qualities or known about these, they should be dynamic and energetic, clarity of instruction and good modulation, good study habits and work patterns, clear cut objectives, motivating students by providing new learning experiences, thorough in subject matter content, being conversant with up to date knowledge, selection of suitable teaching methods to suit individual difference, adoption of child centred approach, arranging and colleagues, active participation in social and cultural activities participating willingly in heath program, educating people about health and hygiene.

Goe, Bell, & Little (2008), in their study, elaborated various researches, policy documents, standards, and reports on teacher effectiveness and given a five-point definition of after scrutinizing the collected definitions. According to them, effective teachers consists of the following: i) effective teachers have high

expectations for all students and help students learn, as measured by value-added or other test based growth measures, or by alternative measures; ii) effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior; iii) Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence; iv) Effective teachers contribute to the development of classrooms and schools that value diversity and civic mindedness; and v) effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure (Goe, Bell, & Little; 2008, p. 8).

The study conducted by Khatal (2010) explored that the aptitude for teaching affect a teacher's teaching effectiveness. The effective teachers seem to possess higher aptitude for teaching as compared to the non-effective teacher. A teacher with higher teaching aptitude appears to have better chances of being effective as a teacher than a teacher with low aptitude.

The researchers Sandeep, Sawhney and Kaur (2011) investigate that No significant difference has been found in the teacher effectiveness of male and female teachers and significant difference has been found between self- concept of male and female elementary school teachers.

Mishra (1999), investigate that teacher effectiveness has significant positive correlation with job satisfaction and there exists a significant two-factor interactional effect in teacher's attitude towards teaching and their job-satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job satisfaction show lowest mean teacher effectiveness score.

Josheph, B. (2013), found that gender has no significant influence on personal, professional, intellectual, strategies of teaching and social aspects of teacher effectiveness i.e. male and female teachers possess similar teacher effectiveness. Locality has no significant influence on any of the aspects of teacher effectiveness and professional competency.

Discussion and Conclusion-

In the field of Educational Researches, the investigator found very few no. of researches related to Ego-strength and organizational commitment. From the review of above studies it is clear that there are several studies related to Teacher's effectiveness. Here we can see the knowledge Gap that there is no study found which represent the Impact of Ego-Strength on Primary School teachers in relation to their Organizational Commitment and Teacher's Effectiveness. From the review of above studies there were so many research question emerged in investigators mind e.g. Does the Ego strength of a teacher can affects his

Effectiveness in classroom?, Does The Ego strength of a teacher can affects his commitment towards his organization? The inquisitive mind of Investigator wants to know the Relation among Ego-Strength, Organizational commitment and Teacher 'Effectiveness.

Keeping all these view in mind the investigator decided to conduct a research on Ego-Strength of Primary school teachers in relation to their Organizational Commitment and Teacher's Effectiveness.

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