

ORGANIZATIONAL COMMITMENT AMONG THE TEACHERS OF GOVERNMENT SECONDARY SCHOOLS IN RELATION TO THEIR SELF-EFFICACY

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ABSTRACT

Teachers constitute one of the most important dimensions of innovative acts in education and school development. Teachers' beliefs about their self-efficacy have been discussed in various researches. Teacher's efficacy at work place change from generation to generation. Understanding employee's self-efficacy have become a key issue for an organization aiming to achieve higher performance. A significant variable namely self-efficacy in relation to organizational commitment is discussed in this study. Self-efficacy beliefs play a pivot role in teacher's performance. Self-efficacy judgments determine how much effort a teacher will make to master a challenge. Teachers with strong self-efficacy will perform any task better than others.

INTRODUCTION

Education is a process of empowerment and enlightenment for a better life. Only an affective education system can develop clues, enrich the interests and strengthen the competencies. Teacher play most important role in achieving the aims of education of any country. He has to define the aims of education and have to make efforts to fulfil these aims.

The educational organizations such as schools also need committed teachers to achieve their objectives as the success of these institutions greatly depends on the efforts and commitment of teachers. The teachers with high level of commitment can involve themselves in the activities of school whole heartedly. Higher commitment positively affects teachers' performance, which will ultimately lead to improvements in student learning. Teachers who are not committed to their work place are likely to put less effort in the classroom as compared to teachers with high levels of commitment. This would adversely affect student learning and achievement and standard of education. Organizational Commitment The most single factor of individual success in an organization is commitment. Of late, considerable interest in the concept of Organizational commitment has developed among theorists and researchers.

Self-efficacy is the inborn ability of our individual whether an individual would be able to proceed a course of action required is a particular situation self-efficacy is an individual's judgment about his or her ability to execute particular behaviour (bandura 1978) self-efficacy theory which suggests that a cognitive factor (i.e., outcome expectations and self-efficacy) are highly inter-related. Self-efficacy beliefs play a pivot role in teacher's performance, self-efficacy judgments determine how much effort a teacher will make to master a challenge. Teachers with strong self-efficacy will perform any task better their others.

Greater commitment can result in increased efficacy, values, security, competencies and more rewards for an organization. An effective organization will always promote a sense of commitment among its worker by using the self-efficacy of workers organizational commitment in terms of beneficial organizational and desirable outcomes such as reducing drop outs, increased quality, good results has been documented by many studies. Employees with self-efficacy would superior performance in optimal time which brings increased profits. When employees are committed to their work, they would be are creative and innovative and offer advances to the organization to involve possibility over time. On the other hand, a lack of self-efficacy results in low level of employee commitment that in turn effects work values and so the performance and goals.

Teachers constitute one of the most important dimensions of innovative acts in education, school development. Teachers' beliefs about their self-efficacy have been discussed in various researches. Teacher's values at work place change from generation to generation. Understanding employee's work, values at the work place have become a key issue for an organization aiming to achieve higher performance. A significant variable namely self-efficacy in relation to organizational commitment is discussed in this study.

ORGANIZATIONAL COMMITMENT

Organizational commitment is the bond employees experience with their organization. The employees who are committed to their organization generally feel a connection with their organization; feel that they understand the goals of the organization. The employees tend to be more determined in their work, show high productivity and are more active in offering the support. Organizational commitment is an individual's psychological attachment to the organization. It provides base for the prediction of other variables. Organizational commitment is the factor surrounding which the other factors revolve.

SELF-EFFICACY

Self-efficacy is the inborn ability of an individual to achieve the goals. It determines whether an individual will be able to precede a course of action required in a particular situation. Self-efficacy is an individual's judgment about his or her ability to execute particular behaviour (Bandura 1978). Self-efficacy is an important component of Bandura's general self-cognitive theory (1986) which suggested that an individual's behavioural, environmental and cognitive factors (i.e. outcome expectations and self-efficacy) are highly interrelated.

Self-efficacy beliefs play a pivot role in teacher's performance. Self-efficacy judgments determine how much effort a teacher will make to master a challenge. Teachers with strong self-efficacy will perform any task better than others.

STATEMENT OF THE PROBLEM

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NEED OF THE STUDY

The study deals to find out how far the self-efficacy and work values of the teachers have influenced their organizational commitment. The study will help in understanding the

imperatives of work values and its combination for the commitment and self-efficacy of the employees which would help organizations to continue their productive capability.

Research on organizational commitment spans over four decades and remains an area of interest to researchers. Strengthened commitment may translate into improvements in work performance of individuals that brings the reforms.

Despite tremendous research efforts being devoted to the understanding of the antecedents of organizational commitment, up to date, however, most of the previous research has been primarily conducted in other states and less is known about organizational commitment and its correlates in Punjab. However, culture is greatly different from that of other states such cultural differences may lead to misunderstandings and complications. A better understanding of the values related to work place and self-efficacy of teachers of Punjab is important to prevent the class room related problems.

OBJECTIVES

- To study the difference in the organizational commitment of teachers of government secondary schools of educationally backward district and educationally progressive district.
- To study the difference in the self-efficacy and of teachers of government secondary schools of educationally backward district and educationally progressive district.

HYPOTHESIS

Ho1: There is no significant difference in the organizational commitment of teachers of government secondary schools of educationally backward district and educationally progressive district.

Ho2: There is no significant difference in the self-efficacy of teachers of government secondary schools of educationally backward district and educationally progressive district.

Tools to be used

- Organizational commitment scale (OCS) by Meyer and Allen (2007) adapted and modified by the researcher.
- Teacher's sense of efficacy scale by Moran, Hoy and Hoy.(2001) adapted and modified by the researcher.

Delimitations of the study

- The study will be delimited to government secondary schools only.
- The study will be delimited to teachers of government secondary schools of educationally backward district and educationally progressive district only.
- Organizational commitment will be studied in relation to self-efficacy.

STATISTICAL ANALYSIS

Organisational commitment: Organisational commitment of teachers of educationally backward and progressive districts has been found to be statistically significant ($t_{.05} = -3.640$, $p = .000$) at .01 level of significance. The descriptive statistics also indicate that teachers of educationally progressive districts (Mean=3.53, S.D. = .59) have higher organisational commitment level in comparison to teachers of educationally backward districts (Mean=3.29, S.D. = .55). Thus, hypothesis, “H₀₁. There is no significant difference in organizational commitment of teachers of government secondary schools of educationally backward district and educationally progressive district”, is rejected at .01 level of significance.

Self-Efficacy: Self-Efficacy of teachers of educationally backward and progressive districts has been found to be statistically significant ($t_{.05} = -9.061$, $p = .000$) at .01 level of significance. The descriptive statistics also indicate that teachers of educationally progressive districts (Mean=3.68, S.D. = .58) have higher self-efficacy in comparison to teachers of educationally backward districts (Mean=3.02, S.D. = .68). Thus, hypothesis, “H₀₂. There is no significant difference in self-efficacy of teachers of government secondary schools of educationally backward district and educationally progressive district”, is rejected at .01 level of significance.

FINDINGS:

- **Organisational commitment** of teachers of educationally progressive districts has been found to be higher than educationally backward district.
- **Self-efficacy** of teachers of educationally progressive districts has been found to be higher than educationally backward district.

CONCLUSION

The present study focuses on the employee performance and their organisational commitment in relation to self-efficacy. The results of the study support that if work place has employees who are efficient and objective oriented and have more self-efficacy than other employees would bring high satisfaction among the employees which in turn results in high employee performance and higher commitment towards their organisation.

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