

Impacts of Self-Efficacy on Organizational Commitment of Academicians

A Case of Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan

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Abstract

Self-efficacy [SE] and organizational commitment [OC] have been identified by the researchers as interdependent where the role of SE in changing employees' motivation is more critical and decisive in the performance of employees. Teachers SE in the work environment is also underlined as the major determinant of teachers' OC at all levels of education. This becomes more obvious at the higher level education like universities because teaching at university level is far more intellectually demanding and thus challenging as compared to the lower levels of education at college or schools. This paper is the part of thesis written on the relationships between SE and OC of teachers at the University level. The field data was collected from the Academicians in Gomal and Qurtuba Universities of Dera Ismail Khan, KPK, Pakistan. The results verify the role of SE in modifying the teachers' level of commitment to their job.

Keywords: Self-Efficacy [SE], Organizational-Commitment [OC]

1. INTRODUCTION

The role and supremacy of self-efficacy is well established in learning both by the researchers and practitioners. According to Bandura (1982), research has verified over and over that self-efficacy is a big reinforcement for learning & motivation purposes. It was documented 25 years ago, that teachers with high self-efficacy are more successful in motivating the students towards learning. This attribute is considered as one of a few characteristics of a teacher (Soffa, 2005; Akram & Ghazanfar, 2014).

Following this study, a wide spread research project were initiated to identify the relationships between self-efficacy and other variables in the teaching & learning environment. The links were identified between teachers' innovativeness, teachers' competence and class management strategies with their self-efficacy (Schwarzer & Hallum, 2008). Furthermore, other studies came up with the evidence that the impact of self-efficacy is far reaching as they found, it is far more critical than the concepts of self and self-esteem in the background of learning (Hebert et al., 2014).

There are many factors that make or break the self-efficacy of teachers however; it is notable that the main role in this regard is played by the initial self-experiences of the teachers beginning from the date of teacher's appointment. However, it should be noted that the same initial mastery experiences can also decrease the self-confidence on certain dimensions (Hoy & Woolfolk, 1990). Given that self-efficacy can either increase or decrease during the initial teaching period therefore as per Bandura this initial period must be considered vital & decisive. The teachers with high self-efficacy are supposed to take on challenging tasks of teaching with high levels of devotion & commitment. However, it must be kept in mind that organizational commitment is a separate attribute which requires categorical attention (Graham, 2011).

The current research on organizational commitment is mostly in the background of industrial organization and occupational psychology (Chughtai & Zafar, 2006), teachers' commitment has been given less attention while teachers' commitment is very significant as it increases teachers' retention, performance, interest in work and enhances organizational citizenship. Similarly, highly committed teachers get more involved in their classrooms as compared to those with low commitment (Sial, Jilani, Imran & Zaheer, 2011). Teacher's commitment is, however, indispensable for student's achievement and standard of national level education. This has been recognized by the high-ups and they are doing their level best to pin point the commitment factors, unique to the academicians in higher education (Islam, Ahmed, Ahmed, 2012).

2. LITERATURE REVIEW

2.1 Self-Efficacy

A. Overview of Self-Efficacy

The concept of self-efficacy [or *self-confidence*] was developed in 1986 by Bandura. Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that an individual has potentials to achieve the goals by managing the situation. Self-efficacy is the belief of a capability to achieve the success. For example a person with high self-efficacy may participate to complete his assignments whereas a person with low self-efficacy would be just a kind of disappointment for the employer organization (Akram &

Ghazanfar, 2014).

Self-efficacy is taken as main ingredient to psychological health. It is suggested that the absence of self-efficacy is the heart of psychological problems. Self-efficacy consists of nature and construction of self-efficacy beliefs, origins and effects, the procedures through which such beliefs function and the modes through which they can be created and strengthened. People can be more inclined to take on a task with the belief they can succeed. People generally avoid tasks where their self-efficacy is low and will engage in jobs where their self-efficacy is high. People with self-efficacy always try their best to complete assignments and also defeat their difficulties. That is a main reason for which the people of low self-efficacy are unable to grow and succeed (DeNoyelles et al., 2014).

Bandura (1994) described these beliefs as determinants of how people think, behave, and feel. Beliefs about self-efficacy have a strong impact on our goals and achievements by influencing our personal choices, motivation, and emotional reactions. For instance, we tend to avoid threatening situations about which we believe they exceed our skills. Perceived self-efficacy also affects how successfully goals are accomplished by influencing the degree of effort and persistence an individual demonstrates in the face of obstacles (Graham, 2011). That is, the stronger the perceived self-efficacy, the more active our efforts. Higher self-efficacy is also linked with more persistence, at attribute which allows gaining corrective experiences that reinforce the sense of self-efficacy (Hebert et al., 2014).

B. Academicians' Self-Efficacy

The construct of teacher efficacy has been a subject of broad research for approximately three decades. The day the theory of self-efficacy was first introduced, efforts have been made to identify its empirical/field value or to assess how it functions in the everyday practice of teachers and its impact on students' learning (Ebrahimi & Jahanian, 2014). Many research projects have accumulated facts about the impacts of teacher self-efficacy in various learning situations and environments. It has been proved that teachers' belief in their own capabilities positively influence the actions and efforts of teachers, motivation, teaching-styles, classroom management, and students' learning (Banfield & Wilkerson, 2014).

Research has shown that teacher efficacy has positive effects on: teacher effort and persistence in the face of challenges; the implementation of new instructional practices (Evers, Brouwers, & Tomic, 2002); students' academic achievement and success (Caprara et al., 2006; Akram & Ghazanfar, 2014). Teachers with high levels of self-efficacy:

1. Constantly experiment with new teaching methods;
2. Possess a tendency to be less critical of their students; are usually more supportive, both instructionally and emotionally;
3. Mostly work longer with problematic students;
4. Are more enthusiastic and more committed to the profession than fellows;
5. Tend to be more open to learning;
6. Exhibit mature levels of planning;
7. Practice a more humanistic approach in the classroom.
8. Apply less teacher-directed whole-class instruction (Ashton & Webb, 1986);
9. Deal with the needs of low-ability students (Ross & Gray, 2006);

A powerful sense of self-efficacy for a teacher is a crucial factor in teaching. A teacher's personal beliefs and attitude are linked to teacher success and use of required teaching strategies, and they affect students' performance. Effective teachers demonstrate behaviors which are unique to quality instruction (Ebrahimi & Jahanian, 2014). A highly confident teacher does not only believe that he/she can modify actions but also actually demonstrates this belief through his/her attitude. To put it in Bandura's diction, teachers' beliefs mediates teacher teaching activities (Hebert et al., 2014).

C. Dimensions of Self-Efficacy

i. Mastery Experiences [Enactive-Attainment]

The performance accomplishments are one's personal mastery experiences that are defined as past successes or failures. Performance outcomes are the most important source of self-efficacy where positive and negative experiences can influence the ability of an individual to perform a specific task. If one has performed well previously, he/she is more probable to feel competent and perform well at a similar task (Bandura, 1977). The individual's self-efficacy can be high in that particular area so he/she is more likely to exert and complete the task with better results. If an individual experiences a failure, self-efficacy is reduced but, if failures are overcome by conviction, it increases self-motivated persistence when the situation is viewed as a reachable challenge (Bandura, 1977). Successful performance achievements provide the most authentic evidence of whether one can generate success. Conversely, failure, if it occurs early in the learning experience, undermines one's belief of efficacy (Sewell et al, 2000; Sarkhosh & Rezaee, 2014).

ii. Vicarious Experiences [Social Modeling]

People can generate high or low self-efficacy vicariously through other people's performances. A person can observe another perform and then compare his own ability with the other individual's competence (Bandura, 1977). If a person finds someone similar to succeed, it can also increase their self-efficacy. However, the opposite is also true; watching someone similar fail can lower self-efficacy (Sarkhosh & Rezaee, 2014).

An example of how vicarious experiences can increase self-efficacy in the workplace is through mentoring programs, where one individual is compared with someone on a similar career path who will be successful at increasing the individual's self-efficacy. An example of how the opposite can occur is in a smoking cessation program, where, if individuals see several people fail to quit, they may worry about their own probability of success, leading to low self-efficacy to quit (Hebert et al., 2014).

iii. Social Persuasion

Commonly people are made to believe that they can successfully accomplish a task or behaviour through the use of suggestion, encouragement, or self-instruction. However, since verbal persuasion is not grounded in personal experience, it is a poorer inducer of efficacy and may extinguish by the history of past failures. In this regard, Bandura proposed that people could be motivated to believe that they have the skills and capabilities to succeed (Banfield & Wilkerson, 2014).

According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement relating to an individual's performance or capability to perform; such as a manager telling an employee, 'You can do it', 'I have confidence in you' and other similar comments. Using verbal persuasion in a positive sense leads individuals to exert more effort; therefore, there is greater chance of success. However, if the verbal persuasion is not positive, for example, a manager saying to the worker, 'This is not acceptable! I cannot handle this project' can lead to confusions about oneself resulting in lower expectations of success (Hebert et al., 2014).

iv. Physiological Response

All people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). Some examples of physiological feedback can be: giving a speech before of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause anxiety, agitation, sweaty palms, and/or a racing heart (Hebert et al., 2014).

Although this source is the least influential of the four, it is critical to note that if one is more at ease with the task in hand they will feel more proficient and have higher beliefs of self-efficacy. Bandura also comments 'it is not the just intensity of emotional and physical reactions that is critical but rather how they are perceived and interpreted.' By learning how to control stress and elevate mood when facing challenging tasks, people can improve their belief in self-efficacy (Banfield & Wilkerson, 2014).

2.2 Organizational Commitment

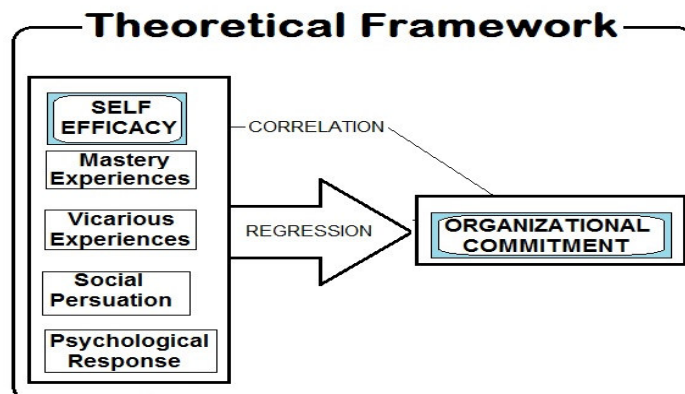
People bring mental and physical capabilities and character to their jobs. Many try to make a difference in their lives and in that of others through working. The reason for wanting a job is often significantly more than just a pay-check. Jobs can be looked at as the means used to achieve personal objectives. When a performance meets or exceeds an individual's expectation, the individual often experiences positive emotions. Organizational Commitment is defined as the employee's psychological affiliation with an organization. Resultantly, he/she strongly identifies with the goals of the organization and desires to remain as a part of the same organization (Caramollah & Daneshfard- 2012).

Organizational commitment can also be defined as the attachment or bonding that individuals form to their employer organizations (Raza & Nawaz, 2011). Traditional, the research on organizational commitment has concentrated on individuals' affective attachment to the organization, even though it has a number of facets. Meyer & Allen propose that 3 components of commitment: affective (emotional attachment to, identification with and involvement in the organization), normative (feeling a moral obligation to stick with the organization) and continuance (feeling stuck and staying because it is too costly to quit) can develop from the HRM practices. Commitment is a construct that seeks to create consistencies involving attitudes and behaviour and involves behavioural choices and rejection of feasible alternative courses of action (Eslami & Gharakhani, 2012).

Most of the recent research in organizational psychology and organizational behavior literature has observed organizational commitment through two popular approaches namely, commitment-related attitudes and commitment-related behaviours. Likewise, organizational commitment has also been pinpointed as a crucial factor in determining and influencing organizational productivity. It is believed to be vital for organizational performance, quality, and reputation. Research tells that teachers show relatively lower normative commitment that deals with the feeling of obligation to remain with the current employer/employing organization (Madiha Shah- 2012).

2.1.3 Theoretical Model

Figure 1 Schematic Diagram of the Theoretical Framework



3. RESEARCH DESIGN

In the social sciences the survey approach is the most frequently used mode of observation for data collection (Babbie, 1993:256-257). It enables the researcher to collect every kind of data to answer any research question (Yin, 1994:6). Current study explores the behavioural aspects of the academicians therefore the survey approach will be used as it is known as the ‘excellent vehicles for measuring attitudes and orientations of the employees (Sekaran, 1999:257). Secondary data has been collected from thesis, books, journals, magazines, newspapers, government publications through preparing cards (extractions from the existing literature) with reference to the topic. All the material in cards were then classified and re-classified over and over to make them usable for final qualitative analysis (Nawaz, 2013).

A structured questionnaire (generated from the literature) will be filled by a sample of male & female teachers selected randomly from the social sciences departments. The researcher used 5-point Likert scale. For the purpose of validating of items the panel of experts were requested to refine the items in the format and language to make it in a logical order. The feedback from experts was then incorporated into the final questionnaire. The reliability of scale was tested through the application of Cronbach Alpha using SPSS software. The reliability score for 37 items is 0.871 which is acceptable in social sciences because as per experts, the threshold is 0.70. The reliability statistics are given below (Table 1).

Table 1 Reliability Statistics of the Instrument

Cronbach's Alpha	N of Items
.871	37

4. TABULATION & DATA ANALYSIS

4.1 Descriptive Results

Table 2 Descriptive Statistics on the Research Variables

	N	Min	Max	Mean	Std. D
Mastery Experiences	132	2.67	5.00	3.7538	.49013
Vicarious Experiences	132	2.71	4.57	3.8929	.37956
Social Persuasion	132	2.20	4.60	3.5545	.47380
Psychological Response	132	2.57	4.57	3.4134	.44664
Self-Efficacy	132	3.11	4.45	3.6537	.31692
Organizational Commitment	132	2.75	4.67	3.5587	.46252

4.2 Testing of Hypothesis

4.2.1 Association of Predictor with Criterion Variable

Hypothesis # 1 Self-Efficacy Predicts Organizational Commitment [n = 132]

Table 3 Correlation Statistics [H₁]

		Mastery Experiences	Vicarious Experiences	Social Persuasion	Physiological Response	Self-Efficacy
Organizational Commitment	r	.395**	.318**	.552**	.612**	.670**
	p	.000	.000	.000	.000	.000

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

Analysis

1. The Pearson correlation procedure was applied to compute the ‘Correlation Statistics’ between the

Predictors (Self-Efficacy) with the Criterion variable of ‘Organizational-Commitment’.

- It is very critical that there is highest correlation between the predictor and criterion ($r=0.670$ and p -value of 0.000).
- It is therefore concluded that Hypothesis # 1 [H_1] is substantiated and accepted as True.

4.2.2 Prediction of the Dependent Variables

Hypothesis # 2 Self-Efficacy Predicts Organizational Commitment

Table 4 Model Summary of Multiple Regressions [H_2]

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.696 ^a	.484	.464	.33868	23.662	.000 ^a

Table 4a Coefficients of Regression [H_2]

Model-1		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.001	.381		.002	.998
1	Mastery Experiences	.110	.068	.117	1.628	.106
2	Vicarious Experiences	.235	.084	.192	2.786	.006
3	Social Persuasion	.211	.086	.216	2.459	.015
4	Psychological Response	.424	.090	.410	4.701	.000

a. Predictors: (Constant), ME, VE, PR & SP

b. Dependent Variable: Organizational Commitment

Analysis

- Table 4 showing model summary tells that the predictors are responsible for 48% of variation in Organizational Commitment ($R^2 = 0.484$).
- Table 4a gives the detail of the role played by each single predictor. As the last column shows that ‘Vicarious-Experiences, Social-Persuasion and Psychological-Response’ are the three significant variables with p -values far below the required 5%; 0.006, 0.015, and 0.000 respectively.
- The ‘Mastery-Experiences’ is insignificant in the regression process.
- Given the above statistics, it is decided that since a big variation is coming because of the predictor therefore the H_2 is accepted.

5. FINDINGS & DISCUSSIONS

The above section on the tabulation and data analysis presents the results from statistical manipulation of field data processed through SPSS. Following findings emerge from quantitative analysis of the first-hand facts and figures:

- As mentioned in the literature, the *association* [see Section 4.2.1; H_1 ; Table 2] between SE and OC has well been established through Pearson Correlation procedure, which confirms that the level of intimacy between two variables is Statistically Highly Significant [p -value = 0.000] with a Strength of 0.67. This is more than 50% showing the depth of association. This relationship is further supported by the next test of hypothesis about the exploration of *cause-n-effect* link between SE and OC.
- To understand of the nature of relationship identified by correlation statistics, the Regression procedure was run to establish the role of ‘Independent and Dependent’ variables between SE and OC [see Section 4.2.2; H_2 ; Tables 4&4a]. The statistics show that 48% of change in OC is predicted by SE while rest of change by other variables. This confirms that existence of association between the variables as well as exposes the direction of their mutual relationship.
- If we take a deeper look into the role of ‘Dimensions of SE’ the statistics is surprising in the sense that ‘Mastery Experiences’ has the significant Association with OC but it is not significant in terms of *Cause-n-effect* relationship [see Table 4a] between the predictors and criterion variable of OC.
- It is therefore obvious from the testing of both the hypotheses that the SE and OC are so connected that any variation in SE brings a big change in the teachers’ OC. The findings of this study verify and support the hypothesis widely mentioned and tested across the literature produced around the globe.
- The same but very powerful connection exists between the two variables in a developing state like Pakistan and more surprisingly in a remote area of the country: Dera Ismail Khan, KP, Pakistan.

6. CONCLUSIONS

Several conclusions can be drawn from the above qualitative and quantitative analysis of the existing and primary facts and figures about the SE and OC of Academicians in Gomal University of Dera Ismail Khan KP Pakistan. Following conclusions surface for presentation:

- Both SE and OC are interdependent.

2. SE brings mega changes in the OC of teachers at University level.
3. As per study, the Mastery Experiences [personal-experiences of success and failure] are not significant in changing the OC behaviour, thus it needs special attention by the concerned education management.
4. By focusing on making personal experiences as positive, both SE and OC can be enhanced in this local environment of a University.
5. The University Authorities must be careful in their policies about the enhancement of OC for the teachers and take due care of teachers' self-confidence level. A higher level of SE can enhance OC as found in the current study.

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