PERSONALITY TRAITS, SELF-EFFICACY, AND ITS EFFECT ON ORGANIZATIONAL COMMITMENT AMONG PRIVATE SCHOOL TEACHERS.

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DEDICATION

We dedicate our research to our parents with deep thanks. Their unfailing love, support, and encouragement have helped us in our quest for knowledge. Every achievement we have made is a result of their efforts and faith in us.

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ABBREVIATIONS

Mini IPIP = Mini International Personality Item Pool

M = Mean

SD = Standard Deviation

OC = Organizational Commitment

OCQ = Organizational Commitment Questionnaire

SE: Self-Efficacy

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ABSTRACT

The aim of the research is to study how personality traits, self-efficacy and organizational commitment are related and its effect on organizational commitment among private schoolteachers. Also, whether there will be a gender difference in personality traits, self-efficacy, and organizational commitment. A correlational study was conducted with sample of 300 private school teachers. To measure personality, Mini IPIP- 20 item scale by Donnellan, et al., (2006) was used, for self-efficacy, TSES- short form scale with 12 items by Megan Tschannen-Moran and OCQ by Meyer & Allen, (1991) was used to assess organizational commitment among school teachers. Correlational analysis and regression analysis was performed to find the relationship and effect of variables. It was found out that there is a positive relationship between personality traits and organizational commitment but a significant positive relation between agreeableness, teachers' self-efficacy and organizational commitment, agreeableness and affective commitment had significant positive relationship. Moreover, self-efficacy and agreeableness significantly predicted organizational commitment. And independent samples t- test was conducted to see the gender difference but no significant difference of personality traits, self- efficacy and organizational commitment was found among males and females. Further implications can be provided by conducting training programs, workshops that may enhance their personality and self-efficacy. Teachers should be provided with incentives or appreciation for their work and required resources that may improve their professional competence.

Keywords: *Personality traits, self-efficacy, organizational commitment, school teacher*

INTRODUCTION

Teachers play an essential role in a student's education and their life. Students are greatly influenced by teachers thus it is vital to understand their self-efficacy and personality, as what a teacher holds as view and belief, inculcates into students. Therefore, teachers' commitment will impact students learning as in the institute they have direct interaction with students. Hence, the organizational commitment of teachers is positively and directly affected by personality (Utami et al, 2021). It is also found by Demir, (2020) about teachers in secondary schools in Hatay City had higher job satisfaction, organizational commitment, motivation, and job involvement as their self-efficacy increased.

According to Hockenberry & Hockenberry (2010), personality is defined as intellectual, affective, and behavioral differences that set an individual apart from others. There are many theorists who explained personality according to their point of view.

One of them is, Austrian physician and psychologist Sigmund Freud, who explained human behavior, the psychodynamic method is employed, which emphasizes the influence of unconscious ideas, feelings, and memories. It is one of the most significant psychological techniques for understanding personality. Freud argued that the mind had three components: id, ego, and superego and that the connections and conflicts between the parts create a character. According to Freudian theory, the id is the aspect of our personality

that determines our perception of our most fundamental motives. The id, which is totally unconscious, is responsible for our most essential motives, such as sexual desire (libido) and violent or destructive drive (Thanatos). According to Freud, the id is motivated by the need for rapid fulfillment of our sexual and violent desires. The id is what drives us to consume cigarettes, drink alcohol, make nasty jokes about other people, and do other entertaining or destructive things, frequently at the price of performing more useful things. Rather than the id, which is concerned with the pleasure principle, the ego's competence is dependent on the truth rule and the likelihood that we should postpone gratification of our essential impulses until the appropriate moment with the appropriate outlet. Tangor and Walinga (2014).

Carl Gustav Jung, a Swiss psychiatrist who was an early supporter of Freud's theories, questioned Freud's focus on sexual drives in personality formation (Holzman, P. S., 2023). The opposing mental attitudes of extraversion and introversion shape most of our conscious experience of our surroundings and how we react to them. Jung felt that psychological energy might be directed either outwardly, or inwardly, toward the self. (Schultz & Schultz, 2017)

Jung and Freud differed on the significance of sexuality. He considered libido to be more than just sexual energy but rather generalized psychological energy. For Jung, psychic energy aimed to stimulate the person in a variety of ways, including spiritually, intellectually, and creatively. It was also a source of motivation for people to seek pleasure and avoid conflict. The ego, according to Jung, symbolizes the conscious mind, which

includes the ideas, memories, and emotions that a person is aware of. Identity and continuity are mostly determined by the ego. Our behaviour and consciousness are then influenced by the prevalent attitude. The nondominant attitude, on the other hand, remains influential and becomes part of the human unconscious, where it might influence behaviour. The first layer, known as the personal unconscious, is similar to Freud's notion of the unconscious. The personal unconscious holds both forgotten knowledge and suppressed memories. The second layers is called collective unconscious which is a universal version of the personal unconscious that stores mental patterns or memory traces shared by all members of the human species. It contains archetypes which are repeating themes that indicate experiences. According to Jung, the human mind possesses intrinsic qualities that have been "imprinted" on it as a result of evolution. These general tendencies are inherited from our ancestors. . The persona, anima, animus, shadow, and self are the most potent archetypes. (Mcleod, 2023).

Adler argued that personality development began at birth. He believed that early childhood good and negative events may cause reactions that would shape lifetime personality orientations or aspirations (Dewey, 2018). According to Adler, when we are encouraged, we feel capable and respected, and we tend to respond in a linked and cooperative manner. When we feel discouraged, we may engage in undesirable behaviors such as competing, withdrawing, or giving up. Finding methods to convey and accept encouragement, respect, and social interest contributes to our sense of satisfaction and optimism (Adler Graduate School, 2021).

Adler's personality theory focused on three aspects: life style, birth order, and inferiority complex. When a person continually struggles to learn a skill or puts too much emphasis on a single defect, an inferiority complex might emerge. Adler, on the other hand, expanded the concept of compensation and overcompensation, which essentially refers to the practice of participating in activities that assist people overcome feelings of inadequacy. According to Adler, each person creates their own philosophy or style of life. Our aspirations provide us with a constant source of motivation. These goals provide us a sense of stability and help us overcome our inferiority issue. The core element of Adler's theory is that human behaviour is deliberate and goal oriented. We can all make choices and create. Our personal objectives serve as a source of motivation for us. Pursuing goals that give us stability and help us overcome feelings of inadequacy is critical to achieving the growth of our personalities. (Alfred Adler's Personality Theory, 2022)

According to Kelland (2017), Erik Erikson is one of the few Western personality theorists who addressed the complete lifespan. He switched Freud's emphasis from psychosexual tensions to psychosocial crises, which appear differently in adulthood and old life. He proposed eight stages of development.

A conflict at each level forces the person to choose between adaptive and maladaptive coping strategies. Trust or distrust might develop from the oral-sensory stage (birth to age 1). The muscular-anal stage (ages 1-3) results in independent volition or self-doubt. The locomotor-genital stage (3-5) utilize for the development of initiative or guilt. Latency (6-11) results in either industriousness or inferiority. Adolescence (12-18) is the time when

the ego identity is created (the identity crisis), which can lead to identity cohesiveness or role uncertainty. Young adulthood (18-35) characterized by closeness or loneliness. Adulthood (35-55) results in either generativity or stagnation. Maturity (above 55) manifests itself as ego integrity or despair. Erikson portrayed a pleasant, optimistic picture of human nature, (Schultz & Schultz, 2017, p.189). Erikson considered his theory to be a tool of thinking instead of based solely on facts. So, utilize these eight stages as a starting point to help your child acquire the psychosocial skills, they'll need to be successful (Lewis, 2023).

In 1936, a psychologist by the name of Gordon Allport proposed the first trait theory. He was an American psychologist who made a significant contribution to our comprehension of the concept of personality. Both the behavioral theory of personality and Sigmund Freud's psychoanalytical theory of personality had aspects with which he disagreed. He thought of one more hypothesis of character, which he named the attribute hypothesis of character. He believed that we needed to break down people's behaviour patterns into observable characteristics in order to comprehend them. A trait is a characteristic or attribute of an individual that is somewhat stable and lasts for a long time, according to trait theory. Qualities' most significant attributes are their general security over the long run, fluctuating levels of articulation in various people, and their impact on conduct. (Shukla, 2022)

A three-level hierarchy was established by Gordon Allport for these characteristics. A person's life is dominated by cardinal traits. A person's behaviour is shaped in such a way

that they are known specifically for these characteristics. Central traits, in contrast to cardinal traits, are the aspects of your personality. They are effortlessly distinguished qualities of an individual. The term "secondary traits" refers to characteristics that are significantly less applicable and less general. The theory has also been criticized in some ways. For instance, the trait theory does not address a person's state, or rather, their temporary behaviour. It doesn't talk about development or how to change things. (Mlblevins, 2014)

Raymond Cattell claims that personality represents a design of characteristics that may be used to explain and predict a person's conduct. Traits are permanent and contribute to the personality of an individual. Surface traits or core traits are personality characteristics such as friendliness, honesty, helpfulness, generosity, and so on. The source attributes provide the core framework of a person's personality. They are the unifying features of a person's personality that interact with the surface characteristics. Cattell claims that there are 23 source traits in normal individuals, 16 of which have been well studied. He created the 16 PF Test, a 16-question personality questionnaire. (Dane, 2018)

Eysenck's personality theory is regarded as a real model and the most robust hypothesis presented by psychology. The hypothesis best explains why everyone has a distinct personality. According to the notion, every one of us possesses three major characteristics. Psychoticism, extraversion, and neuroticism are the three qualities. Each person, according to Eysenck, has a varied level of each feature. Our personalities are made up of the degrees of these three qualities. (Guarino, 2018).

Individuals with a high level of extraversion participate in more social activities. They are more conversational, extroverted, and comfortable in gatherings. Extraverts love being the center of attention and, as a result, tend to have a bigger social network of friends and contacts. Individuals with high degrees of neuroticism report higher levels of stress and anxiety. They worry over little matters, exaggerating their significance and feeling unable to cope with life's difficulties. Individuals with higher levels of psychoticism are more likely to engage in risky or erroneous activity. They may also breach social norms and be driven by a need for immediate gratification, regardless of the consequences (Waude, 2017).

Albert Bandura, a psychologist, proposed the social learning theory, which states that learning occurs through observation, imitation, and modeling and is influenced by attention, motivation, attitudes, and emotions. The theory takes into account the interaction between cognitive and environmental factors that influence how people learn (Kendra Cherry,2022).

Models are individuals who are observed. Children are surrounded by numerous influential role models in society, including friends in their peer group, teachers at school, characters on children's television, and parents in the family. Children learn from some of these role models by paying attention to them. They might imitate the behavior they have seen later. Bandura emphasized the significance of social learning's mediated reinforcement and punishment. People are more likely to replicate a model's behavior if they see it rewarded. On the other hand, on the off chance that they see a model being rebuffed, they are less

inclined to impersonate the way of behaving. Bandura proposed that cognitive factors, personal characteristics, and the environment constantly interact to influence human behavior. This idea suggests that people actively shape their environment through their actions as well as passively receiving information from it. As per Bandura's social learning theory, we gain from communicating with others in a social setting. When we witness positive or satisfying experiences, we observe, absorb, and imitate their actions (Jeremy Sutton, 2023).

Carl Rogers and Abraham Maslow popularized this psychological paradigm, which emphasizes the human capacity for choice and growth. The primary idea is that humans have free will and are not just fated to act in specific ways or are zombies reacting to their circumstances. According to humanists, the human subjective experience of the world - how people feel things, why they see things, and so on - is the subject matter of psychology. Humanistic psychologists' study human behavior not just from the observer's perspective, but also from the performer's perspective. Humanistic psychologists believe that behavior is tied to a person's feelings and self-image. Humanistic psychologists, in contrast to behaviorists, think that humans are not entirely the result of their environment. Humanistic psychologists, on the other hand, explore the human meanings, understandings, and experiences involved in developing, teaching, and knowledge. They emphasize common human characteristics such as love, grief, concern, and self-worth. Humanistic psychologists study how people's perceptions and the meanings they attribute to their events affect them. Humanistic psychologists aren't very concerned in natural desires,

responses to external stimuli, or previous experiences. They think that conscious decisions, responses to internal demands, and present circumstances all contribute to the definition of human behavior. Humanistic philosophy maintains that as long as one's fundamental needs are addressed, everyone has the capacity to contribute to society and be a nice and liked person. (Education Essay based on Abraham Maslow's Humanistic Theory, 2018).

One of the twentieth century's most notable psychologists was B.F. Skinner, an American psychologist and social scientist. Skinner founded behaviorism, discovered the benefits of positive reinforcement in education, developed the Skinner Box, and conducted the first psychological experiments that generated predictable and statistically accurate results. In the 1930s, B. F. Skinner established the operant conditioning hypothesis, which asserts that punishment and reinforcement cause behavior change and learning. Reinforcement fortifies a response by raising the likelihood that favorable behavior will be repeat in the future. He argues that learning entails a change in outward behavior. A change in human behavior happens as a result of a person's reaction to stimuli (events) in their environment. (Main, 2023).

A theory of personality traits was developed by McCrae and Costa in 1987. It explains the major five personality traits. They consider personality traits to be fundamental tendencies. It includes how culture influences a person's skills, habits, preferences, and values. A person's willingness to try new things and be open to new experiences is the best way to describe openness. Curious, imaginative, and creative people are those who are interested in new experiences. A personality trait that indicates a tendency toward self-

discipline is conscientiousness. But it has to do with how people manage, regulate, and direct their impulses. Talkative, enthusiastic, open-minded, sociable, and courageous people have a high extroversion level. However, individuals with low extroversion tend to be shy, less talkative, and more isolated. A person's basic emotional style is referred to as their agreeableness. On the other hand, someone who is agreeable might be easy going, friendly, and pleasant. Emotional stability or instability is referred to as neuroticism. It is one of the personality traits that causes negative emotions like rage, anxiety, or depression to surface. (Niwlikar, 2022)

Big Five Factor personality traits agreeableness, conscientiousness, neuroticism, extroversion, and intellect are adjectives that are commonly used to describe personality traits (Goldberg, 1981; Salgado, Viswesvaran, & Önes, 2001). Among the five-personality traits, intellect places the most emphasis on creativity and intuition. Next trait is conscientiousness which is characterized by attentiveness, effective impulse control, and goal-directed action. Another personality trait is agreeableness which includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors. Extraversion, often known as extroversion, is a personality attribute characterized by high levels of emotional expressiveness, talkativeness, sociability, and excitability. Moreover, Sadness, moodiness, and emotional instability are characteristics of neuroticism (Cherry, 2023).

Bandura's social cognitive theory has been replaced by self-efficacy theory (SET). The two main factors of behavior, according to this theory, are perceived self-efficacy and result expectations. The latter concept is concerned with the perceived positive and adverse

effects of the behavior. A variant of this model that integrates risk perceptions and behavioral intention, as well as components of the action phase of behavior change, may be found in Schwarzer and Fuchs. (Hajovsky et al., 2020)

Teacher self-efficacy is an important component that determines teaching quality and student results. It refers to a teacher's confidence in their abilities to encourage student learning and successfully manage the classroom. Bandura's social cognitive theory and self-determination theory have both been widely employed to analyze the formation and maintenance of teacher self-efficacy. According to Bandura's theory, mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states all influence teacher self-efficacy. (Klassen & Tze, 2014) has demonstrated the relevance of teacher self-efficacy in encouraging student learning and engagement, as well as the usefulness of interventions geared at increasing teacher self-efficacy.

According to Allen and Meyer, OC is a psychological bond between an employee and their employer that reduces the likelihood of the employee leaving freely. OC is not just an important issue in human resource management because of its relationship with the behaviors and attitudes of many workers. All commitments are analogous to a psychological condition that describes an employee's engagement with the organization and their proclivity to keep that relationship. An organization's values, dedication, and strong beliefs are created by its loyal and committed employees. In order to accomplish specific organizational objectives, employees are committed to introductory roles. There are three different kinds of commitments that an organization can have. In addition, a three-

dimensional model that incorporates continuance normative, and affective has been created by Meyer and Allen. According to this, affective commitment is defined as emotional affection to an organization; a firm belief in the goals and values of the organization, as well as a positive attitude toward working hard to achieve those goals. An employee's feeling of compulsion to continue working for an organization is the definition of normative commitment. The word "continuance commitment" refers to the desire to remain a member of an organization in order to reap the benefits of losing principles. Basnet and Regmi (2019)

Porter, Steers, Mowday, & Boulian (1974) defined commitment as the extent to which an individual is associated with and involved in a particular organization. Their evaluations included measures of motivation, intent to remain, and identification with the organization's values. (O'Reilly & Chatman, 1986)

Natalie and Mayer (2002); Cooper in 2011; defined commitment into three types, normative commitment, affective commitment, and continuous commitment Emotional aspects of employees' involvement in an organization are referred to as affective commitment. Representatives who have a solid full of feeling responsibility will generally be faithful to the organization. However, this is also influenced by the company's employees' level of income, job satisfaction, and career security, all of which emotionally create a pleasant and comfortable environment. Continuous commitment is an employee's perception of their work environment that fosters morale, optimism, and the desire to stay or leave the company. Because of their need for the company, employees consider

sustainability; however, leaving the company will result in losses. The determination of employees to continue working for the company as a result of the pressure imposed by these norms and rules, which include working hours, work discipline, and a system that rewards performance at work. This commitment reflects his awareness of his rights and responsibilities as a company employee. Silvia, (2013) concluded that employees will develop a strong normative commitment if they are able to internalize work obligations norms and rules, if they are applied consistently and consequently, and if they are believed useful in meeting their needs.

The literature contains numerous studies that analyze the relationship between teachers' self-efficacy personality and organizational commitment of different cultures and designations of teachers.

In one related study, teachers who believe in their own abilities are more likely to support one another's growth in areas like developing innovative teaching techniques. High self-efficacy teachers at a school significantly contribute to the validation of student ideas of their own efficacy. During the 2017-2018 academic year, 321 teachers from 33 randomly chosen middle schools in Turkey's Hatay region participated in the study. Cluster sampling was used to gather the data. The purpose was to ascertain how self-efficacy and work satisfaction, organizational commitment, motivation, and job participation are related. Increased self-efficacy belief, a crucial idea in terms of educational quality, tends to increase job satisfaction, organizational commitment, motivation, and job involvement. Furthermore, self-efficacy beliefs increased teachers' job participation favorably via the

entire mediation effect of job satisfaction and motivation. Ultimately, the association between teachers' self-efficacy and work engagement was totally mediated by organizational commitment and motivation. This was done by studying it on a model with various attitudinal factors of middle school teachers of Hatay City. (Demir, 2020). The implication of this study indicates that school administrators should concentrate on improving and reinforcing teachers' self-efficacy beliefs. They may encourage good attitudes and lessen negative attitudes towards their work by doing so. Finally, enhanced job satisfaction, organizational commitment, motivation, and job participation among teachers can result.

Furthermore, every educational system strives to be as high-quality as it can be, and this tendency is frequently seen in the accomplishments of both students and institutions. The research study provides information about the government's emphasis on strengthening higher education in Pakistan. The government intends to raise the status of Pakistani students in higher education on both a national and international scale. To that end, there is a focus on improving teachers' qualifications through scholarships and financing. However, boosting teachers' education alone will not improve student outcomes, thus organizations are looking for additional elements that might contribute to students' skills. Moreover, Individual ability and dedication to duties are two crucial traits of a skilled teacher indicated. Dedication to the profession, learners, diversity, and essential human values are all examples of commitment. Teachers' dedication is seen as critical for both personal growth and institutional development Khan Rana & Ahmad Baig, (2020)

examined three factors: teachers' self-efficacy, dedication, and work satisfaction at the university level including both private and public sectors. Assessing the commitment, self-efficacy, and job satisfaction among male and female university-level instructors was one of the study's specific aims. These variables were measured through a 5-point Likert scale using Organizational Commitment Questionnaire, the second for self-efficacy from Bandura, and the third from 'The Teacher Job Satisfaction Questionnaire (TJSQ). Overall findings indicated that teachers had high levels of self-efficacy in both sectors. Some factors like the opportunity to progress, use of skills, freedom, and secure future, positively affected job satisfaction.

Moreover, in another study, it looks at the personality traits, self-efficacy, and organizational commitment of Kathmandu district Saving and Credit Co-operative Societies (SACCOS) personnel. The study examines the history and function of cooperatives in raising living conditions, quality of life, and educational outcomes in Nepal's semi-urban and rural areas. It emphasizes the enormous number of cooperative members and institutions that are effectively operating in the country. Furthermore, the study dives into personality traits, OC, and SE in the context of human resource behavior. It discusses the "Big Five" personality qualities (agreeableness, conscientiousness, emotional stability, extraversion, and intelligence) and their impact on employee behaviors including absenteeism, turnover, organizational citizenship behavior, and work satisfaction. The study investigates the interrelationships between personality traits and their associations with SE and OC in workers of SACCOS. It also looks at how personality

traits affect OC in different nations. Additionally, the study emphasizes the importance of personality traits for professional performance, namely self-awareness, resilience, drive, interpersonal sensitivity, influence, decisiveness, and integrity. It implies that good emotion regulation is an important component of emotional intelligence, and that emotional intelligence should be studied with a thorough comprehension of a person's personality. The Mini-IPIP five-factor model of personality was employed by the researchers. Employees' agreeableness, conscientiousness, emotional stability, extraversion, and intellect were tested using the Big Five personality characteristics. Results showed that there is a positive correlation between three personality traits agreeableness, conscientiousness, intellect, and self-efficacy. Female employees have a greater level of emotional stability than male employees, which is a notable difference in the attribute between the genders. It investigated the correlations between SACCOS workers' personality traits commitment, and self-efficacy in handling employees' conduct efficiently for an organization's total productivity. (Basnet & Regmi, 2019)

In another related study, the study attempted to evaluate the effect of teacher personality on organizational commitment, as organizational commitment is seen to be critical for attaining quality education. The study took a quantitative approach, employing a survey method. Using the Slovin algorithm, 83 civil servant teachers from public senior high schools in East Jakarta were chosen at random. The information was gathered through a survey and evaluated using route analysis. quality education is dependent on the organizational commitment of teachers. One of the key elements thought to improve

organizational commitment is the teacher's personality. Furthermore, the study discovered three personality traits that affected teachers significantly: emotional stability (33.98%), extroversion (33.56%), and experiential openness (32.46%). Additionally, employee involvement (33.74%), moral responsibility (33.55%), and loyalty (32.71%) were also high. were shown to be the most influential elements impacting organizational commitment. It aimed to investigate how teachers' personalities affect their organizational commitment. It is recommended that school principals consider teacher personality to increase teacher organizational commitment at schools considering the findings of this study. Utami et al (2021) conclude that the organizational commitment of civil servant teachers is positively and directly affected by personality.

In addition to that, Organizational commitment is significantly influenced by individual qualities. Additionally, committed human resources may help organizations increase performance and achieve both individual and collective success. Khiavi et al (2016) examined the relationships between organizational commitment and personality characteristics among Ahvaz Jundishapur University of Medical Sciences faculty members. Individual traits play a significant role in determining organizational commitment. Moreover, The Ahvaz Jundishapur University of Medical Sciences faculty members Ahvaz, Iran served as the research population for this cross-sectional study. The number of participants was set at 83. The Allen and Meyer questionnaire for organizational commitment and Neo for distinctive qualities were used as the data collecting tools. The data were examined using SPSS's simple linear regression analysis (SLR), the independent

samples t-test, the ANOVA, and Pearson's product-moment correlation. Continuance commitment was shown to be significantly related to neuroticism, extroversion, agreeableness, and conscientiousness. Normative commitment was shown to have a substantial positive relationship with conscientiousness and a negative relationship with extroversion ($p = 0.001$). The affective commitment was positively associated with openness. According to basic linear regression analysis, openness and agreeableness had the greatest impact on organizational commitment among the five traits. The findings showed that the personality trait of conscientiousness had a minor correlation with normative commitment and a positive and substantial medium association with continuous commitment.

Furthermore, Üstüner (2017) aims to investigate the relationship between pre-service teachers' five component personality traits and their attitudes about the teaching profession, as well as to explore the mediation effect of self-efficacy beliefs. It also investigates how their impression of instructor self-efficacy affects this association. Career selections are made mostly in high school, and personal characteristics, particularly personality, have a considerable effect in these decisions. Job satisfaction, motivation, and psychological well-being are all connected with having a job that corresponds with personal attributes. As a result, adopting appropriate employment choices is critical for people's psychological health. Teacher education has long been a source of contention in the educational system, and different solutions have been tried throughout the years. The research population includes pre-service teachers who took a "pedagogical formation

course" at During the 2015-2016 academic year, Inönü University's Faculty of Education, Department of Educational Sciences. The five component personality qualities of extraversion, conscientiousness, openness, and agreeableness were discovered to be related and significantly positively correlated with teacher self-efficacy belief, while the neuroticism personality trait was significantly negatively correlated with this belief. It was found that pre-service teachers' self-efficacy beliefs partially mediated the relationship between their conscientiousness and agreeableness personality traits and attitudes towards the teaching profession, as well as the relationship between their neuroticism, openness, and extraversion personality traits (Üstüner, 2017). The adoption of a curriculum in pre-service teacher education that would boost students' self-efficacy views about teaching would also positively influence their attitudes about the field.

Moreover, Teaching is a difficult job to pursue since it requires a great degree of devotion as well as physical stamina. Fortitude, both emotional and mental. In order to generate successful pupils, teachers must not only satisfy their primary obligations in the classroom, but they must also do non-essential activities. Additionally, job satisfaction is crucial for teachers' well-being and might influence their dedication to children. Teachers with strong self-efficacy, or belief in one's ability to plan and follow out activities to attain goals, are more satisfied with their jobs. A drop in teacher self-efficacy, on the other hand, can lead to work stress and burnout, resulting in job unhappiness, Burnout, defined as a condition of fatigue caused by extended stress, is recognized as an occupational danger in professions such as education, healthcare, and human services. It has a detrimental impact

on mood, attitudes, and behaviors and Job satisfaction is also related to a person's quality of life outside of their professional function. It includes employees' good and negative attitudes and emotions about their jobs. Increasing job happiness stems from a desire to improve employees' work experiences as well as organizational functioning and production. The goal of this study is to look at the link between self-efficacy, burnout, and work satisfaction among Selangor school teachers. The factors were studied using three instruments: the Teacher Sense of Efficacy Scale (TSES), the Maslach Burnout Inventory-Educators Survey (MBI-ES), and the Minnesota Satisfaction Questionnaire (MSQ). This study enlisted the participation of 380 public school instructors. According to Hamid & Sukir, (2022) self-efficacy has a positive association with work satisfaction, but burnout has a negative relationship with job satisfaction. The findings of this study can be utilized as a guideline for studying self-efficacy, burnout, and work satisfaction levels, particularly among teachers.

Additionally, (Hameli & Ordun, 2022) explores the relationship between emotional intelligence, SE, and OC, with a focus on self-efficacy's role as a mediator between emotional intelligence and OC. The authors used an online survey to collect data for this purpose. 145 workers from diverse organizations in Kosovo were included in the sample. To evaluate the hypothetical model, a mediation study was conducted using PROCESS Model Type 4. According to the findings, emotional intelligence is related to self-efficacy, and self-efficacy is related to OC. Furthermore, the mediation study results show that self-efficacy mediates the association between emotional intelligence and organizational

commitment. For future studies, the authors advocate testing this model utilizing the sub-dimensions of the mentioned variables, and additional models might be developed. Simultaneously, the survey may be used to analyze managers' emotional intelligence and establish if emotional intelligence promotes OC through self-efficacy. According to the conclusions of this study, managers and leaders in organizations should consider their workers' emotional intelligence, as individuals with higher emotional intelligence have more self-efficacy and may perform better. The study adds to the existing body of knowledge on organizational behavior by providing a complete explanation of the link between emotional intelligence, self-efficacy, and organizational commitment. This study was also carried out in a developing nation environment, which might usually produce different outcomes than those carried out in wealthy countries.

According to SE theory (Sherer et al., 1982), these are the fundamental drivers of behavior change. SE has been characterized as a miscible attribute depending on individual judgments of competence in certain contexts, and it has been frequently linked to performance gains and other good organizational outcomes (Gundlach et al., 2003). Further, perceived self-efficacy refers to an individual's judgment of his or her capacity to maximize overall performance (Bandura, 1984). People perform tasks with varying degrees of SE depending on their beliefs, competence, and social support. They realize how capable they are when they work on projects (Schunk, 1995). Commitment, on the other hand, is a process of identifying with the goals of an organization rather than its individuals. Senior management, consumers, unions, and/or the general public are examples of these

distinct groupings (Reichers, 1985). OC is critical for organizational effectiveness since it correctly predicts organizational outcomes and willingness to stay in an organization (Gamble & Huang, 2008).

The purpose of (Ajayi et al., 2017) was to investigate the impact of personality characteristics and work commitment on the job performance of public secondary school teachers in Oyo. Using a simple random sample approach, five local government councils were picked from nine in the Oyo South senatorial district. Furthermore, the findings revealed that the combination of personality characteristics and work dedication had a substantial impact on instructors' job effectiveness. According to the study, work devotion had a stronger effect on job success than personality attributes. Oyo State's South Senatorial District, Nigeria. It also evaluated the level of the job performance of public secondary school teachers and investigated the combined influence of personality traits and work commitment on the job performance of these teachers in order to improve their job performance in the senatorial district and Oyo State in general. This study concluded that personality characteristics (openness, conscientiousness, extraversion, agreeableness, neuroticism) have no significant impact on the work performance of secondary school teachers in Oyo South Senatorial District, Oyo State.

Moreover, the influence of OC on employee work performance has been extensively researched in the West, with few studies undertaken in non-western nations (Loan, 2020) has been little research on the impact of work satisfaction on this association. The goal of this research is to investigate the impact OC on job performance using Job

satisfaction plays as moderating functioning. Four hypotheses were created for this purpose: the first three anticipated positive correlations between OC, work satisfaction, and job performance, while the fourth proposed a mediation impact of job satisfaction. 547 workers from Vietnamese businesses were polled. The study's findings validated all of the hypotheses. As a result, organizational commitment improved work performance; organizational commitment improved job satisfaction; and job satisfaction improved job performance when organizational commitment was regulated. When work happiness was included in the model, the strength of the relationship between organizational commitment and job performance was dramatically decreased, indicating a mediation function for job satisfaction. According to the findings, a simple positive association between organizational commitment and work performance may not always lead to the desired consequence - job performance. As a result, the key to success is to improve job happiness through solutions that raise organizational commitment and, as a result, job performance. According to the findings of this study, work satisfaction mediated the influence of organizational commitment on job performance. This study also discovered that organizational commitment promotes work satisfaction, lending credence to the positive relationship between organizational commitment and job satisfaction (Porter et al., 1974; Bateman & Strasser, 1984; Meyer et al., 2002; Pool & Pool, 2007).

Furthermore, Chandrika et al., (2022) investigates how self-efficacy affects organizational commitment and professional engagement in higher secondary school teachers. For this inquiry, the Descriptive Survey approach was used. The descriptive

research design was used to accomplish the goal of the research investigation. A random sample of 110 higher secondary school teachers from government and private schools was drawn from the Mathura district of Uttar Pradesh. The findings revealed that self-efficacy had a favorable and significant influence on organizational commitment and job engagement among higher secondary school teachers. Further, it was observed that the majority of government-aided higher secondary school teachers in Mathura district, Uttar Pradesh, had a modest degree of self-efficacy, organizational commitment, and job engagement. It is also established that self-efficacy has a strong and positive association with organizational commitment and work engagement, whereas work engagement has a marginally positive relationship with organizational commitment. According to regression analysis, there is a positive and substantial influence of self-efficacy on organizational commitment and job engagement among higher secondary school teachers.

In addition, Ratu B et al., (2022) examine and demonstrate the impact of organizational commitment on employee performance on the principal of a vocational high school. In addition, this study used a survey approach with 33 samples. The sampling approach Accidental sample Method was used in three East Kalimantan metropolitan areas. Only one interview with each respondent took place during the meeting (cross-section). Following that, primary data collected from respondents is tallied and statistically examined. Questionnaires are used as research tools to gather data. Following statistical analyses with SEM-PLS Smart.03.0, the study's findings revealed the following effects of the big five personalities on organizational commitment. Big Five personality and self-

efficacy did not substantially impact organizational commitment, and organizational commitment did not significantly affect the performance of the principal at the Regional Culture and Education Office of East Kalimantan.

Moreover, Chung, (2019) explored if social support as a job resource might increase links between teacher efficacy, collective self-esteem, and organisational commitment. Teacher efficacy, collective self-esteem, organisational commitment, and social support were all measured in a survey of 212 childcare teachers. The findings show that collective self-esteem impacted the relationship between teacher efficacy and organisational commitment. The data also revealed that greater levels of teacher effectiveness translated into higher levels of organisational commitment among teachers who reported higher levels of social support, both indirectly through collective self-esteem and directly without collective self-esteem. The study emphasizes the need of having public childcare programmes that give additional social support to instructors. The benefits of understanding this controlled mediation technique, the study's limitations, and future research potential are addressed based on these findings. Furthermore, childcare teachers have a higher turnover rate than elementary, middle, or high school teachers, and it is one of thirty occupational categories among 10,971 occupations (Korea Research Institute for Vocational Education and Training, 2013). As a result, increased focus has lately been made in Korea on OC in order to improve organizational efficiency and the human resource management of instructors. OC is a sort of psychological attachment that links an individual to a shared objective and identifies an individual as being constructively

associated with their organization (Meyer & Herscovitch, 2001; Robbins, 2001; Mowday et al., 1979)

According to research, there is a link between organizational commitment, self-efficacy beliefs, and teacher personality traits (Bay et al., 2019). Given this, can organizational commitment, self-efficacy beliefs, and personality attributes be used to predict work burnout? Aims: The goal was to create a structural model for predicting burnout based on organizational commitment and self-efficacy beliefs in Ramyan County teachers by mediating personality factors. Correlation research using structural equation modeling, specifically regression equations. This study's statistical population comprises 650 students and teachers from three primary, secondary, and secondary schools. To strengthen the validity of the findings, the sample size was increased to 400 persons. The researcher chose a number of schools at random from each of the 117 schools, taking into account the demographic distribution of teachers at each of the three levels. The Maslach Job Burnout Questionnaire (1981), Allen & Meyer Organizational Commitment (1991), Jerusalem & Schwarzer Self-Efficacy Beliefs (1992), and Costa and McCrae's Five Factors of Character (Short Form) (1985) were utilized in this study. The findings revealed that the organizational commitment variable had a negative influence on work burnout. Furthermore, self-efficacy beliefs have a negative influence on job burnout. Job burnout is influenced by personality qualities in the opposite direction. Through personality qualities, there is a considerable association between organizational commitment and work fatigue. Through personality factors, there is also a substantial association between self-efficacy

views and job burnout. The findings revealed that all factors might predict teachers' job burnout. According to the findings, hosting workshops and in-service workshops, as well as adjusting the selection of personnel based on personality factors, self-efficacy beliefs, and organizational commitment, can help to prevent teacher burnout.

Additionally, despite the enormous emphasis given to student psychology in the field of language education psychology, the psychology of educators has received some attention (Shu, 2022). Positive psychology has recently gained prominence due to its emphasis on the constructive qualities of life and its view of human well-being as a key barrier to individual development. Because educators are at the heart of every educational institution, their well-being must be prioritized in academic settings in order to both improve students' skills and encourage and inspire engagement and involvement in the classroom. Furthermore, teacher engagement is seen as an important aspect in this sector, since it pertains to people's attitudes towards their employment, which influences their emotional attendance and involvement throughout their presentation. Also, there is an inner drive that motivates educators to devote more time and energy to preserving engagement in the school, which is known as educator commitment, which is focused on growing the school and creating an emotional connection between educators and schools. It finally pushes educators to advance their teaching careers and develop ways to establish a successful educational environment in which students may achieve their goals. Furthermore, teacher self-efficacy, which includes educators' belief in their ability to successfully manage tasks, duties, and challenges linked with their expert activity, plays a

vital role in influencing crucial scholastic outcomes in the vocation environment. Using the dimensions, this review of literature offers implications for academics, instructors, and policymakers interested in better understanding the effects of commitment and self-efficacy on job engagement and well-being.

In another related research, Liu et al., (2019) investigated how occupational self-efficacy is connected to organizational commitment and how it promotes job engagement indirectly. Participants were 328 Chinese part-time Master of Business Administration students. To analyze the data and evaluate the suggested mediating impact, we employed structural equation modeling and chi-square difference testing. Occupational self-efficacy had a direct influence on organizational commitment and an indirect effect on job engagement via the mediator of organizational commitment, according to the findings. The author's findings support earlier findings by demonstrating that occupational self-efficacy may be utilized to predict job engagement.

In another study, In the field of education, self-efficacy has emerged as the primary area of interest. Teachers who are more effective in their classrooms show greater dedication and enthusiasm for their work (Waweru et al., 2021). This study objective is to determine whether teachers' organizational commitment (OC) is influenced by self-efficacy. Teachers' organizational commitment was assumed to have no significant relationship with teachers' self-efficacy in this study. The study used a survey research methodology to investigate the connection between teachers' OC and self-efficacy. A sample of 480 secondary school teachers from Nairobi, Machakos, Kajiado, and Kiambu

counties in Kenya was selected using simple random sampling. The strategy for information collection was using surveys which were appropriated randomly to respondents. Teachers whose self-efficacy was high were more committed to their institutions, as the study found that teachers' OC was positively influenced by their self-efficacy. In order to increase their OC, the study suggests that teachers' employers provide new teachers with guided mastery experiences and devise strategies for boosting their self-efficacy.

Moreover, the study's objective was to determine the connection between university teachers' personality traits and job performance. This study followed the design of the survey questionnaire (Asma et al., 2021). This study surveyed respondents from both public and private universities in District Peshawar. According to the Krejecie & Morgan, the study's population consisted of 3,345 university teachers from the public and private sectors in the district of Peshawar, KPK. The sample size was 429. Random sampling procedure was utilized. To investigate the connection between these variables, a 55-item personality trait and job performance questionnaire was administered. According to the findings, there is a positive correlation between job performance and openness to new experiences, extroversion, and agreeability. On the other hand, there is a negative correlation between job performance, neuroticism, and conscietiousness. Neuroticism, followed by Openness to Experience, is the trait that influences teachers' job performance the most predictably.

Problem Statement

The findings of previous research show that personality has a positive direct influence on the organizational commitment of civil servant instructors (Utami et al., 2021). Teachers in secondary schools in Hatay City reported higher job satisfaction, organizational commitment, motivation, and job involvement as their self-efficacy increased (Demir, 2020).

Therefore, according to the literature, there are individual studies that investigate organizational commitment with other factors. Hence, this brings the gap in that self-efficacy and personality are not examined simultaneously to assess organizational commitment among schoolteachers. In addition to that, these variables are also not studied among private schoolteachers of our culture The objective of the study is to find the degree of teacher self-efficacy among private school teachers and the association of personality traits with organizational commitment.

Rationale

The aim of the research is to study how self-efficacy, personality and organizational commitment are related and to understand the level of organizational commitment among schoolteachers. As organizational commitment is directly related to the performance of employees and is therefore treated as an issue of great importance (Jaramillo, Mulki & Marshall, 2005). Similarly, teachers' commitment to their organization also impacts student's education and learning as teachers play vital role in transforming students' life.

Also, every education institute wants high quality teachers who believe in themselves in managing challenging tasks and reaching their full potential. Hence, students are positively affected by these acquired beliefs by teachers as they feel more competent in learning difficult tasks and excel further in life. Also, we cannot ignore the influence of personality of teachers on organizational commitment as personality vary with every individual and identification of personality trait that leads to high level of commitment will help in recruitment of teachers who will be best for institute.

Research Objective:

1. To examine the relationship between teacher's self-efficacy and organizational commitment.

2. To investigate the association between personality traits and organizational commitment.

3. To see the effect of personality traits and self-efficacy on organizational commitment

4. To know the specific personality trait that effect organizational commitment.

Research Questions:

1. What is the relationship between personality traits, self-efficacy and its effect and organizational commitment?

2. Which personality trait affects a teacher's organizational commitment?

3. What is the effect of personality on organizational commitment?

4. Is teachers' level of self-efficacy associated with organizational commitment?

Research Hypothesis:

H1. Personality traits (conscientiousness, extroversion, openness to experience/intellect, agreeableness), self-efficacy and organizational commitment will have significant positive relationship among private school teachers.

H2. Neuroticism personality and organizational commitment will have negative relationship among private school teachers.

H3. Personality traits(extraversion, agreeableness, conscientiousness, neuroticism, and openness) will predict organizational commitment.

H4. Self- efficacy will impact organizational commitment.

H5. There would be a gender difference on self-efficacy, personality traits and organizational commitment among private school teachers.

METHODOLOGY

Research Design:

In this research, a correlational study design was used.

Participants:

The sample was 300 secondary school teachers based inclusion and exclusion criteria. A purposive sampling technique was used for the collection of data. The research was conducted on individuals who are 22-35 years of age and currently teaching in private schools. The individuals should have an education level till Graduation to understand the statements in our questionnaires. They should have a minimum of 1 year of teaching experience or worked as a permanent faculty. Schools with matriculation curriculum were included. The research didn't include the principals, preschool teachers and the teachers who were teaching in evening academies.

Operational Definition:

Teacher self-efficacy is characterized as a belief in one's ability to achieve desired student engagement and learning results, even when pupils are tough or uninterested. (Tschannen-Moran & Woolfolk Hoy, 2001)

Organizational commitment is a psychological connection between an employee and their company that makes it less probable for them to leave the organization of their own will. It has three facets: affective, continuance and normative commitment. (Meyer & Allen, 1991).

Donnellan, et a (2006), measured personality on five factors known as extraversion, agreeableness, and conscientiousness, neuroticism, and intellect. His measure was based on Goldberg's big five factor personality model where he categorized personality into five factors that commonly describe individuals.

Measures

The following measures were taken to gather data that was relevant from the individuals that participated.

Demographic Information Form

The questionnaire first asked demographic related questions from the respondents. The information consists of gender, age, marital status, family type and qualification. Along with this, respondents were asked to answer questions about their years of experience in the previous and current institution. Salary range was also asked from the participants. All these were collected as socio demographic variables.

Mini International Personality Item Pool scale, Donnellan, et al., (2006)

The scale has 20 items derived from (Goldberg, 1999) 50-item IPIP-Five factors model (FFM) test. This scale is used for measuring personality traits of the person as the independent variables in terms of extraversion, agreeableness, and conscientiousness, neuroticism and openness to experience (intellect) developed by Donnellan, et al., (2006) with internal consistency of 0.93 The researchers have used a 5-point Likert-type scale

ranging from (1 strongly disagreed to 5 strongly agreed) with a neutral midpoint at 3 (neither disagree nor agree). Each personality trait sub scales consisted of 4 items.

Teachers Sense of Self Efficacy Scale short form (TSES *Tschannen*-Moran & Woolfolk Hoy, 2001)

Teachers' Sense of Efficacy Scale developed by *Tschannen*-Moran & Woolfolk Hoy, 2001), is comprised of three subscales which are Student Engagement, Instructional Practices, and Classroom Management, and each subscale consist of four items on a ranking from 1 (nothing) to 9 (a great deal) and total score is calculated to know the self-efficacy. The reliability (Cronbach's Alpha) coefficients for the whole scale is .90 (Mookkiah & Prabu, 2019)

Organizational Commitment Questionnaire (Meyer & Allen, 1991).

The OCQ was originally developed by Meyer and Allen (Meyer & Allen, 1991). The revised version consists of 18 items and a 7 Point-Likert type scale ranging from strongly disagree to strongly agree. In which four items are reversed scored.. It has three categories: affective, continuance and normative commitment and each category consists of 6 items. We can use the total score of OCQ. The reliability (Cronbach's Alpha) coefficients for the whole scale is .85.

Procedure:

The research was presented Departmental Research Committee for its approval, and the research was started after the topic was accepted. After gaining the approval from the

authors of the scales and the host organization, the researchers collected data using Questionnaires from the selected target. The purpose of the study was briefed to the participants and informed consents were signed as confirmation that they were willing to participate in the research. They were informed about confidentiality and if they do not wish to continue, they can withdraw at any given moment. Teachers were told that they are free to ask any question related to the research at any time. Then they were asked to fill a demographic sheet and the research related questionnaires. The scales that were used in this research were conducted and scored according to the instructions given in their respective manuals.

Statistical Analysis:

For the analysis SPSS (version 25) was used in which descriptive analysis for demographic variables was conducted. To assess the relationship between variables, correlation was used, and an independent t-test was used to determine gender differences. To measure the prediction of each other variables simple and multiple regression was used.

Ethical Consideration:

It is important to consider ethical considerations to make the research more credible and reliable. The scales were either available to use, and if not, permission to use them had been asked for and granted by the authors. Each participant was given an informed consent form and information to withdraw anytime without penalty. The questionnaire was given to only those who met the research criteria. Participants in the study were assured that their information and results would be kept confidential and only used for research purposes.

RESULTS

Table 1

Demographic Characteristics of Teachers

	N	%
Gender		
Male	79	26.3
Female	221	73.7
Age		
22-26	123	41.0
26-29	110	36.7
29-35	67	22.3
Marital Status		
Single	148	49.3
Married	152	50.7
Family Type		
Joint	124	41.3
Nuclear	176	58.7
Qualification		
Graduation	79	26.3
M.Phil.	42	14.0
Masters	179	59.7
Year(s) of experience in previous institute		
1-2 years	162	54
3-4 years	76	25.4
5-6 years	39	13
7-10 years	23	7.7
Years(s) of experience in current institute		
1-2 year	199	66.3
3-4 years	73	24.3
5-6 years	17	5.7
7-10 years	11	3.6

Salary Range		
20k-25k	126	42.0
25k-35k	108	36.0
35k-40k	47	15.7
>40k-50k	19	6.4

Descriptive statistics were used to describe the number of participants both male and female, age, material status, family type, qualification, years of experience in the previous institute, years of experience in the current institute, and salary range. Hence, the descriptive statistic according to Table 1 indicates that the total population was 300 of which 72 (26.3%) were male and 221 (73.7%) were female. Moreover, 123 participants in the age group of 22-26 participated (41.0%). Furthermore, 110 participants in the age group of 26-29 took part in the research questionnaire (36.7%) and 67 (22.3%) participants in the age group of 29-35 also participated. Moreover, 148 (49.3%) participants were single. Whereas 152 (50.7%) participants were married. Furthermore, in the family type, 124 (41.3%) participants lived in a joint family, and the other 176 (58.7%) participants lived in a nuclear family. Of which 79 (26.3%) participants were graduates, 179 (59.7%) were masters and 42 (14.0%) participants were M.Phil.

In addition, with teachers' experience in the previous institute, 162 participants with 1-2 years of experience participated whereas, 79 teachers with 3-4 years of experience participated in the survey. Furthermore, with 5-6 years of experience, teachers took part and 11 teachers with the experience of 7-10 years participated. Whereas 199 participants are working for 1-2 years in this institute, 73 participants have experience of 3-4 years in

the current institute. In addition, 17 participants experienced 5-6 years of working in this institute, and 11 participants experienced 7-10 years in the current institute.

 Moreover, 126 participants have a salary range between 20k-25k, whereas 108 participants have a salary range between 25k-35k. A further 47 participants have a salary range between 35k-40k. And the other 19 participants have a salary range between 40k- 50k.

Table 2

Reliability Analysis of Mini-IPIP, TSES and OC scale

Measure Name	Items	Cronbach α
Mini-IPIP	20	.62
TSES	12	.84
Organizational Commitment	18	.72

Note: N = 300. Cronbach's Alpha Ranges of Excellent (α ≥ 0.9), Good (α ≥ 0.7 – 0.9), and Acceptable (α ≥ 0.6 – 0.7).

Hypothesis 1: Personality traits (conscientiousness, extroversion, openness to experience/intellect, agreeableness), self-efficacy and organizational commitment have a significant positive relationship among private school teachers.

Hypothesis 2: Neuroticism personality trait and organizational commitment will have a negative relationship among private school teachers.

Table 3

Descriptive Statistics and Correlation of study variables

Variable	M	SD	1	2	3	4	5	6	7	8	9	10
1. Extraversion	3.04	.68	-									
2. Agreeableness	3.51	.67	.21**	-								
3. Conscientiousness	3.28	.66	.12*	.19**	-							
4. Neuroticism	3.12	.64	-.07	.08	.05	-						
5.Openness	3.74	.71	.01	.33**	.19**	-.07	-					
6. Teacher's Self Efficacy	7.54	.98	.02	.10	.15**	.04	.04	-				
7. Affective Commitment	4.89	1.08	.13*	.19**	.05	-.01	.10	.26**	-			
8. Continuance Commitment	4.25	.994	-.03	.05	-.00	.12*	-.07	.04	.03	-		
9. Normative Commitment	4.66	.944	-.01	.13*	.10	.07	.06	.07	.33**	.33**	-	
10. Organizational Commitment	4.60	7.70	.04	.18**	.07	.08	.04	.18**	.67**	.64**	.78**	-

According to Table 3, there is a significant positive relationship between agreeableness $r(298) = .18$, $p = .001$ and teachers' self-efficacy $r(298) = .18$, $p = .001$ with organizational commitment.

There is a significant positive relationship between extraversion, $r(298) = .13$, $p = .02$ conscientiousness $r(298) = .15$, $p = .01$ and teachers' self-efficacy $r(298) = .26$, $p = <.001$ with affective commitment.

Table 3 shows positive but insignificant relationship between extraversion $r(298) = .04$, $p = .452$, conscientiousness $r(298) = .07$, $p = .210$, neuroticism $r(298) = .08$, $p = .140$ and openness/intellect $r(298) = .04$, $p = .418$ with organizational commitment.

Hypothesis 3 :

Personality traits(extraversion, agreeableness, conscientiousness, neuroticism, and openness) will predict organizational commitment.

Table 4

Results of Multiple Regression with Personality Traits

Variable	Beta	SE	95% CI		β	p
			LL	UL		
Extraversion	.005	.061	-.114	.124	.005	.933
Agreeableness	.189	.061	.060	.318	.181	.004
Conscientiousness	.040	.065	-.83	.162	.038	.523
Neuroticism	.076	.063	-.048	.201	.070	.227
Openness	-.026	.060	-.144	.093	-.026	.670

*Note: N=300, *p <.05, CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit*

According to the table 4, the results revealed that agreeableness is significant predictor of organizational commitment ($R^2 = .042$, F (5, 294) = 2.54, p = .004.

Hypothesis 4:

Self-efficacy will impact organizational commitment.

Table 5

Results of Simple linear regression with self-efficacy

			95% CI			
Variable	Beta	*SE*	*LL*	*UL*	β	*p*
Self-Efficacy	.134	.040	.054	.213	.188	.001

*Note: N=300, *p <.05,* CI = Confidence Interval, *LL*= Lower Limit, *UL* = Upper Limit

Table 5, shows that self-efficacy is seen as a significant predictor of organizational commitment, significant (R^2 = .035, F (1, 298) = 10.94, p = .001

Hypothesis 5

To investigate whether there would be a difference of personality traits, self-efficacy, and organizational commitment based on gender.

Table 6

Independent t-test for Gender differences on personality, Self-efficacy, and organizational commitment.

Variables	Males		Females		t	p	Cohen's d
	M	*SD*	*M*	*SD*			
Extraversion	3.038	.655	3.045	.698	-.081	.936	.010
Agreeableness	3.4177	.728	3.546	.651	-1.459	.146	.185
Conscientiousness	3.224	.695	3.306	.658	-.935	.351	.121
Neuroticism	3.069	.646	3.139	.642	-.824	.411	.108
Openness	3.560	.744	3.806	.699	-2.641	.009	.340
Self-Efficacy	7.801	.848	7.457	1.022	2.681	.008	.366
Organizational Commitment	4.564	.651	4.622	.721	-.636	.525	.084

Note: (N = 300)

Table 5 indicates that there is no significant difference of extraversion $t(298) = -.08$, $p = .936$, agreeableness $t(298) = -1.45$, $p = .146$, conscientiousness $t(298) = -1.45$, $p = .351$, neuroticism $t(298) = -.82$, p = .411, openness $t(298) = -2.64$, p = .009, self-efficacy $t(298) = 2.68$, $p = .008$ and organizational commitment $t(298) = -.63$, p = .525 among males and femal

DISCUSSION

According to the first and second hypothesis of the present study, the relationship between Personality traits (conscientiousness, extroversion, openness to experience/intellect, agreeableness), self-efficacy, and organizational commitment have a significant positive relationship and neuroticism has negative relationship among private school teachers. However, the results partially support the hypothesis as there is a significant positive relationship between agreeableness and teachers' self-efficacy with organizational commitment but insignificant positive relationship with other traits. Faraji Khiavi et al., (2016) also found a significant relationship between agreeableness and commitment among university faculty members in Iran. This suggests that those who are altruistic, and interested in helping others have a strong commitment to the organisation. These individuals are kind, thoughtful, and welcoming. It is simple to work with them, and they are kind people that are a pleasure to be around. Chandrika et al., (2022) results also in line with present study's results that self-efficacy has significant relationship with organizational commitment among higher secondary school teachers in India.

Moreover, there is a negative relationship between neuroticism and affective commitment, which suggest that a person who shows low scores on neuroticism is emotionally stable, calm, and composed and is likely to show affective commitment means he shows emotional attachment towards his organisation. These results are consistent with one related study on employees of Kathmandu by Basnet & Regmi, (2019) . The present

study results also reveal insignificant positive association between neuroticism and organizational commitment which is aligned with the results concluded by SAEED et al., (2016) among female staff of college in Peshawar, Pakistan

The third and fourth hypothesis stated that personality traits and self-efficacy will predict organizational commitment. The study's results revealed that agreeableness and self-efficacy is a significant predictor of organizational commitment. Further, the results are partially in accordance with the statement. School teachers are likely to show organizational commitment when their self-efficacy is high. The literature also finds similar results. Demır, S, (2020) concluded that self-efficacy positively affects teachers' organizational commitment. Teachers who believe in their own abilities will be satisfied with their jobs and dedicated to their organisation because they will be able to manage the responsibilities assigned to them properly. Positive views allow other sets of perceptions to increase. All of these good feelings work together to make instructors more motivated in their jobs. Hameli & Ordun, (2022) also confirms that self-efficacy brings a change in organizational commitment among workers from Kosovo. Further, agreeableness being a significant predictor is also found by Khiavi et al., (2016). Because teaching requires altruistic people who are eager to help students, it is beneficial to investigate these important personality traits when hiring teachers in order to recruit people who are more committed to the schools' goals and values.

More research on personality traits has been undertaken in various organizations and cultures, as well as in other regions and nations. Saeed et al., (2016) study discusses

two personality traits, agreeableness, and neuroticism, and their impact on employee organizational commitment. The results reveal that the direct effect of agreeableness and distributive justice on organizational commitment is significant and positive while neuroticism has an insignificant effect on organizational commitment. According, to the findings of the study, there is a positive relationship between agreeableness and organizational commitment, while there is a negative relationship between neuroticism and distributive justice and organizational commitment among female staff working in public sector colleges in the district of Peshawar.

Additionally, in one related study, it was found that personality characteristics (openness, conscientiousness, extraversion, agreeableness, neuroticism) have no significant impact on the work performance of secondary school teachers in Oyo South Senatorial District, Oyo State (Ajayi et al., 2017). According to the research, a big majority of teachers in Oyo South Senatorial District had average work performance, which inclined them to carry out their jobs to a decent amount. It was also discovered that the instructors' degree of job dedication was average. However, this study supports our results that there is no significant impact of personality traits other than agreeableness on organizational commitment.

Furthermore, Kathryn Dumper, (2022) stated in his study that one of the most essential environmental elements that determine your personality is the society in which you live. Other cultures may not accept Western conceptions of personality. Indeed, data suggest that the intensity of personality characteristics differs among cultures. Individualist

and collectivist cultures establish variations of emphasis on fundamental principles. Individuals who live in individualistic cultures value independence, competitiveness, and personal success. Collectivist cultures prioritize social peace, respect, and communal needs over individual needs. To research personality in a cultural context, three ways can be used: the cultural-comparative approach, the indigenous approach, and the combined approach, which contains features from both viewpoints.

Moreover, the fifth hypothesis of this study is to investigate whether there would be a difference in personality traits, self-efficacy, and organizational commitment based on gender, according to our results there is no difference of variables among male and female teachers. Further, one related study showed Contrary to Evolutionary Theory expectations, women reported higher levels of neuroticism, agreeableness, warmth, and openness to feelings, whereas males reported higher levels of assertiveness and openness to ideas. The extent of gender differences varies among cultures (Costa et al., 2001). However, there is no substantial mean score difference between male and female library workers in organizational commitment and job participation, but they do differ considerably in job satisfaction (Chukwusa, 2020).

According to our culture individuals' cultural views and values differ, and the influence of personality traits on organizational commitment may be altered by other variables such as educational policies, leadership styles, personal experiences, working environment, and incentives.

Conclusion

It has been established that a teacher's sense of self-efficacy is significantly positive, and their belief, and abilities play an important role in organizational commitment, it demonstrates a teacher's dedication to their students, colleagues, and the educational system. Teachers who have a high sense of self-efficacy think that they have the abilities and knowledge to positively affect their students' learning and growth. As a result, they are more likely to completely commit to their responsibilities, participate in ongoing professional development, and actively contribute to the school community.

Besides that, teachers with agreeableness personality traits have shown a significant positive effect on organizational commitment. They are more likely to participate in positive social interactions, help their peers, and contribute to a healthy and inclusive school atmosphere. However, it has been concluded that teachers with agreeable personalities are frequently empathic and understanding, which helps build great interactions with students, parents, and the larger community, and teachers that exhibit agreeableness traits are frequently viewed by their peers and supervisors as dependable, trustworthy, and accessible. They are more likely to faithfully carry out their professional duties, contribute to a pleasant work environment, and support the objectives and values of the company.

(Waweru et al., 2021) the study demonstrated that teacher self-efficacy impacts their commitment to teaching. Teachers' efficacy, or belief in one's capacity to do a task,

influences their behavior, effort, and, in the long term, dedication to the profession. However, Affective, continuous, and normative commitment are all associated favorably with self-efficacy. This is consistent with Agarwal and Mishra's (2016) research on revenue officers, which discovered a statistically significant association between self-efficacy and organizational commitment.

Further implications can be provided by conducting training programs, workshops that may enhance their personality and self-efficacy. Teachers should be provided with incentives or appreciation for their work and required resources that may improve their professional competence. School's management can incorporate personality tests in their process of hiring to evaluate teachers for schools with high scores of agreeableness and conscientiousness as its show's organizational commitment.

Limitations and Recommendations of the Study

In present study, only secondary school teachers were involved in this research study and due to the busy schedule of teachers they were not able to respond properly to the survey also due to the noisy environment in schools' teachers who participated in the survey were getting distracted again and again. This shows that working environment can be another variable that can be studied as it can influence results. Further results cannot be generalized to schools with Cambridge's International Curriculum.

For future studies, it is recommended to use a large sample of teachers and should include both primary and secondary school teachers. It is recommended to make a

comparison between primary and secondary school teachers and private and government schools' teachers to see the difference in their organizational commitment level.

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APPENDICES

Appendix A

(Inform Consent)

Informed Consent

I _____ voluntarily participate in this research study. The aim of the study is to understand the relation between personality traits, self-efficacy, and organizational commitment among schoolteachers. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences. I understand all the information. I provide information for this study that will be treated confidential and only for academic purposes. I am free to ask questions in case of any ambiguity.

For contact

Email: 03-171191-012@student.bahria.edu.pk

Participant Signature _____

Appendix B

(Demographic Sheet)

Gender:

☐ Male   ☐ Female

Age:

☐ 22-26
☐ 26-29
☐ 29-35

Marital Status

☐ Single
☐ Married
☐ Divorced

Family Type:

☐ Joint   ☐ Nuclear

Qualification:

☐ Graduation   ☐ Masters   ☐ M.Phil.

Level of school:

☐ Primary   ☐ Secondary

Years of experience in previous institute: _____

Years of experience in this institute: _____

Salary range:

☐ 20k - 25k
☐ 25k - 35k
☐ 35k - 40k
☐ 40k - 50k
☐ >50k

Appendix C

Measures and Permission

Mini IPIP Scale

(Donnellan, et al., 2006)

From: **Donnellan, Brent** <donnel59@msu.edu>
Date: Wed, 15 Mar 2023, 5:54 pm
Subject: RE: Permission required for Mini IPIP scale
To: Sinha Zainab <zsinha203@gmail.com>

Hi Sinha –

No permission is needed but you are welcome to use it.   I am attaching the paper, a sample administration format and SPSS syntax if you want to use that program. Just label the 20 items minIPIP1 to minIPIP20 and collect on a 1,2,3,4,5 scale.   The syntax will recode the correct items and compute some scale composites and give some descriptive stats and visualizations.

Best of luck with the work.

			1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
E	1	I am the life of the party.					
A	2	I sympathize with others' feelings.					
C	3	I get chores done right away.					
N	4	I have frequent mood swings.					
O	5	I have a vivid imagination.					
E	6	I don't talk a lot.					
A	7	I am not interested in other people's problems					
C	8	I often forget to put things back in their proper place					
N	9	I am relaxed most of the time					
O	10	I am not interested in abstract ideas					
E	11	I talk to a lot of different people at parties					
A	12	I feel others' emotions.					
C	13	I like order.					
N	14	I get upset easily.					
O	15	I have difficulty understanding abstract ideas					
E	16	I keep in the background.					
A	17	I am not really interested in others					
C	18	I make a mess of things.					
N	19	I seldom feel blue.					
O	20	I do not have a good imagination					

Teacher Sense of Efficacy Scale (TSES)

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001)

Access and Use

Price: Free
Contact: Megan Tschannen-Moran, mxtsch@wm.edu
Link: https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5604/files/2018/04/TSES-scoring-...
Open Access: Yes

TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

1=Nothing   3=Very Little   5=Some Influence   7= Quite A Bit   9= A Great Deal

		1	2	3	4	5	6	7	8	9
1	How much can you do to control disruptive behavior in the classroom?									
2	How much can you do to motivate students who show low interest in school work?									
3	How much can you do to get students to believe they can do well in school work?									
4	How much can you do to help your students value learning?									
5	To what extent can you craft good questions for your students?									
6	How much can you do to get children to follow classroom rules?									
7	How much can you do to calm a student who is disruptive or noisy?									
8	How well can you establish a classroom management system with each group of students?									
9	How much can you use a variety of assessment strategies?									
10	To what extent can you provide an alternative explanation or example when students are confused?									
11	How much can you assist families in helping their children do well in school?									
12	How well can you implement alternative strategies in your classroom?									

Organizational Commitment Questionnaire

Revised Version (Meyer, Allen, & Smith, 1993)

Academic Licenses

Academic Researcher (single research project)	Free
Student (single research project)	Free

Download academic license

Note: The academic license is free of charge and intended for academic use only. If you wish to use the product in a commerical application, please obtain a commercial license by purchasing. If your institution requires a letter of permission for use in your project, contact ecomm@worldiscoveries.ca.

OCQ

With respect to your own feelings about the institute for which you are now working, please indicate the degree of your agreement or disagreement with each statement by marking from 1 to 7.

1 = Strongly Disagree, **2** = Disagree**, 3** = Slightly Disagree, **4**= Undecided, **5** = Slightly Agree, **6** = Agree,

			1	2	3	4	5	6	7
A	1	I would be very happy to spend the rest of my career with this organization.							
A	2	I really feel as if this organization's problems are my own.							
C	3	Right now,, staying with my organization is a matter of necessity as much as desire.							
C	4	It would be very hard for me to leave my organization right now, even if I wanted to.							
N	5	I do not feel any obligation to remain with my current employer.							
N	6	Even if it were to my advantage, I do not feel it would be right to leave my organization now.							
A	7	I do not feel a strong sense of "belonging" to my organization.							
A	8	I do not feel "emotionally attached" to this organization.							
C	9	Too much of my life would be disrupted if I decided I wanted to leave my organization now.							
C	10	I feel that I have too few options to consider leaving this organization.							
N	11	I would feel guilty if I left my organization now.							
N	12	This organization deserves my loyalty.							
A	13	I do not feel like "part of the family" at my organization.							
A	14	This organization has a great deal of personal meaning for me.							
C	15	If I had not already put so much of myself into this organization, I might consider working elsewhere.							
C	16	One of the few negative consequences of leaving this organization would be the scarcity of available alternatives							
N	17	I would not leave my organization right now because I have a sense of obligation to the people in it.							
N	18	I owe a great deal to my organization.							

Appendix D

School Permission Letters

Bahria University
Discovering Knowledge

BULC/PSY/2023/34 7   4ᵗʰ **April 2023**

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

To Whom It May Concern

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000, and since then, it has steadily grown into one of the leading higher education institutions in Pakistan with campuses at Islamabad, Karachi and Lahore.

Department of Professional Psychology (DPP) was established in 2018. The Department offers both BS Psychology and MS Clinical Psychology Programs and aims to give quality education and promote ethical and competent practice of psychology in Pakistan.

Ms. Sumaiya Khan, Ms. Sinha Zainab and Ms. Ayesha Ashraf are students of Bahria University Lahore Campus, currently enrolled in BS Psychology, VIII Semester. These students are conducting a final year research entitled *"Personality Traits, Self-efficacy and its effects on Organizational Commitment"* as per their degree requirement.

For this purpose, they need to collect data from your institute/organization. The provided information will remain confidential and we will ensure ethical responsibility of all our participants. The results concluded from collected data will be used only for educational purposes. Identity of any participant will not be disclosed at any time.

We would like to seek your cooperation in conducting this research. Your assistance in our scientific pursuit will be highly appreciated and acknowledged.

Thanking in anticipation,

AVALON HIGH SCHOOL
(For Female)
132-H/1 Wapda Town, Lahore

Dr. Urooj Sadiq
Senior Associate Professor/Head of Department
Department of Professional Psychology
Bahria University Lahore Campus

17-L, Civic Centre, Johar Town, Lahore. PH: 042-99233408-15| Fax: 042-99233402 |

Email: director.bulc@bahria.edu.pk

Bahria University
Discovering Knowledge

BULC/PSY/2023/347

4th April 2023

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

To Whom It May Concern

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000, and since then, it has steadily grown into one of the leading higher education institutions in Pakistan with campuses at Islamabad, Karachi and Lahore.
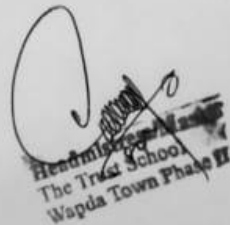
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Thanking in anticipation,

Dr. Urooj Sadiq
Senior Associate Professor/Head of Department
Department of Professional Psychology
Bahria University Lahore Campus

47-L, Civic Centre, Johar Town, Lahore PH: 042-99233408-15] Fax 042-09233402]

Email: director.bulc@bahria.edu.pk

Bahria University
Discovering Knowledge

BULC/PSY/2023/347

4th April 2023

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

<u>To Whom It May Concern</u>

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We would like to seek your cooperation in conducting this research. Your assistance in our scientific pursuit will be highly appreciated and acknowledged.

Thanking in anticipation,

The Message High School for Girls
43-A, Civic Centre Johar Town, Lahore
School Code 24494

Dr. Urooj Sadiq
Senior Associate Professor/Head of Department
Department of Professional Psychology
Bahria University Lahore Campus

17-1, Civic Centre, Johar Town, Lahore. PH: 042-99233400-15) Fax: 042-99233402)

Email: director.bulc@bahria.edu.pk

Bahria University
Discovering Knowledge

BULC/PSY/2023/347

4th April 2023

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

To Whom It May Concern

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000, and since then, it has steadily grown into one of the leading higher education institutions in Pakistan with campuses at Islamabad, Karachi and Lahore.

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For this purpose, they need to collect data from your institute/organization. The provided information will remain confidential and we will ensure ethical responsibility of all our participants. The results concluded from collected data will be used only for educational purposes. Identity of any participant will not be disclosed at any time.

We would like to seek your cooperation in conducting this research. Your assistance in our scientific pursuit will be highly appreciated and acknowledged.

Thanking in anticipation,

Dr. Urooj Sadiq
Senior Associate Professor/Head of Department
Department of Professional Psychology
Bahria University Lahore Campus

Principal
Unique High School for Girls
TIP Society Campus

17-C, Alvin Centre, Johar Town, Lahore PH: 042-99213408-15 Fax 042-99231402 1

Email: director.bulc@bahria.edu.pk

Bahria University
Discovering Knowledge

BULC/PSY/2023/347

4th April 2023

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

To Whom It May Concern

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000, and since then, it has steadily grown into one of the leading higher education institutions in Pakistan with campuses at Islamabad, Karachi and Lahore.

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