

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

A Research Project

Presented to

The Department of Professional Psychology,

Bahria University Lahore Campus

In Partial fulfillment

of the requirements for the Degree

of Bachelors of Science

BS Psychology

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JUNE 2023

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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.

ACKNOWLEDGEMENT

We'd like to thank our research supervisor, Ms. Lubna Dar, for their crucial advice, mentorship, and steadfast support during this research endeavor. Her knowledge, passion, and insightful criticism were important in influencing the direction and success of this project.

We are thankful to Dr. Khawar Bilal Baig who helped us throughout in our research and supported us.

We would like to extend a special thanks to Donnellan, Brent, Anita Woolfolk Hoy, and John Peter Meyer for their invaluable contributions to our research. Their generosity in allowing us to utilize their scale and their unwavering support throughout the process of scale scoring have been instrumental in the success of our study. Their expertise and guidance have provided us with a solid foundation and a comprehensive understanding of the scale.

We are also thankful to schools and participants who allow us to conduct survey and so generously gave us their time and participated in data collection process.

ABBREVIATIONS

Mini IPIP = Mini International Personality Item Pool

M = Mean

SD = Standard Deviation

OC = Organizational Commitment

OCQ = Organizational Commitment Questionnaire

SE: Self-Efficacy

Table of Content

APPROVAL SHEET 2

DECLERATION OF AUTHENTICATION 3

DEDICATION 4

ACKNOWLEDGEMENT 5

ABBREVIATIONS 6

ABSTRACT 10

INTRODUCTION 11

METHODOLOGY 43

Measures 44

Demographic Information Form 44

Mini International Personality Item Pool scale, Donnellan, et al., (2006) 44

Teachers Sense of Self Efficacy Scale short form (TSES *Tschannen*-Moran & Woolfolk Hoy, 2001) 45

Organizational Commitment Questionnaire (Meyer & Allen, 1991). 45

Procedure: 45

Statistical Analysis: 46

Ethical Consideration: 46

RESULTS 47

Table 1 47

Table 2 50

Table 3 51

Table 4 53

Table 5 54

Table 6 55

DISCUSSION 56

REFERENCES 63

APPENDICES 73

Appendix A 74

Appendix B 76

Appendix C 78

Appendix D 89

Appendix E 95

List of Tables

Table 1: Demographic Characterstics of Teachers..... 47

Table 2: Reliability Analysis of Mini IPIP, TSES and OCQ..... 50

Table 3: Descriptive Statistics and Correlation of study..... 51

Table 4: Results of Multiple Regression with Personality Traits..... 53

Table 5: Results of Simple Linear Regression with Self-Efficacy..... 54

Table 6: Independent t-test for Gender Differences on personlity, self-efficacy and organizational Commitment..... 55

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*