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Relationship of Personality Characteristics with Organizational Commitment among Secondary School Teachers

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Abstract

The study aimed to find out the relationship of personality characteristics with organizational commitment among secondary school teachers. The study was descriptive in nature, and survey approach was used. The study was delimited to Punjab province. All the secondary school teachers teaching secondary classes were the population. The sample comprised of 330 SSTs selected via random sampling technique. Two self-developed reliable questionnaires were appreciated and validated before data administration. The analysis was performed using descriptive and inferential statistics through SPSS version 21. The findings of the study indicated that there is a positive and significant relationship was found between personality characteristics and organizational commitment among secondary school teachers. It was also concluded that personality characteristics effects on organizational commitment. The study recommends that training and refresher courses may be arranged for secondary school teachers for flourishing personality characteristics.

Key Words: Personality Characteristics, Organizational Commitment, Relationship, Training, Refresher Course, Secondary School Teachers.

Introduction

Organizational culture is the organization's personality patterns of shared and normed meaning and behaviour (Shukla, 2014). The different parameters of workplace spirituality like the climate of mutual trust and a sense of joy had a direct bearing on public schools' students' achievement (Arshad & Ahmad, 2018). The dimensions of workplace spirituality like teachers satisfied with their job and the teachers feel a sense of joy are best experienced in public schools (Arshad, Qamar & Ahmad, 2018), (Desa, Yusooff, Ibrahim, & Kadir, 2014), (Shani & Pizam, 2009).

Schools are the best places for developing and shaping the personality characteristics among students as well as shaping and molding the personality characteristics among teaching and supporting staff (Harzer & Ruch, 2015), (Chiorri, Garbarino, Bracco & Magnavita, 2015). A large number of personality characteristics like fairness, speaking truly, emotions, attitude and behaviour, confidence, discipline, happiness, creativeness and have the ability to search new and attractive things for sustaining life are found in every individual by birth.

In educational organizations, the climate of schools had directly influenced on learners, teachers and workers. Achievement is a proportion of the competitiveness for fixed objectives and their completion. It is consistently conceivable to do 'simple', low-standard objectives. As it were, quality in advanced education can't just be an issue of accomplishments 'yields' yet should likewise include decisions about the objectives (part of 'inputs'). School training is such a significant cycle in current society that instruction frameworks and establishments are continually under survey. School adequacy and the related territory of school improvement have been points for an expanding collection of scholastic examination since the 1960s. Examination on school viability has proposed that a few schools are more fruitful than others, which incites inquiries concerning what

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adequacy is, what are the variables that add to viability and in what manner may this data give the premise to the progress of schools and understudy results.

Employees' personality characteristics had greatly affected on the individual employee's organizational commitment (Lin, Lin & Lin, 2010), (Robertson, Healey, Hodgkinson, Flint-Taylor & Jones, 2014). If the employee committed to their institution or organization, work hard with full confidence and own organization benefits and always try to promote the organizational performance (Aliya, Maiya, Farah & Hina, 2015), (Gyllensten & Stephen, 2005). Personality characteristics are the dimensions and structure which describe person characteristics channels of thinking, attitude, emotions and regular trend of their conveying to others (Nelson & Quick, 2006), (Emsley, Emsley & Seedat, 2009). Actually, personality characteristics include the regular getup shown apparently as well as in the work experiences (Nekoranec & Kmošena, 2015), (Houtman & Jettinghoff , 2007), (Ngidi & Sibaya, 2002).

Nowadays, school teachers have big challenges in enhancement and student achievement in schools. Teachers are facing stress to overcome the students' issues like conflict resolutions, shortage of sporting staff, enhancing teacher's effective teaching methodologies, and non-cooperative behavior of parents, students drop out, and feedback (Elisabeth & Greenfeld, 2013), (Kamper & Steyn, 2006).

Now the classrooms are equipped with technology; the teachers are providing the facilities of the modern era to their institutions like those that advanced cloud, modern and advanced technologies, tabs, and smartboards, etc. According to the need for a new generation, teachers have a continuous connection with their students through social media. Modern technology is playing a vital role in the effective teaching-learning process. The educators have to face this challenge for a good reputation and maintain the new demands of society and are trying their best to provide the technology integrated institutions. The teachers use successful strategies to promote student growth and success (Chang, 2005).

The teachers have the view that misbehaviors and absentees are a major cause of distress. Academic institutions can expand learner's attendance to improve the student's poor educational record. Student's real-time movement can be monitored in a good way by using RFID and biometric system, which is not yet practised (Tahseen, 2015).

The performance of an institution depends on the planning and strategies of the institution. The teachers are responsible for high grades of students. In order to meet the great expectations, the teachers have to evaluate data through dashboards and information to sort out the elements concerned to student's enrollment, retention and accomplishment. The shrewd portfolio gives transparent evidence of the characteristics of the institute. The portfolio comprises of admissions, enrollment, attendance of teachers and students, the overall discipline of the institute, grades, and fee structure and collection.

One of the biggest responsibilities of school teachers is to provide opportunities to the student for their achievement and heads key role is to provide an educational atmosphere to the students of their institution in a result students outcome stand at a high standard. They must correct the imbalance in their school timetable to get the students excellent results. Standard assessment system and continuous monitoring of students work through shared leadership required. The school should introduce modern Information technology gadgets. Student's results show the standard of the school; it is the yardstick so effective teachers always keep eyes on results they plan a comprehensive program for the grooming of students to reach the set destination (Der Kinderen & Greeff, 2003), (Nelson & Quick, 2006).

Different teachers have different hobbies, interest or activities in passing their whole life. The role of teachers' interest and hobbies, work experiences have significant in students' life. The teachers always keep on doing rather run away without any feeling of any disturbance and continue their current work assignment. The teachers take responsibilities of assigned tasks, and most of the times feel joy in the gigantic task. Teachers' behaviours and attitude in the institution are determined by their personality characteristics, and their contents and experiences especially subject matter knowledge, ethical values and communications form the backbone/structure of institutional performance (Gebrekirstos, 2015), (Ijaz & Khan, 2015). The personality characteristics remained same as a whole in routine work as shown in personality behaviour model (Denissen, Van Aken & Roberts, 2011), Gerber, Huber, Doherty, Dowling, Raso & Ha, 2011). There is a significant

relationship between FFM and organizational commitment dimensions were presented by Syed, Saeed & Farrukh, 2015), (Malik & Noreen, 2015), (Sabherwal, Ahuja, George & Handa, 2015).

In a psychological approach, organizational commitment is the most important term which measures the work behaviour of the individuals (Beheshtifar, Malikeh, Nazarian & Rahele, 2013). Generally, when we discuss organizational commitment, we study individual differences among behaviours towards work performed in the workplace, and organizational commitment is referred as the experience of work behaviour or attitudes (Rehman, 2008), (Rivera-Torres & Araque-Padilla, 2013). Common features of organizations are related to personality factors shown by Khoeini & Attar, 2015), (Oosthuizen, 2005).

One of the obstacles faced by institutions is the insufficient support from parents to institutions for progress and capacity building of students. Parents are the part of the chain and have full responsibility and role toward the poor performance of their children. For better interaction between parents and institutions, the practice of using real-time status notifications, gatherings, meetings, seminars, fee submission, attendance and maintaining discipline highly appreciated. These are all the key factors to fill the gap between teachers and parents.

Teaching staff good relations base on standard and proper communication and collaboration. To maintain our team, the captain of the team has to lead as a good communicator. Gape of communication destroys the collaboration (Isaacs, 2008), (Corey, 2005). It is a core skill for the success of leadership. If an educator is a good innovator, coordinator, implementer and high level professional but not good communicator his all characteristics go in vain. Teachers are susceptible persons, and they are highly stressed to keep the process of assessment and instructions on the track. To facilitate student's mode of teachings should be creative, and a flexible curriculum should be taught for more interest of students.

Statement of the Problem

A teachers job is very demanding, and composed personality of the teachers interact with their students. The students may or may not respond to the teachers' aspiration and desire. Furthermore, the provision of rules and revelation of the work environment may not go with a teacher urged. Teachers have to satisfy the desires of community which may put him/her unnecessarily under pressure (Cammilli, 2004), (Van Tonder & Williams, 2009). The work commitment role obligations and limits of the personality traits may go in favor of a teacher or may churn out to be in vice versa (Buys et al., 2009), (Martin, 2001). A teacher owns students without exploring their traits and desires of the profession; hence the study to find out the relationship of personality characteristics with organizational commitment among secondary school teachers becomes essential.

Objective of the Study

The objective of the study was to find out the relationship of personality characteristics with organizational commitment among secondary school teachers.

Research Question of the Study

What is the relationship of personality characteristics with organizational commitment among secondary school teachers?

Method and Procedure of the Study

The study was descriptive, and survey approach was used. All the secondary school teachers in the Public sector in Punjab teaching to 9th and 10th within the jurisdiction of Punjab province formed the population of the study. The study was delimited to Lahore division of Punjab Province. According to L. R. Gay (2012) from the target population, the researcher selected 10% SSTs for a sample. There are three hundred and thirty (330) secondary school teachers was the research participants of the study selected randomly (Gay, Mills & Airasian, 2009).

The researcher, with the assistance of a research supervisor, developed two questionnaires, one related to personality characteristics and others related to organizational commitment. Both questionnaires were found reliable and validated before the collection of data. The reliability was assured and found 0.83. The researcher personally visited the targeted schools and delivered the questionnaires to the SSTs with the request to fill with

full confidence. The researcher finds difficulty in approaching schools far from city areas located in villages and fields. The returning rate was 100%. The data analyzed by using descriptive and inferential statics through SPSS version-21. Pearson Correlation Coefficient (r) test was used to find out the relationship of personality characteristics with organizational commitment.

Data Analysis and Interpretation

Table 1. Personality Characteristics and Organizational Commitment

S. No	Statements	Percentages						Std. Dev
		SA	A	UN	DA	A	Mean	
1	Teachers have hobbies, interest or activities in their life which they enjoy	43.9	31.5	17.3	7.0	0.3	3.41	.854
2	Individuals consider their work, studies or roles in life to be important	39.7	43.3	15.7	1.0	0.3	3.24	.722
3	Teachers keep on doing rather run away without any feeling of distrust	34.8	26.7	31.9	4.5	2.0	3.27	.790
4	Even in odd circumstances teachers continue doing with the current task	43.6	35.2	14.7	2.0	4.5	3.68	.803
5	Teachers, most of the times seek joy in the mundane task	44.5	34.2	12.6	6.4	2.2	3.28	.791
6	Teachers take responsibilities of assigned tasks	37.8	44.2	16.7	1.0	0,3	3.23	.719
7	Teachers have believed on abilities	33.3	39.4	10.6	8.4	8.3	3.44	.891
8	Dedication, Intuitiveness	45.8	30.0	10.3	7.3	6.7	3.49	.769
9	Passionate about education, Discipline	40.9	28.2	17.0	10.9	3.0	3.49	.900
10	Engaging Personality, High expectations for all	27.0	41.5	10.9	10.6	10.0	3.53	.826
11	Ability to develop relationship	49.0	31.8	10.3	6.7	2.2	3.54	.768
12	Patient, caring and kind	40.6	32.4	16.4	5.3	5.3	3.63	.881
13	Knowledge about learners	44.8	37.3	10.6	6.4	0.9	3.45	.802
14	Communication, Good listener	40.0	37.9	10.3	10.6	1.2	3.48	.862
15	Friendliness and approachability	47.6	20.9	10.9	10.6	10.0	3.59	.821
16	Preparation and organization Skill	45.2	17.0	17.0	10.3	10.5	3.69	.873
17	Ability to build community, Strong work ethics	48.2	28.5	10.9	11.8	0.6	3.57	.859
18	Focus on what is important, Model risk taking	39.7	32.4	15.2	9.7	3.0	3.38	.958
19	Understand student motivation, Demonstrate confidence	47.3	27.3	13.0	10.0	2.4	3.49	.927
20	Creativeness, determination	33.3	41.8	11.5	10.3	3.0	3.48	.933
21	Empathy, forgiveness	30.6	38.5	17.3	9.7	3.9	3.33	.999
22	Genuineness, Graciousness	41.5	30.6	15.2	10.0	2.7	3.56	.957
23	Grit, independence	43.6	33.6	11.2	9.7	1.8	3.53	.883
24	Reflectiveness, Resourcefulness	32.4	42.7	13.6	10.3	0.9	3.58	.883

N=330

From table 1, majority 75.4% respondents agreed that teachers have hobbies, interest or activities in their life which they enjoy and 83% said that individuals consider their work, studies or roles in life to be important. Majority 61.5% indicated that teachers keep on doing rather run away without any feeling of distrust, whereas 78.8% of respondents responded that even in odd circumstances teachers continue doing with the current task.

The majority, 78.7% indicated that teachers, most of the times, seek joy in the mundane task, while 82% showed that teachers take responsibilities of assigned tasks.

The different personality characteristics were responded by research participants was found as; teachers have believed on abilities 72.7%, dedication, intuitiveness 75.8%, passionate about education, discipline 69.1%, engaging personality, high expectations for all 68.5%, ability to develop relationship 80.8%, patient, caring and kind 73%, knowledge about learners 82.1, communication, good listener 77.9%, friendliness and approachability 68.5%, preparation and organization skill 62.2%, ability to build community, strong work ethics 76.7%, focus on what is important, model risk-taking 72.1%, understand student motivation, demonstrate confidence 74.6%, creativeness, determination 75.1%, empathy, forgiveness 69.1%, genuineness, graciousness 72.1%, grit, independence 77.2% and reflectiveness, resourcefulness 75.1%.

Table 2. Relationship between Personality Characteristics and Organisational Commitment among Secondary School Teachers

	Pearson Correlation (r)	Sig.
Personality Characteristics VS Organizational Commitment	0.401	0.001

The above table indicated that personality characteristics and organizational commitment among secondary school teachers are significant at significance level 0.05. On this base, it would be concluded that there is a strong and significant relationship was found between personality characteristics and organizational commitment among secondary school teachers.

Discussions and Conclusions

Successful teachers are passionate about education. They are passionate about learning and about engaging students in learning. Personality characteristics are the predictors of organizational commitment (Njoku, Ebeh & Mbaeri, 2017). A positive and significant relationship exists between the five facets of personality characteristics and affective commitment (Bartholomew, Awa & Ukoha, 2016). Abbassi, Rehman and Iqbal (2016) supported a positive association of independent variable with dependent variables (department and employee level measures of High-Performance Work Systems (HPWS). The different dimensions of personality development found well developed in public schools (Arshad & Qamar, 2018). The employees have a great influence on both antecedents of career success through perceived employability (Akram, Mahar & Ullah, 2017). Lateef, Dahar and Yousaf (2019) indicated that the personality of the individuals had a significant bearing on the academic performance of students (Mehr & Dashti, 2016).

Teachers are more dedicated to the assigned task and believe in his personal abilities. Teachers are passionate about education, more disciplined, engaging personality and approach high expectations for learners. All the teachers have the ability to develop a relationship to build community, and strong work ethics were found. The teachers are very patient, caring and kind to their students. The teachers have the subject content knowledge and focus on what is important for learners. The teachers are good communicators have excellent communication skills, good listener, friendliness and approachability. The teachers are fully prepared, organized, skilled, and act as a risk-taking model. The teachers are a motivator, demonstrator, and determinant and shown a large number of personality qualities like confidence, creativeness, empathy, forgiveness genuineness, graciousness grit and independence.

The study concluded that a positive and significant relationship exists between personality characteristics and organizational commitment among secondary schools. Better personality characteristics show more commitment to the organization. It was also concluded that the personality characteristics effects on organizational commitment of secondary school teachers. Different trainings, workshops or refresher courses arranged for secondary school teachers to promoting personality characteristics which ultimately enhances organizational commitment recommends in the study. In the different training world-known personalities may be called for conducting sessions related to personality characteristics and organizational commitment.

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