

ORGANIZATIONAL COMMITMENT AND CORE SELF-EVALUATIONS OF FACULTY AT SENIOR SECONDARY LEVEL

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Abstract

This study was designed to explore organizational commitment of academic faculty at senior secondary level in relation to core self-evaluations. A sample of 200 academic faculty from private senior secondary schools of Chandigarh, affiliated to CBSE board was selected employing multi-stage random sampling. Mean, standard deviations, *t*-values and coefficient of correlation were worked out to analyze the data. It was found that there is no significant gender differences in the organizational commitment (affective, continuance and normative commitment) and core self-evaluations. However, significant relationship was found between organizational commitment (affective, continuance and normative commitment) and core self-evaluations of academic faculty of senior secondary schools.

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Introduction

The success of an organization and the pursuit of quality depend not only on how the organization makes the most of human competencies, but also on how it stimulates commitment to an organization. Committed employees in an organization are likely to serve it better, as such costs commonly associated with human resources, such as absenteeism, turnover, and low motivation will be reduced. Organizational commitment is a significant factor in the success of organizations. Committed employees care about the organization and put forth effort to ensure the success of the organization.

Organizational Commitment

O'Reilly (1989) described organizational commitment as an individual's bond to the organization including a sense of job involvement, loyalty and belief in the values of the organization.

Organizational commitment is a psychological state that characterizes the employee's relationship with the organization with its implications for the decision to continue membership in the organization (Meyer & Allen, 1997).

In the present study organizational commitment has been operationally defined as an attitude and psychological connection that individuals have with their organization, characterized by strong identification with the organization and a desire to contribute to the accomplishment of organizational goals as assessed by *Organizational Commitment Scale* (Meyer & Allen, 1997).

Core Self-Evaluations

Beginning with the work of Judge, Locke, and Durham (1997) and proceeding into the present, a growing body of research has provided increasing support for the hypothesis that locus of control, generalized self-efficacy, self-esteem, and neuroticism are components of a higher-order factor known as core self-evaluations (Judge, Locke, Durham, & Kluger, 1998).

Core self-evaluations has been defined as the fundamental bottom-line evaluations individuals hold about themselves and their capabilities, and the latent (or second-order) factor underlying

measures of self-esteem, neuroticism, locus of control, and self-efficacy. (Judge, Locke, & Durham, 1997)

In the present study, core self-evaluations has been operationally defined as the basic conclusions, bottom line evaluations that one holds subconsciously about oneself as assessed by Core self-evaluations scale (Judge, Erez, Bono & Thoresen, 2003).

Organizational Commitment and Core Self-Evaluations

Research on organizational commitment spans over four decades and remains an area of interest to both researchers and practitioners. Strengthened commitment may translate into improvements in individual work performance that facilitate the achievement of reforms and higher levels of organizational effectiveness (Mathieu & Zajac, 1990; Tett & Meyer, 1993).

Core self evaluations (CSE) is an important emergent concept and is found related to a host of outcomes that are important to individuals and organizations. Meta-analytic results of research focusing on core self evaluations support the relation of core self evaluations with various outcomes, including job and life satisfaction (Judge, Locke, Durham, & Kluger, 1998), in-role and extra-role job performance (Judge & Bono, 2001), and perceptions of the work environment. Bono and Judge (2003) point out that there likely exist many other criteria which core self-evaluations may meaningfully predict and one such variable is organizational commitment. There are very limited studies which examined the direct relationship between core self evaluations and organizational commitment.

Creed, Lehmann and Hood (2009) in their study found employment commitment was unrelated to core self evaluations whereas study conducted by Crawford, Hubbard, O'Neill and Guarino (2010) supported organizational commitment as sharing a direct relationship with core self-evaluations.

Wu, Zhuang and Wen (2009) showed that internal locus of control and emotional stability has significant positive relationships with global job satisfaction and also, global job satisfaction is positively related with organizational commitment. Cadiz (2010) found that core self-evaluations moderates the ageism climates relationships with people's job withdrawal intentions, organizational commitment, and work engagement outcome variables.

Thomas, Feldman and Daniel (2010) examined the relationship between idiosyncratic deals and organizational commitment with core self-evaluations moderating the relationship and found the

strongest relationship between idiosyncratic deals and affective organizational commitment was stronger for those managers who had low core self-evaluations. Joo, Yoon, and Jeung (2012) found that core self-evaluations and transformational leadership positively influenced employees' organizational commitment. Another study conducted by Nasrin, Abdolkazem and Mahsa (2012) tested a model and found the direct effect of core self-evaluations on job satisfaction, organizational commitment and job performance, and indirect effect of core self-evaluations on job satisfaction and organizational commitment through perceived job characteristics, organizational climate, and organizational empowerment. Study by Peng , Li, Zhang, Tian, Miao, Xiao and Zhang (2014) revealed that core self-evaluations, organizational commitment, job satisfaction, and job burnout were significantly correlated with each other. Research that combines core self evaluations and organizational commitment is limited and does not clearly exhibit their respective relationship. Hence, this study will contribute to the research literature by throwing light on the relationship and answer whether organizational commitment has any relationship with core self evaluations of academic faculty ?

Objectives of the study

1. To study if gender difference exist in the organizational commitment of academic faculty.
2. To study if gender difference exist in the core self-evaluations of academic faculty.
3. To explore if any relationship exists between organizational commitment and core self-evaluations.

Hypotheses of the study

1. There exists no significant gender difference in organizational commitment of academic faculty.
2. There exists no significant gender difference in core self-evaluations of academic faculty.
3. There exists no relationship between organizational commitment (affective, continuance and normative commitment) and core self-evaluations of academic faculty.

Method

For the present study, descriptive method of research was used to explore the organizational commitment of academic faculty of private senior secondary schools of Chandigarh in relation to their core self evaluations. The study is also co relational in approach. It aims at correlating the dependent variable of organizational commitment with the independent variable of core self evaluations.

Subjects of the study

The present study was conducted on a sample of 200 school teachers from private senior secondary schools of Chandigarh, affiliated to CBSE board. Multi-stage random sampling was employed for the collection of data.

Instruments used

Following research instruments were employed to collect the data for the present investigation:

- Organizational Commitment was measured using *Organizational Commitment Scale* by Meyer and Allen (1997).
- Core Self-Evaluations was measured using *Core Self-Evaluations Scale* developed by Judge, Erez, Bono and Thoresen (2003).

Statistical Techniques

In accordance with various objectives of the study, mean and standard deviation were worked out to study the nature and distribution of variables. *Independent sample t-test* was employed to determine if there were any statistically differences in the mean scores of organizational commitment and core self-evaluations of male and female academic faculty. *Bivariate Analysis* was used to find out how the independent variable of core self evaluations is associated with the dependent variable i.e. organizational commitment.

Results of the study

Table-I: Gender based comparison of academic faculty on the variable of Organizational Commitment (affective, continuance and normative commitment)

Variables	Male		Female		t- ratio
	M	SD	M	SD	
AC	37.13	5.249	34.04	7.452	1.573
CC	24.93	8.022	26.41	8.124	.676

NC	34.67	6.554	33.02	6.109	.998
OC	98.07	11.398	93.79	13.593	1.282

Note *Significance at .05 level (t=2.58), **Significance at .01 level (t=1.96)

Discussion based on Table I

Organizational commitment is defined as the personal loyalty and dedication that individuals are willing to their organization. It is the relative strength of an individual’s identification and involvement in a particular organization. It involves three components namely affective, continuance and normative commitment.

On comparing scores obtained on the variable of organizational commitment, no significant gender differences were observed either in case of organizational commitment or its components i.e. affective, continuance and normative commitment. However, based on mean scores in the present investigation, the female teachers were having more continuance commitment as compared to their male counterparts; whereas male teachers had an edge over female counterparts on organizational commitment along with affective and normative commitment.

Hence, the null hypothesis that there exists no significant gender difference in organizational commitment of academic faculty stands accepted in the present study.

A possible reason for the above findings might be that both males and females have same level of attachment and feel same sense of allegiance to his or her employer. The results of the present study got further support by research findings of researchers (Marsden, Kalleberg & Cook, 1993; Al-Ajmi ,2006)) who also found that men and women did not differ on organizational commitment.

Table-II: Gender based comparison of academic faculty on the variable of Core self-evaluations

Variables	Male		Female		t- ratio
	M	SD	M	SD	
CSE	44.47	7.577	42.51	7.556	.963

Note *Significance at .05 level (t=2.58), **Significance at .01 level (t=1.96)

Discussion based on Table II

When gender based comparison was done on the variable of core self- evaluations, no significant differences were observed between male and female teachers in the present investigation. However, the mean scores of core self evaluations was found to be higher in case of male teachers in comparison to their female counterparts, but the difference in the mean scores was not significant even at .05 level.

Hence, the null hypothesis that there exists no significant gender difference in core self- evaluations of academic faculty was accepted.

Above findings might be due to the reason that both males and females hold same fundamental bottom-line evaluations about themselves and their capabilities. The results are in consonance with findings of Starcher (2015) who also found no significant difference between the core self-evaluations mean scores of female versus male non-business students in his study. On the contrary, in the same study significant differences were found between the core self-evaluations mean scores of female versus male business students.

Table-III: Coefficient of correlation between Organizational Commitment (affective, continuance and normative commitment) and Core self- evaluations

Group	Variables	N	Mean	Df	R
Academic faculty	AC	200	34.28	198	.565**
	CC	200	26.30	198	-.196**
	NC	200	33.15	198	.376**
	OC	200	93.79	198	.371**

Note *Significance at .05 level($r=.098$), **Significance at .01 level($r=.128$)

Discussion based on Table III

When dependent variable of organizational commitment as well as its three components viz. affective, continuance and normative commitment were separately correlated with core self-evaluations to find out the extent of relationship, following results were obtained:

Affective commitment and core self evaluations

Affective commitment denotes a sense of belonging and emotional attachment to the organization. Significant but positive correlation was found between affective commitment and core self evaluations ($r=.565$, $p<.01$). The results indicate that the teachers with high core self evaluations were affectively committed towards their organizations.

Continuance commitment and core self evaluations

Continuance commitment emphasizes the perceived costs of leaving the organization. Significant but negative correlation was found between continuance commitment and core self evaluations ($r=.196$) at .01 level of significance. Negative significant correlation revealed that teachers with high core self-evaluations were having low level of continuance commitment.

Normative commitment and core self-evaluations

Normative commitment can be explained as a sense of responsibility to continue employment with a specific organization. Positive correlation was found between normative commitment and core self-evaluations ($r=.376$) significant at 0.01 level of significance. Positive and significant correlation depicts that teachers with high core self-evaluations exhibit a stronger sense of responsibility to be in present organization.

Organizational commitment and core self-evaluations

Positive correlation was found between total score of organizational commitment and core self-evaluations ($r=.371$) significant at 0.01 level of significance. Positive and significant correlation in the present investigation indicated that people with high core self-evaluations exhibit stronger organizational commitment.

Thus, the null hypothesis that there exists no relationship between organizational commitment (affective, continuance and normative commitment) and core self-evaluations of academic faculty did not get any support in the present investigation.

Positive and significant correlation was found between organizational commitment along with two of its components viz. affective and normative commitment. This may be because with high level of employees' core self-evaluations, they also have higher organizational identity and subsequently it leads to larger input and contribution from their end. On the contrary, negative but significant correlation was found between continuance commitment and core self-

evaluations. It might be due to the reason that people with high core self-evaluations see their jobs and lives more positively and are confident enough that even if they leave the present organization, they would be able to get better opportunities.

The results of the present study got further support by research findings of researchers (Peng , Li, Zhang, Tian, Miao, Xiao & Zhang ,2014; Thomas, Feldman & Daniel ,2010) who also found that organizational commitment and core self-evaluations were significantly correlated with each other.

Conclusions

On the basis of the findings and discussion, following conclusions were drawn with reference to the present investigation:

1. No significant gender difference was observed in organizational commitment (affective, continuance and normative commitment) of academic faculty .
2. No significant gender difference was observed in the core self-evaluations of academic faculty .
3. Core self-evaluations of academic faculty was found to have significant relationship with organizational commitment and its components viz. affective, continuance and normative commitment.

Educational implications

On the basis of principal findings of his study, it is clear that there is a need to take some effective measures to enhance the organizational commitment of academic faculty in relation to their core self-evaluations. Individuals with high levels of core self-evaluations perform better on their jobs are more successful in their careers, are more satisfied with their jobs and lives, report lower level of stress and conflict, cope more effectively with setbacks and better capitalize on advantages and opportunities. Moreover, people with positive core self-evaluations stand on a higher platform to begin with as compared with those with negative self-estimate (Judge, et al. 1998). That is, people with positive self-concepts see their jobs and lives more positively because they possess the dispositional makeup that allows them to do so. Thus, the positive relationship between core self-evaluations and organizational commitment may be an incarnate

of the overlapping positivism that employees bring into their daily work lives which then transfers to recurring positive experiences that Thoresen, et al. (2003) suggest should foster affinity and identification with the organization.

In order to enhance commitment among teachers would thus involve creating a work environment which is positive and healthy. Human Resource managers can create an environment and design practices and policies to enhance the level of core self evaluations of employees, which in turn will increase the level of job satisfaction and organizational commitment of employees .

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