The Moderation Effect of Teaching-Experience on the Relationship between Self-Efficacy and Organizational Commitment

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Abstract: This article examined the relationships and evaluates whether demographic characteristic such as teaching experience moderates the relationship between self-efficacy and organizational commitment. The study was undertaken on 300 teachers employed in central university (AMU), India. Obtained data were analyzed by correlation and moderation analysis. Results of correlation analysis revealed that teaching-experience significantly and positively correlated with the self-efficacy as well as organizational commitment. A significant positive correlation was also found between self-efficacy and organizational commitment. Moderation analyses confirm the significant interaction effect of teaching-experience of the relationship between self-efficacy and organizational commitment. These findings substantiate the crucial role of teaching-experience of university teachers in determining their self-efficacy and organizational commitment.

Keywords: Self-efficacy, organizational commitment, and teaching-experience.

I. INTRODUCTION

Bandura has made the major contribution in the development of self-efficacy concept in different areas of human behavior. According to Bandura’s (1977a) social learning theory, the self-efficacy concept refers to the degree to which people assume that they have the ability to perform an intended action. In addition, the more individuals believe they can perform the behavior, the more possible they will be to employ in the particular behavior. He believed that particular adequate motivation to employ in a behavior, it is a human’s self-efficacy beliefs that decide the choice of behavior that the individual will initiate, the amount of effort that will be expended, and what extent the individual will persist in the face of obstructions and aversive conditions. He then explained self-efficacy as the individual’s confidence in their ability to carry out a specific behavior in a specific situation.

Bandura (1977b) has been also made the distinction between self-efficacy expectations and outcome expectations. In current definitions of teacher self-efficacy, some authors focus on teachers’ perceived ability to affect student outcomes (De la Torre Cruz & Casanova Arias, 2007), whilst others focus exclusively on efficacy expectations but extend this by considering the contexts in which teachers work (Tschannen-Moran, Hoy, & Hoy, 1998).

Woolfolk, Rosoff, and Hoy (1990) believed that teacher self-efficacy is a central issue and an effective variable in educational research. Skaalvik and Skaalvik (2007) suggested that teachers’ sense of self-efficacy have a major role in outcome of vital academic results. It is associated with greater degree of student’s achievement and motivation, and has been observed its’ effect on teachers’ instructional practices, use of innovative teaching methods, enthusiasm, commitment, and teaching behavior. According to Gavora (2010) it exists in many domains of human functioning, including both professional and private behaviour. Particularly in an educational context, Gavora refers teacher self-efficacy as teacher’s personal (i.e., self-perceived) belief in ability to plan instruction and accomplish instructional objectives. It is in effect the conviction the teacher has about his/her ability to teach their pupils efficiently and effectively.

Lin (2004) said that teaching efficacy is an empowerment that gives teachers’ power to take decisions and acquire new knowledge to improve students’ learning results. Chu (2003) believed that teaching efficacy can induce students’ learning motivation and help them to produce growth ability. Marsh and Bailey (1991) suggested that the evaluation of teaching effectiveness contains multidimensional constructs, including learning/value, instructor enthusiasm, organization/clarity, group interaction, individual rapport, and breadth of coverage, examinations/grading, assignments/readings and workload/difficulty. Rastegar and Moradi (2016) reviewed numerous literatures and found that self-efficacy varies across task to task as well as context to context. For example, teacher may trust their skills in teaching the material effectively, but they may doesn’t have efficacy when it comes to dealing with disruptive behavior in the class. Further, they reported that teacher self-efficacy has close relationship with students achievement, students motivation, students own sense of efficacy, and teachers classroom management strategies.
It has been observed that teachers with a high strength of sense of efficacy have reported higher level of commitment to their job (Coladacci, 1992), and constantly witnessed lower degree of burnout (Brouwers & Tomie, 2000; Friedman, 2003; Schwarzer & Hallum, 2008). Jex and Bieze (1999) conducted a multilevel study and found high positive relationship between self-efficacy and organizational commitment. Sinha, Talwar, and Rajpal (2002) studied the members of Tata Engineering and Locomotive Company of India and reported the positive relationship between self-efficacy and organizational commitment. More recently, Agarwal and Mishra (2016) reported the significant positive relationship of self-efficacy with organizational commitment and its components (affective, continuance, and normative) among revenue personal. The literature surveys on teachers’ efficacy beliefs are showing its’ persistent impact on diverse dimensions of teachers’ performance. Therefore, the aim of present study is to view the moderating effect of teaching-experience of the relationship between self-efficacy and organizational commitment.

**Objectives of the Study**

1. To examine the relationship between teaching-experience and self-efficacy.
2. To examine the relationship between teaching-experience and organizational commitment.
3. To examine the relationship between self-efficacy and organizational commitment.
4. To study the moderating effect of teaching-experience of the relationship between self-efficacy and organizational commitment.

**Hypotheses**

H1: There will be a positive relationship between teaching-experience and self-efficacy.

H2: There will be a positive relationship between teaching-experience and organizational commitment.

H3: There will be a positive relationship between self-efficacy and organizational commitment.

H4: Teaching-experience will moderate the relationship between self-efficacy and organizational commitment.

**II. RESEARCH METHODOLOGY**

**Participants**

A representative sample of teachers was selected ensuring the quality and characteristics of the target population. In the present study, faculty members teaching in an Indian Central University (Aligarh Muslim University) were the target population. Based on the criterion developed by Carvalho (1984) a sample size of 200 respondents is sufficient for the research study. To ensure the true variance and minimizing the error variance, systematic and random errors; the sample size of the present study was 300 teachers (150 male and 150 female) selected from different faculties using stratified random sampling. In stratified random sampling, the strata were formed based on teachers’ working strength of the faculty. In the sample, the mean age of the teachers was 45.28 years (SD = 10.01) with 26 years as minimum and 64 years as the maximum. The mean teaching-experience of the teachers was 16.51 years (SD = 10.33) with 2 years as a minimum and 35 years as the maximum. In terms of educational qualification, they were 90 Post Graduates and 210 Ph.D. In academic rank they were 134 Assistant Professors, 89 Associate Professors and 77 Professors.

**Measures**

Two standardized psychometric measures were used to study the self-efficacy and organizational commitment of university teachers. The description of the measures used in the present study is discussed in the following paragraphs.

**General Self-Efficacy Scale**

General Self-Efficacy Scale was developed by Schwarzer and Jerusalem (1995). Initially, the scale was developed in German with 20 items but later on it was translated in English and reduced 10 items. Sud (2002) adopted the scale in Indian context and translated from English to Hindi. This 10 items bilingual (English & Hindi) was used in present study. This scale contained in four point response categories such as; (1) not at all true; (2) hardly true; (3) moderately true; and (4) exactly true. The overall score of the scale was considered in this research. The minimum and maximum score of the scale ranges from 10 to 40. Higher the score higher is the self-efficacy and vice-versa. The reliability coefficient of the scale was ranging from 0.76 to 0.90. The reliability of the scale was verified on the target sample and Cronbach’s alpha was found to be 0.71 which is moderate but adequate to accept as suggested by George and Mallory (2003). Exploratory Factor Analysis explained 57.48% of the total variance which confirms the high construct/factorial validity. The confirmatory factor analysis (CFA) was conducted to verify the dimensionality.

**Organizational Commitment Scale**

Organizational commitment scale of the Shah and Ansari (2000), was used. This scale composed of three components which are; affective, continuance and normative commitment. It was comprised of 15 items and each component includes 5 items. The responses were on a 7-point Likert scale with anchors labeled (1=Strongly Disagree and 7=Strongly Agree). The minimum and maximum score of the scale ranges from 15 to 105. The reliability coefficient of the scale was 0.80 and the congruent validity 0.76. The psychometric properties of the scale was verified on the target sample and Cronbach’s alpha was found to be 0.71 which is moderate but adequate to accept as suggested by George and Mallory (2003). Exploratory Factor Analysis explained 57.48% of the total variance which confirms the high construct/factorial validity. The confirmatory factor analysis (CFA) was conducted to verify the dimensionality.
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Model 2: Predictors: Teaching-Experience, Self-Efficacy, Interaction between Teaching-Experience and Self-Efficacy

As shown in Table 2, Model 1 without the interaction accounted for a significant amount of variance in organizational commitment, $R^2 = .248$, $F(2, 297) = 49.074$, $p < .001$. It can be inferred that self-efficacy is a significant predictor of organizational commitment. Next, the interaction between teaching-experience and self-efficacy was added to the regression model (Model 2) which accounted for a significant amount of variance in organizational commitment, $\Delta R^2 = 0.048$, $\Delta F(1, 296) = 19.978$, $p < .001$. On the basis of this quantitative analysis it can be inferred that there is a significant moderating effect of teaching-experience on the relationship of self-efficacy with organizational commitment. Further, for visualizing the conditional effect of self-efficacy (X) on organizational commitment (Y) interaction plot prepared and shown as Figure 2.

**Figure 2: Interaction Plot: Teaching-Experience as moderator between Self-Efficacy and OC**

Examination of the interaction plot showed an enhancing effect as teaching-experience and self-efficacy increases, teachers’ organizational commitment also increases. At low self-efficacy, teachers’ organizational commitment was different for their low, average, and high teaching-experience groups. Teachers with average and high self-efficacy with their low, average and high teaching-experience groups had an enhancing pattern in organizational commitment and came closer to substantiate the interaction effect. Therefore, $H_4$ is supported.

**IV. CONCLUSION AND SUGGESTION**

The results of the study showed that teaching-experience, self-efficacy and organizational commitment are significantly and positively correlated to each other. Further, teaching-experience has moderating effect of the relationship of self-efficacy and organizational commitment. Therefore, it can be concluded that teaching-experience significantly affects the teachers’ self-efficacy and organizational commitment. Numerous studies suggested the hiring and retaining highly committed employees is a key part of their human resource management strategy (Gong, Law, Chang, & Xin, 2009; Kehoe & Wright, 2013). This is because organizational commitment, defined as an individual’s psychological attachment with an organization, has been indicative of desirable outcomes such as job performance (Cooper-Hakim & Viswesvaran, 2005; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002; Biketta, 2002), organizational citizenship behavior (Meyer et al., 2002; LePine, Erez, & Johnson, 2002), and turnover (Meyer et al., 2002; Mathieu & Zajac, 1990). Therefore, further studies required to examine the moderating effect of other demographic variables such as gender, designation, qualification, academic discipline, type of family and marital status of the relationship between self-efficacy and organizational commitment. Findings also would be of interest to observe the factors that affect organizational commitment such as work design, leadership, organizational politics, organizational justice, trust, coworker support, perceived organizational support, psychological contract breach, psychological empowerment, quality of work life, and person organization fit.

**V. REFERENCES**

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