

# ON THE RELATIONSHIP BETWEEN THE IRANIAN EFL TEACHER'S SENSE OF COMMITMENT AND THEIR SELF-ESTEEM

Samane khoshbakht  
Islamic Azad University (Torbt-e Heydarieh)  
E-mail: Samanekhoshbakht69@gmail.com  
Address: Mashhad, Iran

Zargham Ghapanchi  
Ferdowsi University of Mashhad  
E-mail: ghabanchi@um.ac.ir  
Address: Mashhad, Iran

## ABSTRACT

THIS STUDY INVESTIGATED THE RELATIONSHIP BETWEEN IRANIAN EFL TEACHERS 'SENSE OF COMMITMENT AND THEIR SELF-ESTEEM. 378 PARTICIPANTS WHO WERE ALL IRANIAN EFL TEACHERS IN DIFFERENT LANGUAGE INSTITUTIONS OF DIFFERENT CITIES WERE SELECTED. THEY WERE BOTH MALES AND FEMALES FROM DIFFERENT AGE GROUPS AND WITH 3-20 YEARS OF EXPERIENCE. THE RESEARCHER USED TWO QUESTIONNAIRES: THE FIRST ONE WAS ROSENBERG SELF-ESTEEM SCALE (ENGLISH VERSION, 1965), THE TEST-RETEST RELIABILITY IS .85. THE SECOND ONE WAS THE ORGANIZATIONAL COMMITMENT QUESTIONNAIRE (FARSI VERSION, BY ALLEN AND MEYER 1990). THE RELIABILITIES OF ALL THE COMMITMENT SCALES WERE ABOVE .60. SUBJECTS WERE CONSIDERED PROFESSIONAL AND EXPERIENCED TEACHERS WITH HIGH LEVEL OF EDUCATION. THEIR FIELD OF STUDY WAS ENGLISH LANGUAGE TEACHING, TRANSLATION, AND ENGLISH LITERATURE. THIS STUDY ADOPTED A QUALITATIVE AND CORRELATIONAL METHOD. FOR COLLECTING THE DATA, RESEARCHER USED "GOOGLE DOC" WEBSITE TO SPREAD OUT THE QUESTIONNAIRES. GATHERING DATA WAS SUMMARIZED IN SPSS SOFTWARE. THEN, THE CORRELATION BETWEEN SENSE OF COMMITMENT AND SELF-ESTEEM WAS CALCULATED. IN CURRENT RESEARCH KOLMOGOROV-SMIRNOV STATISTICS USED TO TEST THE NORMALITY. THE TEST PORTRAYED THAT THE SELF-ESTEEM WAS NOT NORMAL SINCE THE P - VALUE OF SELF-ESTEEM IS LESS THAN 0.05. NONPARAMETRIC COEFFICIENT SPEARMAN STATISTIC REVEALED THAT THERE IS NOT SIGNIFICANT RELATIONSHIP BETWEEN SENSE OF COMMITMENT AND SELF-ESTEEM.

**KEYWORDS:** ORGANIZATIONAL COMMITMENT, SELF-ESTEEM, ORGANIZATION, RELOCATION RATE, PERFORMANCE

## 1. Introduction

Recent research shows that teachers have great power to affect students' educational outcomes (Anderson, 2004). The teacher is an educational leader and decision maker, who directly affects and indirectly influences the students and responsibility of the teachers to guide and inspire students, to enrich his disciples. Research on teacher effectiveness has yielded a wealth of understanding about effective teacher characteristics (Hughes, Abbott-Campbell & Williamson, 2001 cited in Fatemi & Shahabi, 2015) on education and learning. Researches indicated that employees with high commitment try more to fulfill what is expected from them and achieve organizational objectives

(Oberholster and Taylor, 1999 in Atak, Erturgut, 2010). Organizational commitment means employees adopting aims, goals and values of the organization and having high faith in these, having a strong will to remain in the organization". (Cited in Atak, Erturgut, 2010, p.3472). Self-esteem is the sum of self-confidence; a feeling of personal capacity and self-respect; a feeling of personal worth". (Cited in Alizadegani, Fitriana Zaini, Delavari, 2013 p.712

Finding of this study could help managers to increase employees' self-esteem and minimize the relocation rate. Organizations in the information age understand that learning means competitive advantage; therefore, they determine their primary purpose as becoming effective learning organizations. Organizational commitment is a serious issue with respect to effective usage of human resources which has become the basic value for organizations. (Cited in Atak & Erturgut, 2010).

The limitations of the study can be elaborated through the following aspects. The researcher samples randomly from 378 (confidence level of 0/95 and 0/05 degree of accuracy) Iranian EFL Teachers from Mashhad, Zahedan, Rasht and Orumeieh. The participants are females and males with 3-20 years of experience and different social background who teaches at private language institutions.

Organizational commitment helps to increase employee performance (Shore & Martin, 1989; Meyer et al. 1989; Meyer et al. 1993; Meyer et al. 2002; Siders et al. 2001; Jaramillo et al. 2005 cited in Uygur et al. 2009 ) and helps to decrease turning up late to work, absenteeism, and leaving.

Self-esteem continues to be one of the most commonly researched concepts in social psychology (Baumeister 1993; Mruk 1995; Wells & Marwell 1976; Wylie 1979). Self-esteem refers most generally to an individual's overall positive evaluation of the self (Gecas 1982; Rosenberg 1990; Rosenberg et al. 1995 cited in Cast and Burke, 2002).

The concept of organizational commitment aroused from studies exploring employees- organization linkages. According to Mowday and Spencer (1981, in Nordin, 2011), committed employees would be useful because of the potential for increased performance, reduced change in numbers of employees and absenteeism. According to Chan, Lau, Lim & Hogan (2008 in Hamid et al. 2013) positive results of employees' organizational commitment include higher job satisfaction, lower turnover rate, minimized absenteeism, improved organizational citizenship behavior and increased students' achievement

Self-esteem is seen as one of the multiple parameters that ensures life success and psychological health of the people. Self-esteem is defined as a form of self-admission, self-appreciation and self-respect (Brase & Guy, 2004, in Goreyshi, kargar and Noohi et al. 2013). Zembat and Gursoy(2012) represented a weak positive relationship between pre-school teachers' self-esteem and teacher attitudes.

### **Research Question**

**Q1:** Is there any significant relationship between the Iranian EFL teacher's sense of commitment and their self-esteem?

### **Research Hypothesis**

**H01:** There is a significant relationship between the Iranian EFL Teacher's sense of commitment and their self-esteem.

### **2. Method**

To collect the required data 378 based on confidence level of 0/95 and 0/05 degree of accuracy (according Morgan table ) , Iranian EFL language teachers from Mashhad, Zahedan, Rasht and Orumieh, teaching in different Foreign Language Institutions were selected. They were considered professional and experienced teachers had university education (Bachelor or Master or PhD degree). They were both males and females and from different age groups and with 3-20 years of experience. Their field of study was English language teaching, Translation, and English literature. All of them were supposed to pass the Teacher Training Course (TTC) whether in University or Institute.

To conduct the study, the following instruments were employed:

The Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965) was a 10-item self-report measure of explicit self-esteem. This questionnaire use a 4-point Likert-scale to find the degree to which they (strongly agree=4) to (strongly disagree=1) with each item or the degree to which items were (agree) to (disagree). Scores were summed to provide a total self-esteem score. Rosenberg (1965) reported

test-retest reliability.85. (Cited in Ryeng and Kroger, Martinussen, 2013). The overall alpha coefficient score was 0.87 for this global self-esteem scale. (Cited in Rai Nho,1999). Criterion Validity is 0/55 and Construct Validity is 0/64. (Cited in Rosenberg, 1965).

To assess the organizational commitment, this study used Organizational Commitment Questionnaire (OCQ) by Allen and Meyer 1990. There were 24 items was used in this study and was likert scale. The reliabilities of all the commitment scales were above .60 (Abdullah, 2011).

### 3. Procedure

In this study, 378 participants who were all Iranian EFL teachers in different language institutions of different cities were selected. They were from both genders and from different ages with 3-20 years of experiences. For collecting the data, researcher used "Google Doc1" website to spread out the questionnaires. Collecting data started at December 2014 and lasted for about two months. The probable needed time for filling out the questionnaires was about 30 minutes. Gathering data was summarized in SPSS software. Then, the correlation between sense of commitment and self-esteem was calculated by using SPSS software.

This study adopted a qualitative method. A Correlational study was used. In current research normality of variables was examined using Kolmogorov-Smirnov statistics and because of one abnormal variables (self-esteem), nonparametric coefficient spearman statistic was used, because self-esteem is not normal. This study was going to investigate any significant relationship between two independent variables of Iranian EFL teachers' self-Esteem, sense of commitment .

### 4. Descriptive statistics

The descriptive statistics of **years of experience** (frequency and percent) shows, the total sample is 378. 82 teachers, their years of experience is 9-10 that is the highest frequency.

Descriptive Statistics for Self-esteem and sense of commitment are reported in Table 4.1.

Table 4.1.

*Descriptive Statistics for Self-esteem and sense of commitment*

	N	Minimum	Maximum	Mean	Std. Deviation
<b>self esteem</b>	378	14.00	38.00	23.3466	3.45935
<b>sense of commitment</b>	378	32.00	92.00	65.9683	8.37129

As table 4.1 shows, Minimum, maximum, mean and standard deviation for self-esteem is 14.00, 38.00, 23.34, 3.45. Minimum, maximum, mean and standard deviation for sense of commitment is 32.00, 92.00, 65.96, and 8.37.

#### 4.1. Test of normality for variables

The output shows the Asymp. Sig. (2 - tailed) value of self-esteem is 0.001 and, the Asymp. Sig. (2 - tailed) value of sense of commitment is 0.512. Since the p - value of self-esteem is less than 0.05, this variables is not normal, nonparametric coefficient spearman statistic was used and since the p - value of sense of commitment is greater than 0.05, this variable is normal.

#### 4.2. Inferential statistics

For checking hypothesizes of research based on two abnormal variables, nonparametric coefficient spearman statistic was used.

##### 4.2.1. The correlation between sense of commitment and self-esteem

The question this research investigated was whether there was a relationship between the Iranian EFL teacher's sense of commitment and their self-esteem. The SPSS output (version 19) for correlation between sense of commitment and their self-esteem is presented in table 4.2.

Table 4.2

*The Correlation between the Iranian EFL Teacher's sense of commitment and self-esteem*

		sense of commitment
<b>Self esteem</b>	<b>Spearman's rho Correlation</b>	.097

	Sig. (2-tailed)	.060
	N	378

As table 4.2 shows, Spearman's rho Correlation between sense of commitment and self-esteem is 0/09 and the level of significance of the variables is 0/06. Null hypothesis (H0) is rejected when the level of significance is less than 0/05 (sig < 0.05). Since the level of significance is 0/06 and more than 0/05 (Sig=.06 > 0.05) with the confidence of %95, the null hypothesis (H0) is accepted that means there is not relationship between sense of commitment and self-esteem. Thus, the first hypothesis is rejected.

#### 4.3. Discussion of the findings

The analysis of the data led to this conclusion that there is not meaningful relationship between sense of commitment and self-esteem. As stated by Organ (1988 cited in Devin et al, 2012) (Organizational Citizenship Behavior) OCB advances the effective operation of the organization and the self-efficacy and self-esteem of the employees. The impact of OCB on self-esteem may be attributed to the fact that teachers who work better in their job and have cooperative and helping behavior are more likely to believe in themselves and view themselves as being important and worthwhile. Organ views OCB as including of contributions of participant and may be chosen by the participant to join to the organization without thinking of formal award. Uçar and Ötken (2010) stated that the findings relating to organizational commitment reported a significant and positive relationship between self-esteem and commitment and showed that employees with high levels of self-esteem are more committed to their organizations than their low self-esteem colleagues.

According to social identity theory, when people think that their organization appreciates and values them, this showed organizational respect for them (Tyler, 1999). This can be interpreted as a form of organizational support. Additionally, having a noticeable social identity involves seeing oneself as part of a larger whole (Rousseau, 1998). They can belong to multiple groups or collectives, including an organization, division and work team. This is likely to increase individuals' organizational commitment because it improves their social identity. Moreover, social identity is reflected in people's self-esteem (Chattopadhyay, 1999). Thus there is a relationship between organizational commitment and self-esteem. İhsan Sari et al (2011) found that self-esteem positively correlated with overall commitment to team.

#### 5. Conclusion

The culture of workplace includes shared values and beliefs, working conditions and predictions about expectations (Schein, 1996 cited in Karlı & İskender, 2009). In education, one of the significant factors influencing the performance of teachers is the motivation levels of them. The task of motivating teachers should be firstly realized by school administrators. Teachers naturally are in the need of being approved and respected by school administrators and other teachers. They attempt to determine their place and roles in the school through comparing themselves with other teachers. If their need to be appreciated is taken into consideration, it may lead to high levels of organizational achievement. Administrators' attention to such need and attempts to meet them help the teachers to feel themselves valuable, able, functional and necessary. In turn, such positive approach held by the teachers leads to commitment to their institutions.

Roots and examining the personality correlates of self-esteem across the life span might provide insights into the nature of self-esteem and its development.

Here in this investigation, the relationship between sense of commitment and self-esteem was examined and the results showed that there is not significant relationship between sense of commitment and self-esteem.

#### 5.1. Implications of the study

Managers must have the mission to develop their employees' self-esteem in order to contribute to the achievement of organizational goals and as well as the personal goals of the members. The results of

this study suggest that managers should seek to increase the level of support given to the employees by the organization. By implementing policies, work processes and fair reward systems that show employees that the organization cares about the employee's well-being and values his/her contributions, the company will both increase employee self-esteem as well as their level of organizational commitment. EFL students who have low self-esteem should be trained to overcome their negative feelings about themselves and look positively at their EFL learning capabilities. School administrators must attend to organizational commitment to teachers, so they will identify with organizational goals, beliefs and values to strive for their job and like to be an organizational member to develop their expertise in teaching. In that case, teachers will overpass individual interests and like to stay in the school to spend more time and energy in their teaching.

### References

- Abdullah. (2011). Evaluation of Allen and Meyer's Organizational Commitment Scale: A Cross Cultural Application in Pakistan. *Journal of Education and Vocational Research*, 1(3), 80-86. [www.researchgate.net](http://www.researchgate.net)
- Alizadegani, F., Fitriana Zaini, M., & Delavari, G. (2013). Stress free and high self-esteem: Approaches of motivation towards teachers and school students. *Social and Behavioral Sciences*, 114, 711 - 714. [www.sciencedirect.com](http://www.sciencedirect.com)
- Anderson, L. (2004). Increasing teacher effectiveness (2nd edition). *UNESCO International Institute for Educational Planning*. [www.unesdo.unesco.org](http://www.unesdo.unesco.org)
- Atak, M., & Erturgut, R. (2010). An empirical analysis on the relation between learning organization and organizational commitment. *Social and Behavioral Sciences*, 2, 3472-3476. [www.sciencedirect.com](http://www.sciencedirect.com)
- Baumeister, R. F. (1993). Preface to Self-Esteem: The Puzzle of Low Self-Regard, edited by Roy F. Baumeister. *Plenum*. [www.springer.com](http://www.springer.com)
- Brase, G. L. G., E. (2004). The demographics of mate value and self-esteem. *Personality and Individual Differences*, 36(2), 471-782. [www.k-state.edu](http://www.k-state.edu)
- Cast, A. D., & Burke, P. J. (2002). A theory of self-esteem. *Social Forces*, 80(3), 1041-1068. [www.oxfordjournals.org](http://www.oxfordjournals.org)
- Chan, W. Y., Lau, S., Lim, S., & Hogan. (2008). Organizational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal*, 45(3), 597-630. [www.eric.ed.gov](http://www.eric.ed.gov)
- Chattopadhyay, P. (1999). Beyond direct and symmetrical effects: The influence of demographic similarity on organizational citizenship behavior. *Academy of Management Journal*, 43, 273-287. [www.amj.aom.org](http://www.amj.aom.org)
- Devin, H. F., Zohoorianb, Z., Peymanizad, H., & Sane, M. A. (2012). Investigating the relationship between organizational citizenship behavior and self-esteem among physical education teachers. *Social and Behavioral Sciences*, 46, 1203 - 1207. [www.sciencedirect.com](http://www.sciencedirect.com)
- Fatemi, M. A., & Shahabi, B. (2015). Exploring the relationship among iranian EFL teachers' cultural intelligence, their selfesteem, and gender. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 8(3), 57-67. [www.ijllalw.org](http://www.ijllalw.org)
- Gecas, V. (1982). The self-concept. *Annul Review of Sociology*, 8, 1-13. [www.annualreviews.org](http://www.annualreviews.org)
- Goreyshi, M. K., Kargar, F., Noohi, S., & Ajilchia, B. (2013). Effect of combined mastery- cooperative learning on emotional intelligence, self-esteem and academic achievement in grade skipping. *Social and Behavioral Sciences*, 84, 470 - 474. [www.sciencedirect.com](http://www.sciencedirect.com)
- Hamid, S. F., Nordin, N., Adnan, A. A., & Sirun, N. (2013). A study on primary school teachers' organizational commitment and psychological empowerment in the district of klang. *Social and Behavioral Sciences*, 90, 783-784. [www.sciencedirect.com](http://www.sciencedirect.com)
- Hughes, P., Abbott-Chapman, J., & Williamson, J. (2001). Teaching competencies in the classroom: Deconstructing teacher experiences. *Education Research and Perspectives*, 28, 1-24. [www.researchgate.net](http://www.researchgate.net)
- Jaramillo, F., Mulki, J.P., & Marshall, G.W. (20005). A meta-analysis of the relationship between organizational commitment and salesperson job performance: 25 years of research. *Journal of Business Research*, 58, 705-714. [www.sciencedirect.com](http://www.sciencedirect.com)

- Meyer, J. P., & Allen N.J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1, 61-89. [www.sciencedirect.com](http://www.sciencedirect.com)
- Meyer, J. P., Allen, N.J. & Smith, C.A. (1993). Commitment to organizations and occupations: extensions and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538-551. [www.sciencedirect.com](http://www.sciencedirect.com)
- Meyer, J. P., Paunonen, S.V., Gellatly, I.R., Goffin, R.D., & Jackson, D.N. (1989). Organizational commitment and job performance: it's the nature of the commitment that counts. *Journal of Applied Psychology*, 74, 152-126. [www.psycnet.apa.org](http://www.psycnet.apa.org)
- Meyer, J. P. H., L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11, 299-326. [www.researchgate.net](http://www.researchgate.net)
- Mowday , R. T., & Spencer, D. (1981). The influence of task and personality characteristics of employee turnover and absenteeism. *Academy of Management Journal*, 24, 634-642. [www.jstor.org](http://www.jstor.org)
- Mruk, C. J. (2008). The psychology of self-esteem: A potential common ground for humanistic positive psychology and positivistic positive psychology *Humanistic Psychologis*, 36, 143-158. [www.tandfonline.com](http://www.tandfonline.com)
- Nordin, N. (2011). Assessing emotional intelligence, leadership behaviour and organizational commitment in a higher learning institution. *Social and Behavioral Sciences*, 29, 129 - 138. [www.sciencedirect.com](http://www.sciencedirect.com)
- Oberholster, F. R. T., J. W. (1999). Spiritual exerienc and the organizational commitment. *Info*, 2(1), 57-78. [www.ojs.aiias.edu](http://www.ojs.aiias.edu)
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press, Princeton, New Jersey. Retrieved from [www.worldcat.org](http://www.worldcat.org)
- Ryeng, M. S., Kroger, J., & Monica. (2013). Identity Status and Self-Esteem: A Meta-Analysis. *An International Journal of Theory*, 13, 01-213. [www.tandfonline.com](http://www.tandfonline.com)
- Shore, L. M., & Martin, H. J. (1989). Job satisfaction and organizational commitment in relation to work performance and turnover intentions. *Human Relations*, 42(7), 625-638. [www.researchgate.net](http://www.researchgate.net)
- Siders, M. A., George, G., & Dharwadkar, R. (2001). The Relationship of internal and external commitment foci to objective job performance measures. *Academy of Management Journal*, 44(3), 570-579. [www.amj.aom.org](http://www.amj.aom.org)
- Tyler, T. R. (1999). Why people cooperate with organizations: An identity based perspective. [www.psycnet.apa.org](http://www.psycnet.apa.org)
- Uçar, D., & Ötken, A. B. (2010). Perceived organizational support and organizational commitment: The mediating role of organization based self-esteem. *Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 5, 85-105. [www.dergi.iibf.deu.edu.tr](http://www.dergi.iibf.deu.edu.tr)
- Wylie, R. C. (1979). *The Self-Concept: Theory and Research on Selected Topics*. University of Nebraska. Retrieved from [www.worldcat.org](http://www.worldcat.org)
- Zembat, R., Gursoy, R. C. (2012). Effects of pre-school teachers' self-esteem on teacher attitudes. *Social and Behavioral Sciences*, 46, 2983 - 2988. [www.sciencedirect.com](http://www.sciencedirect.com)

## Appendices

### Rosenberg Self-Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

- |   |    |   |   |    |
|---|----|---|---|----|
| 1. On the whole, I am satisfied with myself.            | SA | A | D | SD |
| 2.*At times, I Think I am not good at all.              | SA | A | D | SD |
| 3. I feel that I have a number of good qualities.       | SA | A | D | SD |
| 4. I am able to do things as well as most other people. | SA | A | D | SD |
| 5.* I feel I don't have much to be proud of.            | SA | A | D | SD |
| 6.*I certainly feel useless at times.                   | SA | A | D | SD |

7. I feel that I'm a person of worth, at least on an equal plane with others. SA A D SD  
 8.\*I wish I could have more respect for myself. SA A D SD  
 9.\*All in all, I am inclined to feel that I Am a failure. SA A D SD  
 10. I take a positive attitude toward myself. SA A D SD

Tables

Table 4.1.  
*Descriptive Statistics for Self-esteem and sense of commitment*

	N	Minimum	Maximum	Mean	Std. Deviation
self esteem	378	14.00	38.00	23.3466	3.45935
sense of commitment	378	32.00	92.00	65.9683	8.37129

Table 4.2  
*The Correlation between the Iranian EFL Teacher's sense of commitment and self-esteem*

		sense of commitment
Self esteem	Spearman's rho Correlation	.097
	Sig. (2-tailed)	.060
	N	378