



A Study on Self-Efficacy, Locus of Control and Commitment in Select Private Management Colleges in Oman

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Abstract

The study investigated the relationship amongst self-efficacy, locus of control & commitment in select private management colleges in Oman. 50 teachers participated in the study. Study reported that teachers in these select management institutes scored more than the average in Individual Locus of Control (3.04). But, Chance and Person Locus of Control were reported as 2.96 and 2.86 respectively. Self efficacy score was 2.68 out of 4 rating point, showed an above average score on self efficacy. Result on self efficacy indicated that faculty members had a strong belief to succeed in their future endeavors. All three commitment constructs score were reported a little less than the average. Correlation analysis reported that Locus of Control and Commitment were weakly related and the relationship was also insignificant. To observe the effect of independent variables on dependent variable multiple regressions analysis was used. Result showed that Locus of Control and self-efficacy was negatively affecting commitment and relationship was not significant. So, it was inferred that Locus of Control and self-efficacy negatively impacted the commitment level of the faculty members working in these private management colleges.

Keywords: Self-efficacy, Locus of control, Commitment, Oman colleges

JEL Classification: M00, M10, M14, M190

Paper Classification: Research Paper

Introduction

Locus of control and self-efficacy are important behavioral constructs which can determine the effectiveness of teachers in different ways. The three constructs i.e. Locus of control, Self-efficacy and Commitment play major role in individual and organizational effectiveness. Also, it would identify and report the effectiveness on the quality and performance of educational institutions. Teachers are the key drivers in improving and developing the quality of the education system in Oman. Commitment and self efficacy shown by the teachers also impact their job performance which indirectly affects the quality and performance of educational institutions.



The research question for the study was what is the relationship among teacher's self efficacy, locus of control and commitment? The goal of the study is to find out if the highly efficacious teachers are likely to possess internal locus of control and high commitment. The effort to establish a relationship between these variables shall provide an insight as to which behavioral constructs among faculty members shall have an impact on pedagogy and quality teaching environment. If the evidence revealed that a positive correlation does exist between high teacher self-efficacy and locus of control, then that study could suggest that a teacher with high self-efficacy and internal locus of control might prefer minimum external support and would be completely satisfied with the job. If a teacher is more likely to believe that success is based on personal actions or decisions the educational institutions may not have to invest the resources in their guidance and training. They themselves can regulate successfully for the improvement of the college. This research would be beneficial in developing and improving the quality educational environment in educational institutions in Oman.

Self Efficacy

Albert Bandura, (1994) defines this concept as people's beliefs about their capabilities to prepare designated levels from claiming execution that practice impact through occasions that influence them exists. It determines how people motivate themselves, behave, feel and think. They approach situations which are intimidating with assurance that they can exercise control over them. Such a strong viewpoint produces individual accomplishments and lessens stress. It is also reported that it is a judgment of individual's capability.

Locus of Control

Julian B. Rotter (1954) defined Locus of Control as an extent to which people think they could control occasions influencing them. A person's locus is hypothesized as either internal or external. Internal refers to the person's belief they can control their life and External refers to a person's belief that environmental factors controls their decisions and life, which by chance or fate will not be influenced. An external locus of control may cause teachers to feel like everything that is happening in their life is because of the external influence, such as because of colleagues, administration and God's intervention. They don't feel responsible for their own outcomes. Whereas, teachers with internal locus of control feel that they can change agents in their lives and have control over what is going on in the environment.

Commitment

John Meyer and Natalie Allen (1990) developed the three-component model of commitment which was published in the Human Resource Management Review. They observed that commitment is a psychological state and is about how employees feel about the organization they work for. The model identifies three different components namely, Affective, Continuance and Normative commitment which are explained below:

Literature Review

Gordon D. (1977) examined internal Locus of Control and Self-esteem to be related to academic achievement. The subjects in the study included 113 ten-year-old, fourth grade children. Questionnaire related to Self-esteem and Locus of Control was used. Results revealed that an internal Locus of Control orientation led to greater academic achievement and self-esteem. Brouwers & Tomic (1999) studied relationship amongst teacher's burnout, student disruptive

behavior and perceived self-efficacy in classroom management among 558 secondary school teachers. Results suggested that emotional exhaustion and depersonalization was loaded on one dimension of burnout. All the assumed effects were significant and personal accomplishment on perceived self-efficacy suggested a direct effect. Conclusions were made that perceived self-efficacy in classroom management is a usable construct in the explanation of teacher burnout. Trusty & Lampe (2001) studied the parental involvement and control effects on adolescent development. Using national data various aspects of the high school seniors' lives were examined. Results showed that parental control and involvement were conditional on locus of control of the adolescents. Internal locus of control was parental involvement and control and external locus of control was the control without involvement in the high school senior views. Grimes et al (2004) investigated the relationship between evaluation of teaching in traditional principles of economics course and students' locus of control. Results showed that more externally oriented students had a greater probability of assigning average and below average instructor evaluation marks whereas, internally oriented students had a greater probability of assigning above average evaluation marks with respect to instructor performance. Anwar M. (2009) study compared the Self-Efficacy of formally and non-formally trained in-service public sector teachers. The study used the Teacher Efficacy Instrument (TSES) which consisted of 9-point items. Sample consisted of 342 formally trained and 255 non-formally trained respondents. Result showed that formally trained public sector teachers were high in their self-efficacy. Munir & Sajid (2010) purpose of their investigation was to examine the relationship between Locus of control and organizational commitment which was conducted on university level professors in Pakistan. The research explained that professors with greater internal Locus of control have high affective and normative commitment while others which have greater external Locus of control have high continuance commitment. Malik et al (2010) examined the teacher's perceived organizational commitment in public sector universities of Pakistan and impact of their satisfaction with job dimensions. The examination was a survey-based descriptive research; about 650 survey questionnaire were distributed. Regression analysis and one sample t-tests were used to confirm the research hypotheses. The result showed that the quality of supervision and pay satisfaction and satisfaction with work-itself had significant positive influence on organizational commitment. Özkan H. (2012) examined and studied the pre-service teachers' attitudes towards the profession using some variables. The results showed that the teachers showed high level of commitment towards the profession with interest and enjoyment. But there was significant difference in commitment in terms of age whereas there was no difference in terms of the graduation area and level of education. Kivılcım et al (2013) developed a "Self-efficacy scale for teachers" to evaluate the opinions of 500 teachers on their self-efficacy. This scale aims to measure the teachers' psychological behavior and provide support to psychometric studies. It was an 8-point scale which was found to be reliable after due investigations. Burns et al (2013) examined the relationship between student athletes' decisions in relation to careers, self-efficacy and evaluations of academic support services. Athletes from 11 divisions out of 158 National Collegiate Athletic Associations (NCAA) were identified for the study. Results showed that students with lower levels of locus of control and self-efficacy benefitted more from the academic support services.

Research Gap

Literature related to self-efficacy, locus of control and commitment was found in many different organizations and sectors. The focus here was on studies that were done mainly in the education sector. Some studies examined the relationship between these behavioral constructs, some focused on identifying the impact and effects of some of these constructs. Some studies focused on school students and locus of control, university professors' self-efficacy, student

athletes' self-efficacy on decision making. In one of the study a scale was developed to measure the opinions of teachers' self-efficacy. However, there are very few studies done on all the three constructs. Moreover, there are no such studies conducted in Oman. The present study attempted to study the phenomena related to all the three behavioral constructs i.e. Self-efficacy, Locus of Control & Commitment among management teachers in select private management institutions in Oman.

Objectives of the Study

1. To study and report the phenomena related to Locus of Control, Self efficacy and Commitment among teachers.
2. To study the relationship between Locus of Control and Commitment among teachers.
3. To examine the relationship between Self-efficacy and Commitment among teachers.
4. To study the effect of Locus of Control and Self-efficacy on Commitment among teachers.

Scope of the Study

The scope of this study is to examine the phenomena related to Locus of Control, Self-efficacy and Commitment among the teachers of various private educational institutions of Oman. It will help in identifying the relationship that exists between these variables. The study will provide a foundation for exploring the impact of these variables on teachers, and would further help the institutions to increase the level of job commitment.

Research Methodology

Three standard instruments were used to identify and report the phenomena related to Locus of Control, Self- efficacy & Commitment in the study. Self-efficacy Questionnaire developed by Schwarzer & Jerusalem (1995) was taken to identify and report the construct of Self efficacy among teachers. Levenson's Locus of Control developed by Vohar S. (1992) was taken to identify and report the phenomena related to Locus of Control. Similarly, questionnaire related to Affective, Continuance and Normative Commitment was adopted from Allen & Meyer (1990) to find out the dominant types of commitment among teachers. Locus of Control consisted of 24 questions, Self efficacy consisted of 10 questions and Commitment consisted of three parts- Affective, Continuance and Normative, with 8 questions each.

Secondary data was collected from published and online research database, journals and websites. The main source of secondary data was EBSCO research database in the study with the key word of Locus of Control, Self-efficacy and Commitment. Google scholar and Directory of Open Access Journal (DOAJ) were used to find the journals in open resource pool.

For data analysis SPSS software (Version 20.00) was used. Descriptive statistics was used to report the average scores related to these three behavioral constructs by management teachers in select private colleges in Oman.

A Regression & Correlation method of data analysis was used as a tool to identify meaningful relationship among these variables (Independent & Dependent). It is one of the popular techniques when it comes to analyzing and examining the cause and effect relationship amongst several variables.

Data Analysis and discussion: Questionnaire was distributed to the Management Department of three selected private colleges in Oman.

Reliability Analysis

The reported reliability coefficient value as shown in Table 1 was highly significant (0.87) for Locus of control questionnaire which showed high reliability. The reliability of self efficacy was even better (0.89) as given in Table 2. Commitment was reliable (0.56) as per Table 3. The reliability test was applied using SPSS.

Table 1: Table showing Reliability Analysis: Locus of Control Questionnaire

Cronbach's Alpha	N of Items
.877	24

Table 2: Table showing Reliability Analysis: Self Efficacy

Cronbach's Alpha	N of Items
.893	10

Table 3: Table showing Reliability Analysis: Commitment

Cronbach's Alpha	N of Items
.565	24

Descriptive Statistics of three constructs

Descriptive Statistics of three constructs is given in Table 4

Locus of Control: Locus of control was measured using 5-point scale. Average score for this scale was 3. Individual Locus of control was reported as 3.04, Chance Locus of Control was 2.96, and Person Locus of control was 2.86. Study showed that the faculty members scored more than average in individual Locus of control which means they were driven internally i.e. their success or failure was the result of their own decisions as compared to chance and person Locus of control which have mean of 2.96 & 2.86 which was below the average scale.

Self-Efficacy: It was measured using a 4-point scale. The self efficacy score of 2.68 was above average shown in the above Table 4. This suggests that the faculty members believed they could succeed in their future endeavors in their own area of specialization.

Table 4: Table showing Descriptive Statistics

Factors	Mean	Sample Size
Affective Commitment	2.82	50
Continuance Commitment	2.71	50
Normative Commitment	2.93	50
Commitment average	2.83	50
Self-efficacy	2.68	50
Individual Locus of Control	3.04	50
Chance Locus of Control	2.96	50
Person Locus of Control	2.86	50
Locus of Control Average	2.95	50

Commitment: Commitment average was reported as 2.83 which was less than the average score of 3. This showed that majority of the faculty was not reported committed to the organization.

The study showed that the normative commitment was more than affective and continuance commitment. The overall commitment score was reported less than the average. From the study, we concluded that individuals with more self efficacy and locus of control were less likely to be committed to the organization.

Correlation

Correlation between Locus of Control and Commitment

Correlation is a statistical tool which helps in indicating the level to which two or more variables fluctuate with each other. The extent to which variables parallelly increase or decrease is positive correlation whereas, the extent to which one variable increases as the other decreases is negative correlation.

Table 5 revealed that Locus of control average and commitment average are correlated positively, but the relationship reported was weak. A weak positive relationship between these two constructs was reported. It was also inferred that a change in Locus of Control average would bring an insignificant change in commitment average.

Table 5: Table showing Correlation between Locus of Control & Commitment (unified)

		Locus of Control Average	Commitment average
Locus of Control (Average)	Pearson Correlation	1	.110
	Sig. (2-tailed)		.448
	N	50	50
Commitment (Average)	Pearson Correlation	.110	1
	Sig. (2-tailed)	.448	
	N	50	50

Correlation between Self- Efficacy and Commitment

Based on Table-6, the relationship between self efficacy and commitment was found negative. It was inferred that relationship between these two phenomena was inverse and not significant. This was evident from the correlation coefficient of -0.192 (-19.2%). It can be inferred that if a person has a high self efficacy which means that he/she believe that they would be able to do anything that they want to but, ultimately their commitment to their organization reduces.

Table 6: Table showing Correlation between Self- Efficacy and Commitment (unified)

		Self-Efficacy	Commitment average
Self-Efficacy	Pearson Correlation	1	-.192
	Sig. (2-tailed)		.182
	N	50	50
Commitment (Average)	Pearson Correlation	-.192	1
	Sig. (2-tailed)	.182	
	N	50	50

Regression Analysis

Table 7 presents the variables of regression analysis where

a. Dependent Variable: Commitment (average)



b. All requested variables entered.

Table 7: Table showing Regression Analysis

Model	Variables Entered	Method
1	Person Locus of Control, Self-Efficacy, Individual Locus of Control, Chance Locus of Control	Enter

Model Summary

Table 8 presents the model summary where:

a. Predictors: (Constant), Person Locus of Control, Self Efficacy, Individual Locus of Control, Chance Locus of Control. Person Locus of Control, Individual Locus of Control, Chance Locus of Control and self efficacy were negatively affecting commitment average since the model summary shows a variance of -0.018 (-1.8%).

Table 8: Table showing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255a	.065	-.018	.32595

ANOVA

Based on the ANOVA Table 9 the relationship between the independent constructs and dependent construct (Commitment Average) was not significant since the significance value shown above was 0.541 which was more than the standard measure of 0.05 and the level of confidence (F) is 0.785 which was less than the standard level of 3.

Table 9: Table showing ANOVA

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	.334	4	.083	.785	.541b
Residual	4.781	45	.106		
Total	5.115	49			

Conclusion

The research was conducted to find out the relationship between self-efficacy, Locus of Control and commitment among the management teachers in select private management institutions in Oman. Reliability of the questionnaire was tested for further analysis. Results showed that the reliability coefficient was significant higher for locus of control, and self efficacy. A little lesser reliability was reported for Commitment construct in the study.

The study reported that faculty members scored more in individual Locus of Control and self-efficacy and low in commitment average. Correlation analysis was carried out to study the relationship among Locus of Control, self-efficacy and commitment. Self-efficacy and commitment construct were inversely related to each other as the correlation coefficient was reported as (-.192). It can be inferred that with the increase in self efficacy, commitment level would decline. Correlation between locus of control and commitment was positively correlated but the relationship was very weak.

The regression analysis showed very weak and negative variances. So the conclusion is that Locus of Control and self-efficacy did not affect commitment among management teachers. The faculty members were driven internally and believed that they had the ability to succeed in their future endeavor in academics. Majority of the faculty did not find themselves committed to the organization. Hence the study concludes that the faculty members with more self efficacy and Locus of Control are less likely to be dedicated to the organization.

Directions for Future Research

1. A large sample of teachers can be taken to validate and generalize the results of the present study.
2. The other nationality teachers can also be considered in the study to conduct a comparative study on these constructs.
3. The research study can be replicated in other industries to study the phenomena related to Locus of Control, Self-efficacy and Commitment, because very few studies have taken these constructs together to study these constructs.

Limitations

1. The sample size was not large enough. A bigger sample size might be more reliable and could bring slightly different results.
2. Time was a major constraint in the study.
3. The scope was limited to the management department of private colleges in Sultanate of Oman.

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