

EFFECT OF TEACHERS' PERSONALITY TRAITS ON ORGANIZATIONAL COMMITMENT: THE MEDIATING ROLE OF RELATIVISM AND IDEALISM AS ETHICAL ORIENTATION IN UNIVERSITIES OF LAHORE, PUNJAB, PAKISTAN

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ABSTRACT

The current study aims to ascertain the degree to which organizational commitment and personality traits of teachers are mediated by ethical dimensions. The problem has its roots in academic organizations, and this paper seeks to determine whether ethical aspects are linked to teachers' personality traits and whether they can boost an organization's levels of commitment in a cutthroat setting. SPSS was used to examine the data. Significant correlations between three personality traits—extraversion, agreeableness, and conscientiousness—and organizational commitment were found via correlation coefficient analysis. The results of the data analysis showed that the relationship between conscientiousness and extraversion and organizational commitment was mediated by ethical orientation dimension relativism. The findings of the study suggest that teacher's personality traits effect on organization commitment level and relativism as ethical orientation also play an important role between teacher's personality traits to raise organization commitment level.

Key words: Personality traits, organizational commitment, Big five model, idealism, Ethical orientation dimensions, relativism

INTRODUCTION

In this contemporary era, the management of Academic organizations is focusing on teachers' commitment behaviors because their commitment means commitment with organizations. These days, the administration of academic organizations is concentrating on the behaviors of teachers who demonstrate dedication, as their devotion reflects into commitment to the organizations. (Zhang,2015). The University management is well aware that teachers are responsible for educating the nation and hence, have a significant importance in the education sector. Therefore, researchers argue that academic management needs to choose the right and suitable candidates as teachers to ensure the effectiveness of their services for the students and the organization's success (Chan, Lau, Nie, Lim, & Hogan, 2008).

Geijssel and Slegers, (2009) and Lee and Nie (2014) state that committed teachers have a tendency to embrace the ideals and goals of academic organizations and actively dedicate themselves to the work necessary to accomplish them. They determined that teachers are embodiment of knowledge and experience. It is the code of professional ethics which is attached to an educational organization to get enhanced quality of education, work performance and intellectual growth. Thus, it is suggested that academic institutions should prioritize the commitment of its teachers, as evidenced by their personality traits and ethical orientation dimensions: Relativism and Idealism (McFerrin, Aquino, & Duffy,2010).

Prior research has highlighted the importance of academic organizations concentrating on the personality qualities of instructors and how their

ethical orientation dimensions relate to their commitment to improving organizational success (Day, Elliot, & Kington, 2005; Frost, 2012; Zhang, 2015). The management of academic institutions in developed nations is aware of the impact that a teacher's personality type has on their degree of dedication and the critical function that ethics play (Zhang, 2015). Webstar and Fisher (2003) claim that ethical orientations and instructor commitment have an impact on student attitudes, which in turn affect academic organization's success and increase the level of organization commitment.

A dearth of studies explicitly addressing these concepts within the university context has resulted in prior research on personality traits, ethical orientation dimensions (relativism & idealism) and organizational commitment focusing on schools and firms (Zhang, 2015, Grace Mulindwa, Li FangLin & Michael 2021, Livi Meiga Nurika Restuning, & Makaryanawati, 2023)

Furthermore, there is a dearth of research that combines the effects of organizational commitment, ethical orientation in the form of relativism and idealism, and personality traits in a single study, especially in the field of education Sector. Thus, this study intends to offer important insights into how personality traits contribute to the creation of a favorable work environment via ethical dimensions-relativism and idealism which

LITERATURE REVIEW

Literature Review and Research Questions

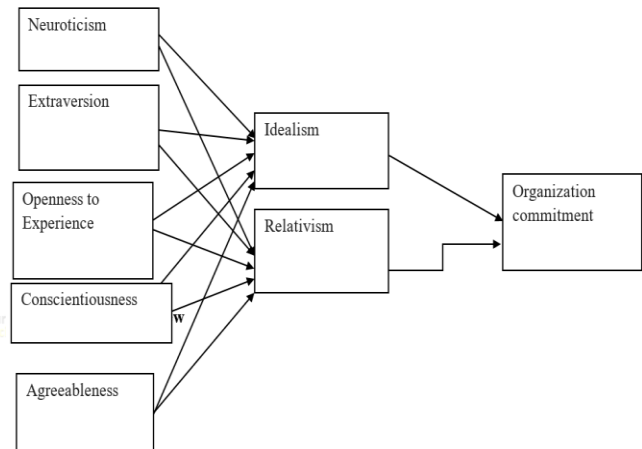
The current conceptual theoretical frame investigates to examine participant character attribute, ethical orientation dimensions' beliefs and their commitment with the help person theory fit. An appropriate connection between an individual's characteristics and their organization commitment was determined by the theory of person-organization commitment fit (Rein_De Cooman_& Wouter, 2022).

fosters organizational commitment examining these interconnected factors. Comprehending these dynamics may hold consequences for management seeking to assess and enhance ethical aspects and organizational commitment in this rapidly evolving and client-centered higher education industry in developing nations like Pakistan.

Objectives of study

To determine the mediating role of idealism and relativism between personality traits and organizational commitment of teachers serving in higher education institutions of Lahore, Pakistan.

Theoretical Frame



Does Ethical orientation play mediating role between Personality trait and organization Commitment

Does Personality Traits effect on Organization Commitment?

Does Personality Traits effect on Ethical Orientation?

Does Ethical orientation effect on Organization Commitment?

Personality Traits

A person's personality is a structured, largely enduring collection of psychological characteristics and internal processes that influence how they interact with their surroundings. According to Larsen and Buss (2002), environment encompasses not only the

physical and internal psychological aspects of an organization, but also its dedication to it. Additionally, Trevino, Weaver, and Reynolds (2006) suggest a connection between organizational commitment behavior and personality. Although different theorists define personality differently, they are all interested in identifying individual distinctions and acknowledging the similarities among people

Trait Approach

Trait approach is a significant part of personality theory and research. Traits are broad predispositions inside the individual that are responsible for his/her responding in specific ways (Pervin & John, 1997). Trait is a dimension that is used to describe a group of people according to the degree to which they manifest a specific feature. Traits are relatively stable in a given time and situation (Burger, 2000).

Extroversion

Introversion versus factor assess the extent of interpersonal relationships, activity level, need for encouragement and capability for joyfulness. It defines the range to which people are outgoing or shy. It is comprised of traits as being talkative or silent; able or reluctant adventurous or cautious; courageous or restrained (Mount et al., 2006; Barrick & Mount, 1991).

Neuroticism

measures the degree of adjustment and emotional instability. It includes traits such as anxiety and inability to control impulses, a tendency to have unrealistic ideas, general emotional instability and negativity. This factor classifies individuals having psychological distress, excessive craving or urges and maladaptive coping responses (Mount et al., 2006; Barrick & Mount, 1991)

Agreeableness

evaluates the extent of interpersonal orientation in thoughts, feelings and emotion on a scale of consideration to bitterness. It describes the tendency of having friendly relationships and the capacity of being hostile. It defines the degree to which people are good natured or irritable, gentle or rash, safe or doubtful and resentful. According to Judge et al., (1999), This personality trait

Agreeableness is the least constant of the Big Five personality traits.

Conscientiousness

measures the extent to which people are responsible or undependable, preserving or likely to quit easily, organized or careless. It evaluates the degree of organization; persistence and motivation in goal directed behavior. It also includes the control of impulses which helps tasks and other goal-directed behavior (Hergenhahn & Olson, 1999).

Openness to Experience

According to Berg, (2005); Allen and Mayer (1996) that Openness to Experience as personality traits processes the degree to which people are original, imaginative, questioning, artistic, and capable of creative thinking or are conforming, unimaginative and predictable. It evaluates the extent of the proactive seeking, and exploration of the unfamiliar. McAdams (2003) says that openness to new experiences which is described as having an aesthetic sense, a taste for art, liberalism and imagination is more related to higher moral values than anything else. He gives reference of Loevinger, McCare & Costa's (1976) research which indicates that openness to new experiences leads to higher moral rationalization.

Organizational Commitment

According to many theorists and practitioners such as Hockett et al (1994) and Larsan and Sassaf (2000), organizational commitment is the strongest element which plays a vital role in the development of an organization. The theorists emphasize that in order to strengthen the organizational commitment, it is essential for the organizations that the employees' faith must be retained to increase the organization's credibility. Thus, it's also very important that the employees' trustworthiness must be increased so as to increase their willingness to acquire organizational mission and values in terms of all means. Moreover, employees' motivation level and their personal interest plays a powerful role in organizational commitment (Decottis & Summis, 1987).

According to Mowday, Street, and Porter (1979, p.226), individuals' involvement with their work shows commitment level with their organization. There are three factors that show how committed individuals are with their organization:

Reorganization with organization's goals and task.

Individuals' loyalty

How much individuals show their willingness to do organizational tasks (Yousaf, 2000).

Organizational Commitment of Teachers

This study primarily delineates on the dedication and bonding of the teachers at their workplace, hence providing researched data on working commitment of tertiary level teachers of Lahore, Pakistan. The research done in the past highlights the bond between commitment at organization and ever changing factors such as satisfaction level at job, stress and burn out but little with reference to teacher's level of commitment.

Committed teachers are the back bone of academia because their characters/traits have ability to enable retention or attrition of education system (Billing, Sley & Cross, 1992). Teachers' retention and attrition was the main focus of previous researches on teacher commitment (Billingsley & Cross, 1992). In addition to this, Somech & Bogler (2002) are of the view that educational reforms boost interest in teachers' commitment. Later, the occupational commitment of teachers was first measured and then compared to various variables such as burn out, organizational citizenship behavior, job satisfaction, efficacy, participation in decision making, school climate and social-emotional learning and stress (Brown & Roloff, 2011; Canrinus et al., 2012; Canrinus, Helms-Lorenz, Ware & Kitsantas, 2011; Beijaard, Buitink, & Hofman, 2012; Billingsley & Cross, 1992; Billingsley & Cross, 1992; Collie, Shapka, & Perry, 2011; Jepson & Forrest, 2006; Somech & Bogler, 2002). Furthermore, Shwu-yong and Waxman (2009) explored that the professional attitude of teachers has an impact on their teaching techniques, which in turn influences the attitudes of students and the achievement of their organization.

Ethical Orientation

Henle et al. (2005) and Putranta and Kingshott (2011) define ethical orientation as a system of ethics that helps making moral judgments of an individual's personal ethics.

Idealism

In line with Tansey, Brown, Hyman, and Dawson (1994) as well as Forsyth (1980), Idealism is identified as an ethical perspective affirming the existence of absolute rules governing right and wrong. They emphasize that adhering to these rules is a prerequisite for taking morally correct action. This conceptualization of idealism aligns with the principles of deontology, asserting the existence of absolute moral rules. Additionally, in accordance with the deontological philosophy, individuals are obligated to follow these rules regardless of the potential consequences (Copp, 2006; Norman, 1998).

Relativism

According to Reidenbach and Roobin (1990), Forsyth (1980), and Tansy et al (1994), Relativism is an ethical philosophy which asserts that since ethical beliefs are culture dependent, no universal or absolute moral rules exist. Though relativism confirms the presence of rules, the points of view are not absolute and they do not have one reality because realities are perceived according to one's exposure, knowledge and perception.

Personality Traits and Organizational Commitment

According to Beer and Nohria (2000), personality traits have been essential key to achieving organizational goals and help to succeed in changing environment. Erdheim et al. (2006) also confirm the strong association between personality traits and organizational commitment. According to Hisham and Hamid (2012), a committed employee is loyal to the organization's values and proud of being a member of his/her work team and many other researchers like Porter et al (1974), Steers (1978) Angle, and Perry (1981) posit that employee performance helps to achieve organizational task

and their performances are directly related to organizational commitment.

Personality Traits relates with Ethical Orientation Personality traits and ethical orientation dimensions (Idealism & Relativism): These factors can be defined as having some particular qualities and behaviors which distinguish one person from the others across time and situation. Research says that the inclination towards morality is chiefly determined by personality. A horde of personality extents provides power in determining moral height of a person. Trevino, Weaver & Reynolds (2006) also indicate a link between personality traits and ethical behavior. In another research, it is established that non conformity at job affects organizational commitment, ability and scrupulousness negatively (Berry, Ones and Sackett, 2007).

Ethical Orientation and Organizational Commitment

Elias (2006) and Shaub, Finn, & Munter (1993) have discovered a substantial potential relationship between ethics and organizational commitment. It's clear that during the past few decades, interest in organizational codes of ethics has grown. Several themes that reflect several areas of inquiry are evident in the research on this subject. The qualities of successful codes of ethics in encouraging moral behavior in organizations are one important issue. There have been both normative and experiential individual studies. While pragmatic research has concentrated on the characteristics of current codes, normative work has offered practitioners the best guidance for creating and enforcing codes of ethics (e.g., Murphy, 1995; Montoya and Richard, 1994).

Teachers' beliefs, values, and ethical education According to popular belief, a teacher is considered good if they are capable of instructing students, uphold moral principles, and provide high-quality instruction (Arthur, 2010; Clement, Crotty & Nielsen, 2009; Gore et al., 2007; Lovat & Toomey, 2007; Rowe, 2004; Westcombe-Down, 2009).

The relationship between beliefs, stereotypes, and behaviors has been noted by numerous psychologists (Cordelia Fine, 2006).

Educationists also endorse the idea that people make decisions according to their values and beliefs. These ideas have a direct impact on how instructors plan, make decisions about education, and conduct themselves in the classroom. In academic education sectors, dedicated teachers are essential to students' learning and development and offer high-quality instruction, according to Caprara et al. (2006).

A teacher's personality matters a lot when it comes to education. The root of this word 'personality' is 'persona' which means a mask, says Koplman (2007). Songar describes personality as the combination of civil, ethical and physical values (as cited in Sav, 2007).

METHODOLOGY

The present study's design is quantitative which was conducted to explore the relationship effect between personality traits, organizational commitment and mediating role of ethical orientation dimension (Idealism and Relativism) in the universities of Lahore at territory level. Sampling was selected on the basis of convenient sampling. Structured questionnaire survey was carried out on universities in the second biggest and fifth biggest city of South Asia i.e., Lahore, Pakistan. The study generally focuses on education sector. The study used Forsyth, Porter, Donahue and Kentle's scales to measure the personality traits; ethical dimensions (idealism and relativism); and organization commitment. To collect the data, the researchers chose teachers of private and public sector universities engaged in Higher education and located in Lahore through convenient sampling. The purpose of convenient sampling was to be able to generalize the study on a wider population in the respective domain. Collected data of 120 teachers from different universities were statistically analyzed using SPSS. The respondents' responses were entered into SPSS in numerical form, and correlation and regression analysis were used to look at the link between the theoretical model variables—that is, how ' personality traits of teachers affect their commitment to the organization; and how the dimensions of ethical orientation function as a

mediator between organizational commitment and personality traits of teachers.

DATA ANALYSIS

To statistically analyze the collected data the SPSS software is used to gain the results of the present study. The instruments of the study were premeditated with the help of Descriptive statistics of means and standard deviation. To predetermine the current study instrument descriptive statistics of means and standard deviation is used (see Table 1).

Pearson correlation was used to investigate the relationships among Independent construct, Mediators also Dependent construct, (see Table 2). To conduct mediation analysis, we adhered to Baron and Kenny's (1986) principles and carried out regression analyses. Initially, Organizational Commitment underwent regression against personality traits (e.g., Extraversion) to predict Organizational Commitment based on Extraversion. Another regression analysis was conducted to predict Relativism from Extraversion. Subsequently, simultaneous regression analyses were performed to predict Organizational Commitment from both Extraversion and Relativism.

At the first step, a standardized regression weight was computed to predict Organizational Commitment from Extraversion, representing the total effect of Extraversion on Organizational Commitment following Baron and Kenny's approach. When Relativism was introduced in the regression equation at the third step, the effect of

Extraversion on Organizational Commitment was bifurcated into two pathways.

The first step of pathway analysis explored the direct effect, elucidating the direct impact of Extraversion on Organizational Commitment. The second pathway analysis elucidated the indirect effect, delineating the path from Extraversion to Relativism and subsequently from Relativism to Organizational Commitment. Finally, an evaluation was conducted to ascertain whether the effect of Extraversion partially or fully mediated, with Relativism remaining a significant predictor in the third regression equation. Following Baron and Kenny's (1986) recommendation, a Sobel test was employed to assess the significance of the indirect effect.

Furthermore to explain type of mediation Sobel z-test is also used for significance results which is recommended by Barn and Kenny (1986). Similarly, another series of regression analyses were calculated to examine the potential mediating effect of relativism between Consciousness and Organizational Commitment. However, the effect of Relativism or Idealism as the potential mediator was not calculated between other personality dimensions and Organizational Commitment because the data analysis did not meet the preliminary requirement of significant correlations between these variables (see Table-3).

Results
Table 1

Study variables	Mean	SD
Gender	1.54	
Age	34.32	7.12
Extraversion	22.53	3.69
Agreeableness	33.19	5.3
Conscientiousness	31.68	5.6
Neuroticism	22.44	3.8
Openness	34.13	4.3
Idealism	38.54	5.17
Relativism	45.0	4.8
Organization Commitment	45.33	5.6

Correlation between study variables was calculated whose results are presented in Table 2. As evident from Table 2, all independent variables (Personality traits) are correlated with Dependent variable (Organization commitment) but independent variables Extraversion (.21*, $p < .05$), Conscientiousness (.47***, $p < .001$), Agreeableness (.35***, $p < .001$), are significantly correlated with Organizational Commitment. These two variables also correlated with Relativism, Extraversion (.38***, $p < .001$), Conscientiousness (.27**, $p < .01$), Relativism as Baron and Kenny's sobel Z test score of study variables mediation effect results show in table 3:

Table 3

Model	Predictor	Criterion	B	SE	B	R2	Model Fit
1ststep	Ext	OC	.32	.150	.21*	.042	F(101,1) = 4.45*
2nd step	EXT	Rel	.498	.122	.38***	.143	F(101,1) = 16.75*
3rd step	Ext Rel	OC	.108 .417	.153 .116	.071 .36**	.15	F(101,1) = 8.89***

Note. * $p < .05$; ** $p < .005$; *** $p < .001$

By calculating a series of multiple regressions, Baron and Kenny's (1986) guidelines were used to analyze the mediation effect of current study (see Table 3).

First of all, Personality Trait items were regressed onto Organizational Commitment. Results showed that Extraversion was a positive criterion variable of Organizational commitment ($\beta = .24$, $p < .001$). After that, relativism was regressed onto Organizational commitment and the results show that Organizational commitment was a

below shows the details for the Descriptive statistics

Table 2:
 Correlation between the variables

Variables	Idealism	Relativism	Organization Commitment
Extraversion	-.06	.38***	.21*
Agreeableness	.31**	.15	.35***
Conscientiousness	.02	.27**	.47***
Neuroticism	.001	-.09	-.08
Openness	.33**	.19	.156
Idealism	-	.10	-.13
Relativism	-	-	.39***

Note. *** $p < .001$ ** $p < .01$; * $p < .05$;

mediator significantly correlated with the dependent variable organization commitment (.39***, $p < .001$). Two variables of personality traits, viz., Agreeableness, (.31** $p < .01$), and Openness (.33** $p < .01$), as independent variables are significantly correlated with idealism (as mediator) but idealism does not support the dependent variable (organizational commitment).

positive predictor of Relativism ($\beta = .38$, $p < .001$; $B = .489$, $SE = .122$). At step 3, when aggression was regressed at the same time onto both Extraversion and Relativism, results showed Relativism to be the significant predictor of Organizational Commitment ($\beta = .38$, $p < .001$; $B = .108$, $SE = .15$), while controlling for the effect of Extraversion. Mediation indicates from this regression, as the original correlation between Extraversion and Organizational Commitment

was reduced from -.21 to -.07 after inclusion of Relativism in the 3rd step.

Table 3(a)

Regression Analyses Following Baron and Kenny's Guidelines to Show Mediation Effect

Model	Predictor	Criterion	B	SE	B	R2	Model Fit
1ststep	CON	OC	.473	.088	.474	.225	F(101,1) = 29.003*
2nd step	CON	Rel	.230	.82	.268	.72	F(101,1) = 7.765*
3rd step	CON	OC	.399	.87	.400	.296	F(101,2) = 20.831*
		Rel	.323	.102	.277		

Note. *p< .05; **p< .005;***p< .001

Baron and Kenny's (1986) guidelines were utilized for the computation of the mediating effect following the execution of multiple regressions (refer to Table 3(a)). Initially, the Personality Trait item was subjected to regression against Organizational Commitment. The findings suggested that Conscientiousness positively predicted Organizational commitment ($\beta = .473$, $p < .001$). Subsequently, Relativism underwent regression against Conscientiousness, ensuring the affirmation of Conscientiousness as a significant predictor of Relativism ($\beta = .268$, $p < .001$; $B = .0230$, $SE = .82$).

Further regression analysis was conducted, simultaneously regressing Organizational commitment onto both Conscientiousness and Relativism. The outcomes revealed that Relativism emerged as the significant predictor of Organizational Commitment ($\beta = .27$, $p < .01$; $B = .40$, $SE = .87$), while controlling for the impact of Conscientiousness. Mediation was indicated by this regression, as the initial correlation between Conscientiousness and Organizational commitment decreased from .47 to .40 upon the inclusion of Relativism in the third step.

To assess whether partial or full mediation was established and to compare the direct and indirect paths, a Sobel z test was applied. The regression

coefficients were inputted into the internet version of medgraph (Jose, 2013), resulting in the identification of significant partial mediation (Sobel z value = 2.099, $p < .001$). The zero-order correlation between Conscientiousness and Organizational Commitment decreased, but it remained statistically significant, confirming the mediating role of Relativism in the association, characterized as partial (see Figure 1). Partial mediation was further supported by the ratio of the direct (.400) and indirect paths (0.074), with the direct path being relatively large.

Subsequently, a Sobel z test was employed to investigate partial or full mediation and to compare the direct and indirect paths, following the approach outlined by Preacher and Leonardelli (2003). Regression coefficients were entered into the internet version of medgraph (Jose, 2013), revealing significant partial mediation (Sobel z value = 2.69, $p < .001$). The zero-order correlation between Extraversion and Organizational commitment became insignificant, indicating that Relativism mediates the association. Partial mediation was further affirmed by the ratio of the direct (.071) and indirect paths (.136), with the indirect path being relatively large

DISCUSSION

The current study's theoretical conceptual frame work tested and examined the significant mediation and direct effect among personality traits of teachers on organizational commitment through ethical orientation as mediator. The results of the modified model indicate that extraversion is the strongest

predictor of teaching Ethics and it has the effect on teaching ethics. The findings partly support the results of previous research by Murray (1975). Extraversion, agreeableness, openness and conscientiousness are significantly and positively associated with the teaching ethics and their commitment. The current study results are in line

with the previous studies of Murray (1975); Kalafat(2012); and Zhang (2015).

Limitations

The present study has following limitations: The data collected in current study was obtained through unpaid participation. The study had a small sample (N=105). Furthermore, the study was designed to represent the Punjab province and only Lahore and its major geographical areas were uncovered. The study is based on a cross sectional research design. In future it can be longitudinal.

Recommendations

In order to confirm the validity of the model, current theoretical framework can be tested empirically in other provinces' education sectors, non-academic sectors and can be longitudinal. The present research investigated the relationship of teachers' personality traits with other work-related behaviors and outcomes by taking ethical Orientation as a mediating variable. The other factors of Ethical orientation can be moral intensity dimensions, and ethical judgment. The mediating role of ethical orientation can be investigated to observe how ethical orientation mediates the relationship between employees' personality and organizational culture, personality and organizational citizenship behavior and personality and organizational citizenship behavior. The empirical confirmation of this conceptual model is another area of future research.

Recommendations

Implementation of Codes of Conduct

Under the frame work of Pakistan Ethical Code, all employees who are related to teaching profession must evolve and implement proper codes of conduct in their organizations. If this happens, lack of commitment will decrease and quality of work will increase.

Training sessions to improve Ethics

The following steps must be taken to develop the codes of conduct. Enough funds should be allocated for imparting training in ethics and professional conduct to all employees within the academic or nonacademic organizations. Regular ethical training courses will help to increase the level of commitment of employees in any fields.

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