Self-Esteem, Job Components and Organizational Commitment among Teachers

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Abstract

The present study aimed to investigate the association of self-esteem and job characteristics with types of organizational commitment (i.e., affective, continuance & normative) among teachers. The present study was conducted in different government academic institutions in Karachi, Pakistan. A total of 310 respondents aged 25 to 40 years (M=33.38; SD= 4.73) were recruited. After a review of the literature, it was hypothesized that self-esteem, salary, coworkers and nature of work would be the predictors of teachers' affective, continuance and normative organizational commitment. In order to investigate the results, the Rosenberg Self-Esteem Scale (RSES), Organizational Commitment Questionnaire-Revised Version (OCQ-RV) and Pay, Coworkers and Nature of Work Satisfaction Scales (PCNSS) were used. Step wise linear regression analysis was applied to produce the results. Stepwise regression analysis reported self-esteem, coworkers, pay, age and nature of work were found to be significant predictors of affective organizational commitment [R^2, .37; $F(5,304) = 36.10$, p<.01]. Further, findings reported self-esteem, age and nature of work were found to be significant predictors of continuance organizational commitment [R^2, .21; $F(3, 306) = 27.25$, p< .01]. Moreover, the findings show that self-esteem, age, pay, nature of work and coworkers are the significant predictors of normative organizational commitment among teachers [R^2, .38; $F(5, 304) = 36.70$, p< .01]. It is concluded that the self-esteem and components of the job (i.e., salary, relationships with coworkers, & nature of work) are the significant predictors of types of organizational commitment (i.e., affective, continuance & normative) among a sample of teachers.

Keywords: *Self-Esteem; Job Components; Types of Organizational Commitment; Teachers.*

Organizational commitment is defined as employees' psychological/emotional attachment to their organizations (Meyer & Allen, 1991). Further, it calls employees' minds to work for the organization, support it to attain its goals, and stay at the organization for self-desired and fulfillment (Gautam, 2004). Furthermore, Meyer and Allen (1997) described a three-component model of organizational commitment i.e. affective, continuance and normative. According to the model, organizational commitment comesby an understanding when and how commitments get bigger and how they form attitudes and behaviors, organizations will be in a better position to anticipate the force that change will have and to manage it more effectively. Affective and normative commitments promote employees' positive attitudes toward the organization, and continued commitment increase agreement through behavioral aspects (Cohen, 2007).

In other words, organizational commitment is a multidimensional construct, and it has greater significance in promoting organizational effectiveness, empowerment, integrity and outcomes(Saleem et al., 2019). Therefore, this topic gained popularity among researchers when they came to know after a long debate that employees' organizational commitment is very important and strongly influences organizational productivity and profitability (Yu et al., 2019). Further, this debate remained to continue, and various predicting factors of organizational commitment were addressed like workplace environment (Blum & Nayler, 2004), attitudes and perceptions toward the organization (Sverke, 2008) and work satisfaction (Carr, Schmidt, Ford, & DeShon, 2003). The teachers' commitment is also interlinked with variables such as job satisfaction. In addition, the teacher's satisfaction with relationships with colleagues, working hours and working environment increases organizational commitment.

The components that increase the degree of organizational commitment are salary, relationships and nature of work, which improves employees' work satisfaction and commitment to the organization (Terpstra & Honoree, 2004). This perception develops in employees after experiencing that they are treated fairly, the working environment is satisfactory and the nature of work is enjoyable. Spector (1997) said consistency and justice in policies to treat employees are the methods of job attraction. Similarly, Worrell (2004) said pay is the basic component of employees' work satisfaction and commitment. A satisfactory relationship with

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coworkers is another aspect of organizational commitment because workers' healthy behaviors and positive attitudes reflect healthy workplace environment (DeVaney & Chen, 2003). Furthermore, the nature of work is another interesting phenomenon contributing to job commitment. Employees' positive experience and exposure about an organization start when they understand the work is interesting, they attract toward job and they want to stay more within the organization. Work dissatisfaction also causes poor organizational commitment (Aydogdu & Asikgil, 2011).

Apart from variables of job and personality characteristics also influence the level of organizational commitment. A common personality characteristic like self-esteem is a more valued ability that helps the person perform better and cope with workload and stressors. Self-esteem gives employees' confidence to manage challenges of daily life (Hooks, 2003). Moreover, employees with high self-esteem build more positive attitudes toward self and others and commonly perform better functioning at the workplace (Neff, 2003). Person's positive attitude and behavior toward self builds his positive impression of personality and positive behavior toward others reflects positive relationships and the significance of others. This also enhances employee coordination and work performance (Neff, 2003). Individuals with a good understanding of emotions and feelings perceive high self-esteem and efficiency at their job (Hasanv & Khaledian, 2012). Cherabin and colleagues (2012) reported self-esteem helps the person in goal achievement, career development and commitment. Self-esteem also refers to a person toward self-assessment, self-respect, self-importance and self-capability (Cast & Burke, 2002). Moreover, self-esteem creates potential in a person to face organizational challenges, achieve consistent goal attainment and managing the corporate environment (Alavi & Askaripur, 2003). The ability of self-esteem enhances employees' psychological well-being, work performance and organizational commitment (Grawitch, Gottschalk, & Munz, 2006; Wright & Cropanzano, 2004; Wright & Bonnet, 2007).

Self-esteem strongly predicts organizational commitment, increasing employee performance (Quick, Simmons, & Nelson, 2000) and decreasing absenteeism and turnover (Nahrir, 2001). Cherabin et al. (2012) reported that organizational commitment is strongly associated with employee self-esteem. For example, employees' capability of high self-esteem plays a very helping role in organizational performance and efficiency because employees perform very healthy mental functioning, activeness and better well-being (Grawitch et al., 2006; Russell, 2008; Wright & Cropanzano, 2004; Wright & Bonnet, 2007). Further, it helps enhance employees' potential, such as knowledge, competency and creativity. These personality aspects lead to goal attainment and better work performance. This reflection seems into job satisfaction, organizational productivity and organizational commitment. When organizational productivity and outcomes increase, sometimes organizations raise increments, bonuses and rewards for employees; these kinds of appreciation increase their self-worth. This also can be fruitful in enhancing organizational efficiency and promoting employees' job satisfaction and commitment (Yang & Chang, 2008). Various studies have reported self-esteem is a strong predictor of organizational commitment (Kark & Shamir, 2002; Tang, Singer, & Roberts, 2000).

Hughes and Palmer (2007) state employee self-esteem impact organizational outcomes and positively corresponds to organizational commitment. Positive employee attitudes toward their jobs significantly impact how committed an organization is. Employees with high self-esteem potential, for instance, display exceptional work performance, functioning that elevates affective and ongoing dedication, and a greater sense of competence, satisfaction, and commitment to their given responsibilities (Warr, 2005). Additionally, studies examined the connections between high self-esteem, favorable job factors, organizational attachment, employee motivation, and organizational productivity (Lee, 2003; Poorgharib et al., 2013; Russell, 2008). There is a strong association of job components (i.e., pay, relationships with colleagues & nature of work) with organizational commitment (Chughtai & Zafar, 2006). Moreover, Getahun and colleagues (2017) investigated that satisfaction with pay is significantly associated with job satisfaction and reflects employees' commitment to the job. Chughtai and Zafar (2006) said teachers' satisfaction with colleagues resulted in organizational commitment. Conversely, teachers with poor interpersonal relationships feel dissatisfied with work, perceive more stressors and pressures and have a poor obligation to the organization. Further, when employees experienced empathetic relationships and positive interaction with colleagues, they feel comfortable and committed to the organization. Basom and Frase (2004) investigated teachers who perceived their work as very interesting their performance, job satisfaction and commitment to the organization were stronger. Some empirical data reported salary, relationships with colleagues and the nature of work are the strong predictor of organizational commitment (Kim, Leong, & Lee, 2005; Mor Barak, Levin, Nissly, & Lane, 2006; Sweeney & Quirin, 2009; Van Dyne & Pierce, 2003).

Moreover, the interaction between employees and the educational system is also important. Adequate policies create a strong bridge for promoting educational outcomes and employees' attraction toward job. Probably, the consequences may be outstanding when employees are committed to their organizations and they will work with responsibility and dedication for the institution. Moreover, the institutions create an environment for employees' career growth and well-being through training programs and refresher courses. When the institutions treat their employees through fair policies, the staff's morale and attachment to them would be higher. Paulin and colleagues (2006) reported employees' performance is reflected when employees feel committed to the organizations.

Similarly, teachers' significance may reflect in academic institutions. Academic institutions' performance is directly proportional to teachers' commitment (Tsui & Cheng, 1999). Therefore, teachers' self-esteem, fair salary packages and healthy work environment are the significant aspects of staff's commitment and positive organizational outcomes.

The present study aims to investigate the association of self-esteem, and components of job with organization commitment in the sample of teachers. Teachers' role in and commitment to their institutions are crucial factors in promoting an education system. The education system may promote when teachers become responsible for the change and their commitment should rate higher. Responsibilities, motivations and achievements are the common factors of promoting an education system. Another factor is teachers' organizational commitment. In this regard, the associated variables like offered salary packages, workplace environment and nature of work can be helping factors of increasing teachers' organizational commitment. Despite that, the personality factor like self-esteem is key to managing all these. Similarly, in Pakistan, the higher education department is continuously struggling to improve education quality and has indicated various complications, consequences and assortments. In this regard, educational authorities pay attention to planning strategic policies to promote academic standards as well as it should be relevant to employees' job functioning and staffing then, we can see the impact on institutional performance and learning betterment.

Hypotheses

After review of literature following hypotheses were formulated:

1) Self-esteem, salary, coworkers and nature of work are the predictors of affective organizational commitment among teachers.
2) Self-esteem, salary, coworkers and nature of work are the predictors of continuance organizational commitment among teachers.
3) Self-esteem, salary, coworkers and nature of work are the predictors of normative organizational commitment among teachers.

Methodology

Sample: Using purposive sampling, a total sample of 310 participants from higher secondary schools 28.1%, colleges 42.9% and universities 29.0%. The sample size was determined through G-Power software using effect size 0.30, and the sample size was structured 298 we recruited 350 participants, and 310 participants met the inclusion criteria. The sample was collected from different government academic institutions of Karachi. In the sample, males were 47.7%, and females were 52.3% participants. Married participants were 51.62%, and unmarried was 48.38% teachers. Respondents' ages ranged between 25-40 years (M= 33.38 and SD= 4.73). Participants with a master degree were 71.0%, M. Phil were 19.4% and with a doctorate were 9.7% teachers. According to the basic pay scale (BPS), participants with BPS 16 were 27.1%, BPS 17 were 48.4%, BPS 18 were 10.3%, BPS 19 were 12.9%, and with BPS 20 were 1.3% participants. Further, teachers with less than five years of job experience were 37.7%, less than ten years of experience were 46.8% and job experience with 15 years or less than 15 years, 15.5% participants. Participants with the joint family structure were 56.1%, and nuclear family set up were 43.9% along with and without own residence 61.3% and 38.7%, respectively.

Measures

Demographic Form: Demographic information includes personal and job-related information. Personal information such as age, education, gender, family structure, marital status and monthly income and job-related information such as job experience, institutional affiliation, basic pay scale, and nature of the job.
Organizational Commitment Questionnaire-Revised Version (OCQ-R; Meyer, Allen & Smith, 1993): The OCQ-R Version (Meyer, Allen & Smith, 1993) was translated and validated into Urdu by Abbas and Khanam (2015). The OCQ-R is 18 items self-report measure with three subscales. Each subscale has 6 items and each statement has seven choices from "strongly disagree" to "strongly agree". Meyer estimated reliability estimation of three subscales of OCQ-R version, Allen and Smith (1993) from .74 to .83 respectively

and test-retest reliability was calculated between .77 and .85, respectively. Moreover, the Cronbach's Alpha of Urdu version of three subscales of OCQ-R was estimated between .81 and .83, with a split-half reliability coefficient .73 to .76, and test-retest reliability .79 to .88, respectively; all correlations were calculated significant at .01 level. The scale has sound psychometric properties and it was found reliable for assessing employees' organizational commitment in Pakistan.
Rosenberg Self Esteem Scale (RSES; Rosenberg, 1965): Rosenberg Self Esteem Scale (Rosenberg, 1965) comprises 10 items. It is a globally acceptable measure to assess an individual's self-esteem. Each statement is rated on a four-point Likert scale from 'strongly agree' to 'strongly disagree'. Almost half of the items have reversed scoring. For example, item score range is 0 to 3, the score of 0 will be considered equivalent to a score of 3 for the negatively worded item. A high score indicates high self-esteem and a lower score lowers self-esteem.
Pay, Coworkers/Colleagues and Nature of Work Scales (Spector, 1985): Pay, Coworkers /Colleagues and Nature of work scales were originally developed by Spector (1985) to assess employees of human resource organizations. In the present study, Urdu was used translated and validated by Abbas and Khanam (2015). Pay satisfaction subscales purely measure how satisfied employees are with their offered salary packages. Satisfaction with coworkers investigates the level of satisfactory relationship with coworkers/colleagues at the workplace. The nature of the work subscale identifies employees' level of commitment to assigned tasks. Each subscale is comprised of 4 items. Each statement has six choices from "strongly agree" to "strongly disagree". A high score scale indicates a higher level of satisfaction. Cronbach's alpha for the Urdu version of Pay, Coworker and Nature of work satisfaction subscales is calculated .73, .67 and .78 with test re-test reliability .83, .55 and .61, respectively; all correlations are significant at .01 level.
Research Procedure: Initially, the researcher got permission from the educational authorities. Participants were briefly explained about the study, and they were informed that their participation is voluntary. Participants were also informed; the gathered information would be confidential and your identity will never be disclosed.
Further, the researcher asked the participants that they have a right to withdraw from the study without any penalty if they felt discomfort. The participants were asked to read and sign the consent form. Initially, the demographic form was filled, then the Rosenberg Self Esteem Scale (RSES; Rosenberg, 1965), Organizational Commitment Questionnaire-Revised Version (Meyer, Allen & Smith, 1993) and Pay, Coworkers and Nature of work Scales (Spector, 1985) were administered one by one.
Statistical Analysis: Data was initially scrutinized and scored according to the manual. Descriptive statistics were applied to calculate the mean and standard deviations. Step wise linear regression analysis was used to test the hypotheses. All the computations were done through SPSS version 17 to establish the results.

Results

Table 1

Inter correlation matrix for demographic variables, organizational commitment questionnaire and pay, coworkers and nature of work subscale and self-esteem among teachers

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1-AGE	33.38	4.73	1												
2-EDU	16.77	1.32	.17**	1											
3-DOM	4.00	4.75	.58**	-.06	1										
4-INC	54790.32	24568.47	.36**	.66**	.19**	1									
5-DOJ	6.19	3.66	.69**	.14*	.55**	.36**	1								
6-AOC	33.34	5.74	.28**	.21**	.17**	.29**	.19**	1							
7-COC	31.60	6.40	.26**	.15**	.05	.17**	.15**	.42**	1						
8-NOC	33.12	5.56	.41**	.17**	.18**	.28**	.25**	.55**	.60**	1					
9-OCQ	96.25	15.41	.30**	.21**	.11	.29**	.24**	.72**	.79**	.74**	1				

10-PAY	18.30	3.78	.16**	.18**	.02	.18**	.09	.45**	.24**	.39**	.36**	1		
11-COW	18.50	3.56	.26**	.21**	.09	.21**	.23**	.46**	.26**	.41**	.37**	.43**	1	
12-NOW	19.03	3.77	.22**	.04	.08	.18**	.22**	.44**	.32**	.41**	.43**	.41**	.47**	1
13-SES	24.66	3.53	.10	.14	-.02	.22**	.12*	.47**	.38**	.44**	.51**	.44**	.42**	.46**	1

Note: EDU= Education; DOM= Duration of Marriage; INC= Income; DOJ= Duration of Job; AOC= Affective Organizational Commitment; COC= Continues Organizational Commitment; NOC= Normative Organizational Commitment; OCQ= Organizational Commitment Questionnaire; COW= Coworkers; NOW= Nature of Work; SES= Self-esteem

Table 2

Stepwise Regression Analysis of Self-Esteem, Job Characteristics and Affective Organizational Commitment (AOC)

AOC		Model Summary					ANOVA		
Model		R	R^2	Adj. R^2	Sum of Squares	df	Mean Square	F	P
1	(Constant)	.47	.22	.22	2251.06	1	2251.06	87.38	.01
	RSES				7934.38	308	25.76		
					10185.44	309			
2	(Constant)	.55	.31	.31	3108.25	2	1554.13	67.42	.01
	RSES				7077.19	307	23.06		
	CW				10185.44	309			
3	(Constant)	.59	.34	.34	3481.22	3	1160.41	52.97	.01
	RSES,				6704.22	306	21.91		
	CW, Pay				10185.44	309			
4	(Constant)	.60	.36	.35	3669.15	4	917.29	42.94	.01
	RSES, CW, Pay,				6516.29	305	21.37		
	Age				10185.44	309			
5	(Constant)	.61	.37	.36	3794.32	5	758.86	36.10	.01
	RSES, CW, Pay,				6391.12	304	21.03		
	Age, NOW				10185.44	309			

Note: Predictors: (Constant), Rosenberg Self-Esteem Scale (RSES) and Job components,
Dependent Variable: Affective Organizational Commitment
CW= Coworkers; NOW= Nature of Work

Table 3

Coefficient statistics

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	SE	Beta	t	P	Z-o	Partial	Part
1	(Constant)	14.44	2.04		7.07	.01			
	RSES	.77	.08	.47	9.35	.01	.47	.47	.47
2	(Constant)	10.21	2.06		4.97	.01			
	RSES	.56	.09	.34	6.50	.01	.47	.35	.31
	CW	.52	.09	.32	6.10	.01	.46	.33	.29
3	(Constant)	8.81	2.03		4.34	.01			
	RSES,	.44	.09	.27	5.03	.01	.47	.28	.24
	CW,	.41	.09	.25	4.72	.01	.46	.26	.22
	Pay	.34	.08	.23	4.13	.01	.45	.23	.19
4	(Constant)	4.19	2.54		1.66	.09			
	RSES,	.45	.09	.28	5.19	.01	.47	.29	.24
	CW,	.35	.09	.22	4.04	.01	.46	.23	.19
	Pay,	.33	.08	.22	3.97	.01	.45	.23	.18
	Age	.17	.06	.14	2.97	.03	.26	.17	.14
5	(Constant)	3.91	2.52		1.55	.13			
	RSES,	.39	.09	.24	4.38	.01	.47	.25	.20
	CW,	.29	.09	.18	3.25	.01	.46	.18	.15
	Pay,	.29	.08	.19	3.53	.01	.45	20	.16
	Age,	.16	.06	.13	2.72	.07	.26	.16	.13
	NOW	.21	.09	.14	2.44	.02	.44	.14	.11

Note: Dependent Variable: Affective Organizational Commitment
RESE: Rosenberg Self-Esteem Scale; CW: Coworkers; NOW: Nature or work; SE: Standard Error; Z-o: Zero-order

Tables 2 and 3 show that self-esteem, coworkers, pay, age and nature of work were capable variables of predicting affective organizational commitment among teachers. Results show that self-esteem with a beta coefficient .47 could explain about 22% variance of affective commitment. Similarly, the variables of steps 2, 3 and 4 increase the variance by 30.5%, 34.2% and 36 %, respectively. In the last step, the nature of work could predict affective commitment with a beta coefficient of .61 could explain about a 37.3% variance of affective commitment.

Table 4
Stepwise Regression Analysis of Self-Esteem, Job Characteristics and Continuance Organizational Commitment (COC)

COC		Model Summary				ANOVA			
Model		R	R²	Adj. R²	Sum of Squares	df	Mean Square	F	P
1	(Constant)	.39	.15	.15	1861.98	1	1861.98	53.23	.01
	RSES				10774.62	308	34.98		
					12636.60	309			
2	(Constant)	.45	.20	.20	2489.59	2	1244.80	37.66	.01
	RSES,				10147.02	307	33.05		
	Age				12636.60	309			
3	(Constant)	.46	.21	.21	2663.92	3	887.97	27.25	.01
	RSES,				9972.68	306	32.59		
	Age, NOW				12636.60	309			

Note: Predictors: (Constant), Rosenberg Self-Esteem Scale (RSES), Age and NOW= Nature of Work
Dependent Variable: Continuance Organizational Commitment

Table 5
Coefficient statistics

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	SE	Beta	t	P	Z-o	Partial	Part
1	(Constant)	14.41	2.38		6.06	.01			
	RSES	.70	.10	.38	7.30	.01	.38	.38	.38
2	(Constant)	5.26	3.13		1.68	.09			
	RSES	.66	.10	.36	7.06	.01	.38	.38	.36
	Age	.31	.07	.23	4.36	.01	.26	.24	.23
3	(Constant)	4.59	3.12		1.47	.14			
	RSES,	.55	.11	.31	5.33	.01	.38	.29	.27
	Age,	.27	.07	.21	3.87	.01	.26	.22	.20
	NOW	.23	.10	.14	2.32	.02	.32	.13	.12

Note: Dependent Variable: Continuance Organizational Commitment
RESE= Rosenberg Self-Esteem; NOW= Nature of work; SE= Standard Error; Z-o= Zero-order

Tables 4 and 5 show that self-esteem, age and nature of work could predict the continuance of organizational commitment. Results showed that self-esteem with beta coefficient of .384 could explain about 14.7% of continuance organizational commitment variance. In step two, age with a beta coefficient of .444 was added and could explain about 19.7% variance. In the last step, the nature of work with beta value .459 was added, which made the ability to explain the variance of 30.4% of continuance commitment.

Table 6
Stepwise Regression Analysis of Self-Esteem, Job Characteristics and Normative Organizational Commitment (NOC)

NOC		Model Summary				ANOVA			
Model		R	R²	Adj. R²	Sum of Squares	df	Mean Square	F	P
1	(Constant)	.44	.19	.19	1776.85	1	1776.85	70.61	.01
	RESE				7750.50	308	25.17		
					9527.34	309			
2	(Constant)	.57	.30	.32	3060.54	2	1530.27	72.65	.01
	RSES				6466.81	307	21.07		
	Age				9527.34	309			
3	(Constant)	.60	.35	.35	3352.43	3	1117.48	55.38	.01
	RSES,				6174.92	306	20.18		
	Age				9527.34	309			
4	(Constant)	.61	.37	.36	3508.59	4	877.15	44.45	.01
	RSES, Age,				6018.76	305	19.74		
	Pay, NOW				9527.34	309			
5	(Constant)	.62	.38	.37	3586.09	5	717.22	3670	.01
	RSES, Age, Pay,				5941.25	304	19.55		
	NOW, COW				9527.34	309			

Note: Predictors: (Constant), Rosenberg Self-Esteem Scale (RSES) and Job components
Dependent Variable: Normative Organizational Commitment
NOW= Nature of Work; COW= Coworkers

Table 7
Coefficient statistics

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	SE	Beta	t	P	Z-o	Partial	Part
1	(Constant)	16.34	2.02		8.09	.01			
	RSES	.68	.08	.44	8.41	.01	.44	.44	.44
2	(Constant)	3.24	2.49		1.30	.20			
	RSES	.63	.08	.40	8.40	.01	.44	.44	.40
	Age	.44	.06	.37	7.81	.01	.41	.41	.37
3	(Constant)	2.15	2.46		.88	.38			
	RSES	.49	.08	.32	6.14	.01	.44	.33	.28
	Age	.41	.06	.35	7.38	.01	.41	.39	.34
	Pay	.29	.08	.20	3.81	.01	.39	.22	.18
4	(Constant)	1.71	2.44		.70	.49			
	RSES	.42	.09	.23	4.89	.01	.44	.27	.23
	Age	.38	.06	.33	6.92	.01	.41	.37	.32
	Pay	.24	.08	.16	3.04	.03	.39	.17	.14
	NOW	.23	.07	.15	2.82	.05	.41	.156	.13
5	(Constant)	1.42	2.43		.582	.56			
	RSES	.38	.09	.25	4.47	.01	.44	.25	.21
	Age	.36	.06	.31	6.49	.01	.41	.35	.29
	Pay	.20	.08	.14	2.55	.01	.39	.15	.12
	NOW	.18	.08	.12	2.18	.03	.41	.13	.10
	COW	.17	.09	.11	1.99	.05	.41	.12	.09

Note: Dependent Variable: Normative Organizational Commitment
RESE= Rosenberg Self-Esteem Scale; NOW= Nature or work; COW= Coworkers; SE= Standard Error; Z-o= Zero-order

Tables 6 and 7 show that self-esteem, age, pay, nature of work and coworkers were significant capable variables of predicting normative organizational commitment among teachers. Results show that self-esteem with a beta coefficient of .432 could explain an 18.6% variance of normative commitment. Similarly, the variables of step 2, 3 and 4 increase the variance by 32.1%, 35.2% and 36.8%, respectively. In the last step, the coworker variable with beta coefficient .614 could explain about 37.6% variance of normative commitment. The overall findings show that job and self-esteem are significant predictors of normative organizational commitment.

Discussion

Present study findings reported self-esteem and components of job have predictive relationship with types of organizational commitment. Table 1 shows a significant predictive relationship of self-esteem with affective commitment. Poorgharib and colleagues (2013) reported similar findings. Moreover, self-esteem helps the person to manage duties and responsibilities at the workplace more adequately. Self-esteem is an important aspect of a person's personality that helps the person to work with motivational force and encourages to remain committed within the organization more effectively (Olanrewaju & Kansola, 2011). Self-esteem makes the person more realistic, genuine and responsible over assigned tasks. Moreover, higher self-esteem also pushes the person toward goals attainment and this might be possible when employees' attitude will remain consistent over task. Affective commitment comes through employees' emotional attachment to the organization, which increases when employees' needs and expectations are truly fulfilled within the organization. The fulfillment of needs forces the employees to remain attached with the organization. Employees with higher self-esteem usually become very productive for the organization, establish positive relationships, and enjoy the working environment. Self-esteem also increases employees' performance and achievements. Meyer and Herscovitch (2001) reported that employees with high work performance, positive attitudes and

behaviors toward organizations perceived strong affective commitment and a lower turnover and absenteeism rate.

Further findings reported self-esteem is a strong predictor of a continuance of organizational commitment. Employees with high self-esteem show a higher level of continuance commitment (Meyer & Allen, 1990). Commonly competent employees prefer to work with competent organizations because they want successful continuity, which depends upon a person's planning and objectives. Secondly, employees' positive perception and thinking makes this plan more effective. For example, Hooks (2003) said, employees with high self-esteem perceived better continuance commitment because they successfully enjoyed with needs, wants and goals. This ultimately pushes it up the organization to productive outcomes. In this regard, employees with high capability of self-esteem have good decision-making skills, planning and goal attainment.

Moreover, they easily target their goals because this ability helps them to think creatively and positively, allows them to face life problems, and provides confidence in certain directions to achieve goals successfully. Working with the same organization, sometimes employees prefer to work further for self-benefits, and sometimes they wish to work more for the organizational benefits. Conversely, when employees avail of these benefits offered by the organization, they usually feel more committed with the organization. Self-esteem strongly associates with a continuance of organizational commitment (Lee, 2003; Phillips & Hall, 2001; Tang, Singer, & Roberts, 2000; Van Dyne & Pierce, 2004).

Moreover, the findings reported that self-esteem significantly predicts normative commitment. Self-esteem is more likely to be careful about rights and values, while normative commitment is more likely to be cautious about organizational obligations, values and responsibilities. Teachers with high self-esteem perceived high association normative commitment. They felt more obligated to work for the organization. On the other hand, normative commitment reflects social relationships, which become more positive when employees perceive higher levels of high self-esteemPeople with high self-esteem become more responsible for respecting other

values and norms as well as organizational values and work with loyalty.

Self-esteem can be a leading capability among employees that cause a higher level of normative commitment. Moreover, this association can be observed through similar contexts of self-esteem and normative commitment both are relevant to be obligated and responsible to organizational values. Pierce and colleagues (1989) investigated that self-esteem has a strong association in promoting their motivation and sense of commitment to the organization through positive behaviors and relationships.

Despite self-esteem, other variables like pay, relationships with colleagues, nature of work and age strongly associate with organizational commitment among teachers. Current study investigated whether the relationship with colleagues, offered pay packages, length of age and nature of work strongly predicts affective organizational commitment among teachers. As we discussed affective commitment is a psychological state of mind that shows emotional attachment to an organization. Similarly, satisfactory relationship with colleagues, satisfaction with salary and interesting nature of work also develops positive perception in employees' mind to be attached effectively to same organization because mental satisfaction reflects affective commitment. On the other hand, age andnature of work predict the continuance of organizational commitment among teachers. In the context of continuance organizational commitment, it develops a positive perception in employees' minds that the nature of work at this workplace is suitable and better than other alternatives, and length of age experience is also positive; these factors compel the employees to continue this job further. Interestingly, age, pay, work tasks and colleague relationships also predict teachers' normative organizational commitment. For example, in continuance commitment, employees think that colleagues are supportive, salary packages are handsome, work is enjoyable and length of age showing positive past experiences refers to normative commitment.

Although a teacher's job is very challenging in Pakistan in various scenarios such as extra workload, limited facilities and minimum packages, the commitment to an organization is stronger because the role of self-esteem is remarkably prominent. It is obvious that teachers with high self-esteem capacity could play a healthy and functional role in managing their workplace stressors and challenges. Therefore, teachers with high self-esteem can attain their goals successfully, which plays a very helping role in stress management and daily life functions. For example, teachers who work at the same place for a long period better understand the organization's functionality than their counterparts. Moreover, they become familiar with the institution's particular way of teaching because they have vast educational experience and can effectively manage students' educational demands. They also know better about curriculum formulation, syllabus outlines and academic policies for quality education. This refers to experts and loyal teachers playing a crucial role in promoting academic efficiency and productivity. This becomes more interesting for the institutions because they wish for outstanding organizational productivity, which easily happens when employees should commit their jobs.

Study Implications and Limitations

The current study reported the significance of self-esteem and organizational commitment among teachers. Educational authorities should pay attention to make strategic plans to increase teachers' organizational commitment. Training programs may help boosting teachers' self-esteem. In academic institutions, teamwork, performance-oriented and satisfactory work promotes job commitment, ultimately leading to outstanding organizational productivity and efficiency. Teachers' high self-esteem is an umbrella ability that plays a role in self-management, emotional coping, skills enhancement, achievements and task-oriented work.

Along with implications, this study has few limitations, such as, a) the present study was conducted in government academic institutions, b) teachers with the administrative post were not part of the study, c) the study was conducted in an urban area with an age limit of 25-40 years and the present study conducted only in higher secondary schools, colleges and public sectors universities. This study recommended that teachers' training activities/programs are more effective in promoting teachers' motivation and passion for job. Refreshers courses and yearly academic training should be implemented for teachers to promote teaching methods. Moreover, reducing teacher burnout and stress management are the most important aspects in job commitment, satisfaction and performance.

Conclusion

It is concluded that self-esteem is the strong positive predictor of affective, continuance and normative organizational commitment in teachers. This association may reflect in organizational outcomes when teachers' level of organizational commitment would high. Moreover, salary packages, relationships with colleagues and the nature of work predict affective, continuance and normative organizational commitment in a sample of teachers. This indicates the following job characteristics are strongly associated with organizational commitment. The finding base observation shows the organizational commitment strongly associates with self-esteem and job-related variables. This positive combination might be highly reflective in organizational outcomes and productivity. In short, if the employees' personality and associated job characteristics are enrolled healthy in performing the job, it predicts teachers' high organizational commitment and productivity.

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