

Relationship among Organizational Identity, Self-Concept and Commitment of Teachers

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Abstract

The purpose of this study was to investigate the relationship among organizational identity, self-concept and commitment of teachers at selected Basic Education High Schools in Kyaukpadaung Township. This study used quantitative and qualitative research method. The subjects of this study involved 242 teachers from seven selected high schools. According to the data, all teachers from selected high schools perceived that they had high level of organizational identity, self-concept and organizational commitment. When studying the relationship among organizational identity, self-concept and commitment of teachers, it was found that these variables were highly correlated.

Key Words: Organizational Identity, Self-Concept, Commitment

Introduction

An organization depends upon the effectiveness of its members. People's view of their organization is known as their organizational identity which defines their self-concept (Ashforth & Mael, 1989, as cited in Boutwell, 2003). Self-concepts represent knowledge structures that consist of beliefs about the self, including one's attributes, social roles, and goals (Cooper & Thatcher, 2010, as cited in Beheshtifar, 2012). Employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. The stronger the organizational identification, the greater a member's cooperation with the organization and the more likely the member will take actions that will benefit the organization instead of those that are self-serving. The powerful combination of organizational identity and self-concept creates a strong organizational identification that benefits both the organization and the member with a reciprocal quality (Boutwell, 2003).

Aim of the Study

This study aims to investigate the relationship among organizational identity, self-concept and commitment of teachers at selected Basic Education High Schools in Kyaukpadaung Township.

Research Questions

1. To what extent do teachers perceive their organizational identity at selected Basic Education High Schools in Kyaukpadaung Township?
2. To what extent do teachers perceive self-concept at selected Basic Education High Schools in Kyaukpadaung Township?
3. To what extent do teachers perceive their commitment to the schools at selected Basic Education High Schools in Kyaukpadaung Township?
4. Are there any relationships among organizational identity, self-concept and commitment of teachers at selected Basic Education High Schools in Kyaukpadaung Township?

Theoretical Framework

Tajfel's (1982, as cited in Admiraal, 2010) Social Identity Theory is used as the theoretical framework in this study.

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Definitions of Key Terms

- **Organizational Identity:** Organizational identity is the cognitive connection that the teacher has with the school (Albert & Whetten, 1985, as cited in Boutwell, 2003).
- **Self-Concept:** Self-concept is a personal identity that encompasses attributes such as disposition, abilities, and values. A person's self-concept is formed through experiences and interpretations of one's environment (James, 1963, as cited in Boutwell, 2003).
- **Organizational Commitment :** Organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization (Mowday, Porter, & Steers, 1982, as cited in Dude, 2012).

Review of Related Literature

Organizational Identity

Organizational identity can be leads to improve self-perceptual at all levels of groups and increased sense of collaboration between employees (Guangling, 2011, as cited in Azadehdel, Ooshaksaraie & Rajabpour, 2013).

Self-Concept

Self-concepts represent knowledge structures that consist of beliefs about the self, including one's attributes, social roles, and goals (Beheshtifar, 2012).

Organizational Commitment

Organizational commitment has been defined as the process by which the goals of the organization and its members become increasingly unified or compatible (Hall, Schneider & Nygren, 1970, as cited in Abtson, 2015). Organizational commitment can also have three key components: identification, involvement and loyalty (Buchanan, 1974, as cited in Abtson, 2015).

Research Methodology

The quantitative and qualitative research methods were used in this study. By using purposive sampling, seven Basic Education High Schools that had at least 20 teachers were chosen. The sample size consisted of 242 (50%) teachers. Organizational Identification Scale (OID) developed by Thomas E. Becker (1992, as cited in Boutwell, 2003), Adult Self-Perception Profile (ASPP) developed by Bonnie Messer and Susan Harter (1986, as cited in Boutwell, 2003) and Organizational Commitment Questionnaire (OCQ) developed by Richard T. Mowday et al. (1979, as cited in Boutwell, 2003) were used.

Research Findings

Table 1 Mean Values and Standard Deviations for Teachers' Perceptions of Organizational Identity at Selected High Schools (N= 242)

School	Mean	SD	Remark
S1 (n ₁ =58)	3.81	.386	High Level
S2 (n ₂ =38)	3.92	.349	High Level
S3 (n ₃ =31)	4.15	.364	High Level
S4 (n ₄ =36)	4.15	.452	High Level
S5 (n ₅ =34)	4.05	.343	High Level
S6 (n ₆ =24)	3.87	.294	High Level
S7 (n ₇ =21)	3.74	.582	High Level
All Schools (N=242)	3.95	.418	High Level

1.00-2.49= Low Level,

2.50-3.49= Moderate Level,

3.50-5.00=High Level

According to Table 1, when studying the perceptions of teachers on organizational identity at selected high schools, mean values of organizational identity at selected high schools were high levels.

Table 2 One-Way ANOVA Results for Organizational Identity at Selected High Schools

Organizational Identity	Sum of Squares	df	Mean Square	F	p
Between Groups	5.243	6	.874	5.583	.000***
Within Groups	36.777	235	.156		
Total	42.020	241			

***The mean difference is significant at the .001 level.

Table 2 shows that there was a statistically significant difference at selected high schools on organizational identity, $F(6,235) = 5.583, p < .001$.

Table 3 The Results of Multiple Comparisons for Organizational Identity at Selected High Schools

Variable	(I) Schools	(J) Schools	Mean Difference (I-J)	p
Organizational Identity	S3	S1	0.340**	.003
		S7	0.413**	.005
	S4	S1	0.340**	.001
		S7	0.412**	.004

**The mean difference is significant at the .01 level.

Table 3 indicates that the teachers in School 3 and School 4 possessed higher organizational identity than those in School 1 and School 7.

Table 4 Mean Values and Standard Deviations for Teachers' Perceptions of Self-Concept at Selected High Schools (N= 242)

School	Mean	SD	Remark
S1 (n ₁ =58)	3.79	.319	High Level
S2 (n ₂ =38)	3.82	.399	High Level
S3 (n ₃ =31)	4.05	.379	High Level
S4 (n ₄ =36)	4.00	.421	High Level
S5 (n ₅ =34)	4.04	.337	High Level
S6 (n ₆ =24)	3.88	.267	High Level
S7 (n ₇ =21)	3.94	.350	High Level
All Schools(N=242)	3.92	.368	High Level

1.00-2.49= Low Level, 2.50-3.49= Moderate Level, 3.50- 5.00= High Level

According to Table 4, when studying the perceptions of teachers on their self-concept at selected high schools, mean values of self-concept at selected high schools were high levels.

Table 5 One-Way ANOVA Results for Self-Concept at Selected High Schools

Self-Concept	Sum of Squares	df	Mean Square	F	p
Between Groups	2.547	6	.425	3.323	.004**
Within Groups	30.030	235	.128		
Total	32.577	241			

**The mean difference is significant at the .01 level.

Table 5 shows that there was a statistically significant difference at selected high schools on self-concept, $F(6,235) = 3.323, p < .01$.

To find out which particular school had the greatest differences, Post Hoc Multiple Comparison Tests (Tukey HSD) were also conducted and it was found that there were statistically significant differences in self-concept at selected high schools (See Table 6).

Table 6 The Results of Multiple Comparisons for Self-Concept at Selected High Schools

Variable	(I) Schools	(J) Schools	Mean Difference (I-J)	<i>p</i>
Self-Concept	S3	S1	0.254*	.026
	S5	S1	0.243*	.030

*The mean difference is significant at the .05 level.

Table 6 indicates that the teachers in School 3 and School 5 possessed higher self-concept than those in School 1.

Table 7 Mean Values and Standard Deviations for Teachers' Perceptions of Organizational Commitment at Selected High Schools (N= 242)

School	Mean	SD	Remark
S1 (n ₁ =58)	3.69	.353	High Level
S2 (n ₂ =38)	3.95	.465	High Level
S3 (n ₃ =31)	4.11	.313	High Level
S4 (n ₄ =36)	4.20	.419	High Level
S5 (n ₅ =34)	3.96	.278	High Level
S6 (n ₆ =24)	3.81	.303	High Level
S7 (n ₇ =21)	3.90	.449	High Level
All Schools (N=242)	3.93	.408	High Level

1.00-2.49= Low Level, 2.50-3.49= Moderate Level, 3.50- 5.00= High Level

According to Table 7, when studying the perceptions of teachers on their organizational commitment at selected high schools, mean values of organizational commitment at selected high schools were high levels.

Table 8 One-Way ANOVA Results for Organizational Commitment at Selected High Schools

Organizational Commitment	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Between Groups	7.297	6	1.216	8.686	.000***
Within Groups	32.903	235	.140		
Total	40.200	241			

***The mean difference is significant at the .001 level.

Table 8 shows that there was a statistically significant difference at selected high schools on organizational commitment, $F(6,235) = 3.323, p < .001$.

To find out which particular school had the greatest differences, Post Hoc Multiple Comparison Tests (Tukey HSD) were also conducted and it was found that there were statistically significant differences in organizational commitment at selected high schools (See Table 9).

Table 9 The Results of Multiple Comparisons for Organizational Commitment at Selected High Schools

Variable	(I) Schools	(J) Schools	Mean Difference (I-J)	<i>p</i>
Organizational Commitment	S2	S1	.262*	.016
	S3	S1	.423***	.000
	S4	S1	.505***	.000
		S6	.382**	.003
	S5	S1	.270*	.017

*The mean difference is significant at the .05 level.

**The mean difference is significant at the .01 level.

***The mean difference is significant at the .001 level.

Table 9 indicates that the teachers in School 2, School 3, School 4 and School 5 possessed higher organizational commitment than those in School 1 and the possession of organizational commitment of School 4 was higher extent than that of School 6.

The Pearson's product moment correlation was used to find out the relationships among organizational identity (independent variable), self-concept (independent variable) and organizational commitment (dependent variable) for selected high schools. Table 10 shows the relationships among organizational identity, self-concept and organizational commitment.

Table 10 Relationship among Organizational Identity, Self-concept and Commitment of Teachers at Selected High Schools

Variables	Organizational Identity	Self-concept	Organizational Commitment
Organizational Identity Sig. (2-tailed)	1		
Self-concept Sig. (2-tailed)	.620** .000	1	
Organizational Commitment Sig. (2-tailed)	.705** .000	.669** .000	1

**Correlation is significant at the .01 level (2-tailed).

According to the table 10, when studying the relationship between organizational identity and organizational commitment, it was found that there was a significant and high correlation between organizational identity and organizational commitment ($r=.705, p<.01$) at Basic Education High Schools in Kyaukpadaung Township. Similarly, when investigating the relationship between self-concept and organizational commitment, it was found that there was a significant and high correlation between self-concept and organizational commitment ($r=.669, p<.01$). Furthermore, the correlation between organizational identity and self-concept was a significant and high correlation between organizational identity and self-concept ($r=.620, p<.01$) at Basic Education High Schools in Kyaukpadaung Township.

Discussions and Conclusion

When examining the teachers' perception of organizational identity in selected high schools, it was found that teachers from selected high schools were high level of organizational identity. When the organizational identity is strengthened, teachers assumed themselves as important members of the organization and increase their commitment because of a strengthened organizational identity. When investigating the teachers' perceptions of self-concept in selected high schools, it was found that teachers from selected high schools were

high level of self-concept. When teachers' self-concept is strong, teachers from selected high schools become more engaged and committed. When examining teachers' commitment to the schools in selected high schools, it was found that teachers from selected high schools were high level of commitment to the schools. Teachers with strong commitment work harder for their schools and can produce students' achievement affectively. Based on the research findings, organizational identity ($r=0.705$, $p<.01$) was highly and positively correlated with organizational commitment in selected high schools. Self-concept ($r=0.669$, $p<.01$) was highly and positively correlated with organizational commitment in selected Basic Education High Schools. Organizational identity ($r=0.620$, $p<.01$) was moderately and positively correlated with self-concept. Therefore, it can be said that there were positive relationships among organizational identity, self-concept and commitment of teachers in selected Basic Education High Schools in Kyaukpadaung Township.

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