

**Personality Traits and Organization Commitment: The Mediating Role
of Ethical Orientation Dimensions (Idealism and Relativism)
(A Study of Public and Private Sector Universities in Lahore)**



**Thesis Submitted to
The Superior College, Lahore**

In Partial fulfillment of the
Requirement for the Degree of

Master of Philosophy in Business Administration

By

UAMARA SHEIKH

MSBA-15107

Session: 2014-2016

**The Superior College (School of Management Sciences), Lahore
February, 2016**

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Dedication

First of all, My Allah after that my mother, my well-wisher Mr. Sameer Mirjat, my teachers Mr. Ather and Mr. Sajjad & Aslam Bahie.

Abstract

The main focus of the current study is to determine the mediating role of ethical orientation dimensions in association of personality traits and organizational commitment. The study has used Forsyth (1980), Porter(1974), Donahue and Kentle(1991) scales to measure the personality traits, ethical dimension and organization commitment, on a sample of 120 teachers at tertiary level (public and private) of Lahore, Pakistan. Data is analyzed using SPSS. Correlation coefficients revealed significant relationships of three personality dimensions namely Extraversion, Agreeableness, and Conscientiousness with organizational commitment. Out of the two mediators of idealism and relativism, the latter is found to be correlated. However, regression analysis revealed that relativism mediated the effect of Consciousness and Extraversion on organizational commitment.

Key words: *Personality traits Big five model, Ethical orientation dimensions(idealism and relativism), organization commitment.*

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Chapter 1: INTRODUCTION

1. Background

In this era, it is quite necessary for any organization due to competitive environment to know the people and their characters. It is as much compulsory as the plan and process of any organization. As we know that every individual has his/her own personality traits and these traits not only help other individuals to understand that particular individual but also to the organizations. These traits are helpful in the execution of the organization's particular commitments which is the main focus of Big Five model. It has five dimensions: Agreeableness, Extraversion, Neuroticism, Conscientious, and Openness to Experience. These dimensions help to understand the human personality. "Personality traits help one to distinguish how much an employee is committed to his/her organization. This phenomenon applies to all organizations" (Carpente, Bauer & Erdogan,2010).

Many self-determining sets of researchers demarcated the Big Five Model. In order to find out the fundamental dynamics of personality, these investigators started by reviewing recognized personality characters and afterwards its aspect- examining hundreds of methods of these personas through different tools like self-reports, survey data, peer rating, and impartial methods from investigational situations. In fact, The Big five model is used to grasp the association amid disposition and educational conducts.

In 1961, the preliminary model was made by Tupes and Christal but they could not access an academic audience until the 1980s. Berg (1992) stretched the five factor model to the

highest level of organization which was advanced by Digman (1990). Previous research scholars used big model and evidenced that employee personality characteristic effect on organization commitment because efficiency and commitment of an employee directly affects the success ratio of an organization (Darolia, Darolia, & Kumari, 2010).

Specific personality traits, according to Schneider & Dachler (1978), lead workers to have stable feelings regarding their jobs over the time. Some other researchers assert the belief that distinct personality and its integrities are interconnected with each other and show organizational commitment (Fang, 2006; Berg, 1998).

Organizational performance is highly dependent on Personality traits and ethics PSUWC, (2013). It influences academic or non-academic organizations' commitment and facilitate them to assess issues like job attrition and turnover ratio. There is link between work, oneself and organization commitment (Loscoco, 1989). The work commitment of employee, its ethics and faithfulness build organizational commitment which is seen as being built of a person's faithfulness to a career/profession and job involvement build organization commitment. These kinds of behaviors relate to the shape of the theoretical framework of each individual's organization commitment (Morrow, 1993).

In any profession, work ethics, job satisfaction, motivation, and organizational commitment are highly related with each other and these attitudes interact to paint an "overall picture of how people perceive work (PSUWC, 2014: p.455).

According to Servet (1997 as cited in Yüksel, 2001), the teaching career should comprise of many factors which may include subject proficiency, inspiring apprentice's multiplicity, teaching design, learning approaches, learning atmosphere, communication and assessment.

Teachers' expertise, concepts, their command on subject, knowledge of it, thoughts, skills and their ethics are requiring as well. The Ministry of Education was defined by this conception.

The knowledge, skills, manner that a teacher must have in their personality so that he may perform his professional duties whole heartedly. Numerous dynamics make instructor's proficiency like personal attributes, coaching and educating abilities, classroom administrative skills, designing and assessment skills, the usage of technology, as well as leadership skills and their morals(Şeker et al., 2005).

Teachers expertise are required to develop a good nation at national and international level so, The current study in Pakistani context further elaborates in theory which is given in literature review to determine the teachers personality trait and their ethics to know that how to determine the teachers personality trait and their ethics to know that how much they are committed with their organization because demand of committed teachers is increasing day by day in public and private sector because according to survey report of Unesco 2008 Pakistan population is 165 million and literacy rate is 56%, there are 227,791 Institute and Teacher workforce is 1.36 million and this report also inform their are 151744 are Public institutes and 76047 are private institute. There are 723876 teachers are working in public sector and 632926 Teachers are in private sector. Survey of 2004-2005 tells that there are 107 public and private degree awarding institutes in Pakistan. Moreover, there are several degree-awarding institutions (both private and public) which are specializing in specific disciplines like business and information technology that's why the demand of committed and ethical teachers increasing since last decades and administration is highly under pressure to hire committed teachers along ethical orientation in competitive edge.

The current research is trying to know teacher's commitment level their ethical orientation and reasons why teacher's commitment level in Pakistani context getting down because there are lots of reasons are involved. The lack of commitment issues rose due to privatization boom in education sector:

1.1 The government of Pakistan involvement in education sector: An historical overview:

The administration's mediation in training has developed since inception of the country in 1947. Around then, the instructive framework was made up to a great extent of private and Government schools keep running by area gatherings and city governments. It was a framework in which the focal and common services of instruction assumed dependence in the overall performance of administration (Ahmad & Mirza, 1975). Schools beforehand keep running by local bodies were brought under the control and back of the commonplace and local governments. In essential and lower optional instruction, be that as it may, a few schools in the urban zones stayed under the control of civil governments. Non-public schools kept on representing a significant offer of enrolments: by 1968, over portion of all understudies in advanced education were in private institutions, despite the fact that the offer was littler at the lower levels of training.

Government mediation in the area came to climax in 1972 denoted by the nationalization of every tuition based school with the execution of Martial Law Regulation 118 (Ahmad, 1977). According to this law, the rights, and resources of private universities and schools were controlled by the focal and commonplace governments independently. The compensation scale and states of work for instructors beforehand in private foundations were carried on a standard with those in government schools. Interestingly, the Regulation additionally accommodated the

exclusion from nationalization of private foundations that were, in the administration's judgment, "keep running on a truly generous, altruistic and non-business premise". A couple schools along these lines evaded being assumed control by the legislature; however, the vast majority of them were either religious schools or world class establishments. In 1977, only 927 core private as well as auxiliary schools in the nation which resulted in the downfall of private sector.

Change of government adversely affected the strategy which happened in 1979. This management worked on the prohibition of tuition based schools. Common people were allowed to run their own institutions which gave opportunity to foundations with guaranteed accessibility of offices play areas, research centers, libraries and reception of recommended models of capabilities and sizes of pay for educators" (p. 26). Privatization was highly encouraged in the 6th five-year arrangement which bolstered the already availed choice to energize new non-public schools, and required the arrival nationalized schools to their unique proprietors "at whatever point it can be guaranteed that the nature of scope won't endure therefore" (Government of Pakistan, 1983a, p. 319). The legislature likewise reported its goal "to rouse and support" the development of private schooling through gifts in-help, and to decentralize government funded training, especially in essential instruction, by including neighborhood bodies in "arranging, administration and upkeep of instructive offices".

1.2 Sway on private educational part at tertiary level:

The liberalization approaches seem to have high impact in advanced education. After, 1977 there is no data collected that how many private institutions are giving advance education in Pakistan, but the observations of analyzers that high development has happened at tertiary level of institution in a decade ago.

1.3 Teacher's commitment and privatization:

With the induction of private sector in Academia, teachers had better opportunities with fringe benefits. As a result, they started losing their commitments which show unethical behavior, unhealthy sign for organization.

After this issue another issue raised at national and international level Ethical behavior of teachers:

1.4 Teachers' ethical issues: A perspective of developed countries

According to The undergraduate programs have seen a boom but it is notable because it has not been corporate in to the teachers training institution in America (Glanger & Revel & Arther, 2007) and in Australia (Lovat & Tooney, 2007). There is not enough data available on how many tertiary institutions are teaching ethics in their teacher training programs as compared to early education programs. (New man & Polling, 2005) reported that their survey explored the fact that 50% of the early childhood teaching practitioners have the knowledge of the early childhood association. In order to address this problem, higher education curriculum reform has increased the number of courses on ethics being offered to the undergraduate in Australia (Slattert, 2009). This idea was then followed by others countries as well so that the lack of importance given to the ethical education during the previous century can be encountered (Glanger & Ream, 2007). If we look at the overall picture we would see that a lot of data is not available on the ethical problems and thought of the pre service teachers (Loyal & Tooney, 2007). Anderson et al, (2007) has said that it is nearly impossible to find out what efforts the universities are making towards ethical education because they are in the fear of being labeled. And also because this area is difficult to research about. It is believed that

they design such courses that the students who have studied it might become rigid in their points of view (Feakley,2007).

Teacher's registration boards expect that such curriculum would be made but there is a problem when such curriculum is made without any research.

One way to do this is to provide ethical training to Pre-Service teachers. It has been observed that if trained pre-service teachers can be made to deliberate ethical issues(Cumming, Maddux, Maples&Rivera,2004) and their efficiency to teach values (Nuccietal,2005).Therefore, such courses would prove beneficial for the novice practitioners in empowering them about the ethics of teaching.

1.5 Ethical issues in Pakistan:

Ethical disaster is very much evident in private as well as public sectors. Ethics play a vital role in academic and nonacademic organizations. Ethics told what is good and bad. Pakistan is an Islamic country and in Islam prohibit unethical behavior in any field. Some researcher highlighted the unethical issues of Pakistani organizations in their study.

1.5.1 Nonacademic issues:

1.5.1.1 Media unethical behavior

In Pakistan media unethical issues are also raised since last decades they are treating news more as a commodity than as a social good. This kind of concepts clues media is using fancy unethical words, images, which are misrepresent the meaning (Abbasi & Akthter, 2011).

1.5.1.2 Organizations unethical issues:

According to Nawaz & ikram (2013), study told that how much Pakistani construction industry facing unethical issues. The worst part of this industry is

that acceptance of corrupt practices in it which indicate wastage or incompetent use of public funds. The sudden failure of Sher Shah Bridge in Karachi in Year 2009 is the classical example of this industry.

1.5.2 Academic unethical issues:

Academic Dishonesty was the burning issue in academia since long.(Nazir & Aslam ,2010) study explore the unethical behavior of graduate and undergraduate student at tertiary level because worst unethical issues of nonacademic (construction industry issue, media) have forced the researchers to focus their dedication on the role of college and universities in ethical training of tomorrow's business leaders. The duplicitous students have solid propensity to repetition same unethical and deceitful behaviors at the workplace which they had showed during their education.

In Pakistani context, some researches have been done at academic and non academic level but issue of ethics and commitment level of the teachers have been ignored. Hitherto forth, the current research will help in enhancing the teachers ethical commitment level with their personality traits. By accentuate Personality trait and ethical orientation; of their employees, management can acknowledge their commitment at tertiary level in Pakistani context.

1.6 Research GAP

Many Researchers have analyzed that Personality traits have influence on organization commitment and recent researches further strengthen this point of view. Bulk of empirical work is available on personality traits and Organizational commitment on employees in all kind of sectors. There is lack of research on an ethical orientation of teacher and also no practical research with statistical data has been attained on teaching ethics in Pakistan. The literature that has been reviewed and published regarding the profession of teaching shows that ethics are of

high importance in relation to teaching. (Alexander, 2005),(Atjonen, 2012),(Beyer,1997),(Block, 2008),(Buzzelli & Johnston, 2001),(Campbell, 1997, 2000,2003),(Hamberger & Moore, 199),(Goodlad, Soder, & Sirotnik, 1999),(Liston & Zeichner,1987),(Osguthorpe, 2008),(Pakkari & Valimaa, 2013),(Sanger, 2008),(Sileo, Sileo, & Pierce,2008),(Weissbourd, 2003).

The level of relativism and ideal thinking as calculated by Deering et al. (1994) particularly of American and British teachers of pre service level, college students of business major and those teachers who have experience. This study came up with data and empirical research on the phenomenon of relativism and idealism of tertiary level teachers in Lahore, Pakistan.

However, little work is done on Teachers in Asian countries like Pakistan. Very few is known about the possible mediation link between personality traits, Organizational commitment of Ethical Orientation dimensions (Idealism and Relativism)of Teachers at university level. The rationale of this study is to find out the effect of University Teachers personality traits on Organization commitment and mediating role of ethical orientation dimensions(Idealism& Relativism) at Public and Private Tertiary educational sector of Lahore Pakistan.

1.7 Rationale:

According to Levent, B. (2011),every person has its own measures, views, and position, which differentiate from each other and it's called "personality". On teacher's personality traits there are lots of studies done many researchers examined characteristics of teachers which explain the significance of personality traits and also examined their effects on organization commitment. According to Lombard i(2013),Individual commitment to a group effort that is what makes a team work, an organization work, a society work, a civilization work.

Many Researchers Syed, Saeed, and Farrukh(2015) have examined that an association between five factors model of personality and organization commitment. Organization commitment is one of the most popular psychological construct which plays a vital role in predicting the work behavior. Since organizational commitment is one kind of job attitudes, and personality traits might influence individual to experience raised or lowered levels of his or her organizational commitment.

According to Abdullah, Omar and Rashid(2013)personality traits influence on job performance and organization commitment.(Redmond, 2015)has also examined that economics ability and the success or failure of an organization is closely related to its committed employees.

Although, it is very necessary for an organization to know about human traits because these traits show the commitment of the employee but in this competitive environment, it's also very necessary to know about the beliefs, ethics and moralities of the employees just because of the tremendous increase in the moral issues. Recent Wall Street, Enron WorldCom, Global Crossing and Parmal at nonacademic issues were highly unethical which affected the lives of the people. It was social and economic inequality, greed, corruption and the perceived undue influence on government, particularly from the financial services sector. Some Americans had their lives ruined by losing their entire life's savings. In Academia, Teachers encase their unethical behavioral issues which have been surfaced by the management. They are permitting them to use prohibited technology like calculator in exams or test, changing student marks to make their results good to show that they are quality teachers(Bacon & Copeland, 2013). Cheaters should never prosper,(Gabriel, 2010), (Marcus 2007), (Mellon, 2010), (Nichols & Berliner, 2005),(Rich & Hurdle, 2014).From that time to onwards, there has not been done

significant work on the prevention of un ethicality. To define ethics is very difficult because a person's ethics reflect both values and beliefs (Scheibe, 1970). We can not only observe ethics through a person's statements but also through his actions (Rokeach, 1968).

Ethical orientation is a system of ethics used to make moral judgments (Henle, Giacalone, & Jurkiewicz, 2005, p. 219). According to Rooney (2015), ethical orientation on work places is very much mandatory because of the knowledge of an individual's beliefs and values.

The current research helps to know participant character attribute, ethical orientation dimensions' beliefs and their commitment with the help of big five personality trait approach theory, Position Theory, Person fit theory as a framework.

1.8 Aims and objectives:

With the passage of time, demand of committed and ethical human workforce increased because it's consider as an essential key factor of any organization to grow in competitive era. Many Researchers Koh, H.Y. Boo , (2004) studies examined that committed and individual's ethics of employee has significant relations with organization commitment. According to (Chusmir & Koberg, 1988), (Saks et al., 1996) employees' personal belief in work ethics had a direct effect on organizational commitment.

Researches analyze the importance of personality trait and ethical orientation of employees in all sectors. According to Schneider & Dachler (1978) , worker's attitude presents its traits, so, Personality traits demonstrate the employee job involvement level which help to examined his/her organization commitment. Individual personality and disposition predominately accounts for individual attitude and behavior (Fang, 2006) and certain personality

traits (e.g., low conscientiousness) can help predict unethical behavior (Colbert et al., 2004),(Litzky et al., 2006),(S. L. Robinson & Berg, 1998).

With the help of above given research analyses, 21st Century management of organizations of all sectors are focusing on these successful key factors personality trait, ethical orientation and identifying work related determinants of organizational commitment (Mathieu & Zajac,1990). This concept holds true while focusing on committed human work force and their ethics these are the major factors which contribute significantly to organizational success by (Pohlaman& Gardiner,2000), So the aim and objective of the study to find out the effects of Personality traits, ethical orientation dimensions on organization commitment at University of Teachers of Lahore, Pakistan.

1.9 Purpose of the study:

In decades, all sectors of Pakistan organizations are working in highly competitive environment and thus, facing serious great issues like unethical behavior and lack of commitment. Even in this kind of situation educational sectors of Pakistan are also influenced by insecurity of Teachers lack of commitment and unethical behaviors of teachers which are badly effecting on Organization commitment. These kind of issues raised in 2000, when private educational institute entered as a strong competitor to compete public educational sector of Pakistan because every sector were busy to snatching their Teachers work force to increase their educational level and Teachers were start to leave organization after some time when they see better option. Due to this issue educational sector management started to focus on the committed teacher's workforce along their ethics because they under stood that teacher's ethics workforce are valuable assets that effectively contribute in organizational commitment and strategy implementation.

To understand this issue in educational sector, the main purpose of this study to trace out how Teachers personality traits correlate with organizational commitment in the context of ethical orientation dimensions in the faculty of private and public sector universities of Lahore, Pakistan. Teachers are the sources who responsible for education of nation. A right and suitable supervision of university teachers is fundamental to ensure the effectiveness of their services for the students and organization, because teaching is the one of the noblest professions in the world. This profession is based on sufficient long period academic training. Teachers are organized body of knowledge and their practical experience in the field. It is a code of professional ethics which is attached an organization in order to get enhanced quality of education, work performance and intellectual discourse. In other words, universities depend upon their teachers and their commitments. This can be understood by their personality and their beliefs and values by (Tsui & Cheng, 1999).

According to Scheibe (1970), Rokeach (1968), Bowen (2004), (Heatherington& Feldman, 1964),(Kelly & Worrell, 1978), have analyzed personality traits, ethical orientation and organizational commitment but very few of them have studied on Educational sector and analyzed the importance of teacher's personality trait, their ethical orientation and their effects on organizational commitment.

1.10 Objectives of study:

The main objectives of the study are:

1. To study the relationship between personality traits and organizational commitment in the Public and Private Universities of Lahore teachers.

2. To determine the mediating role of idealism and relativism between personality trait and organizational commitment in the Public and Private Universities of Lahore teachers.

1.11 Theoretical significance of the study:

The main aim of the current study was to understand the relationship between university teachers, personality traits, organization commitment and mediating role of ethical orientation (idealism and Relativism) between them. This study will also help to understand that how teacher's personality traits significantly related with organization commitment and how much ethical orientation dimensions will significantly mediating between Personality Trait and organizational Commitment.

1.12 Research Main question:

Does Ethical orientation play mediating role between Personality trait and organization commitment?

1.12.1 SUB QUESTION

Qno1. Does Personality Traits effect on Organization Commitment?

Qno2. Does Personality Traits impact on Ethical Orientation?

Qno3. Does Ethical orientation effect on Organization Commitment?

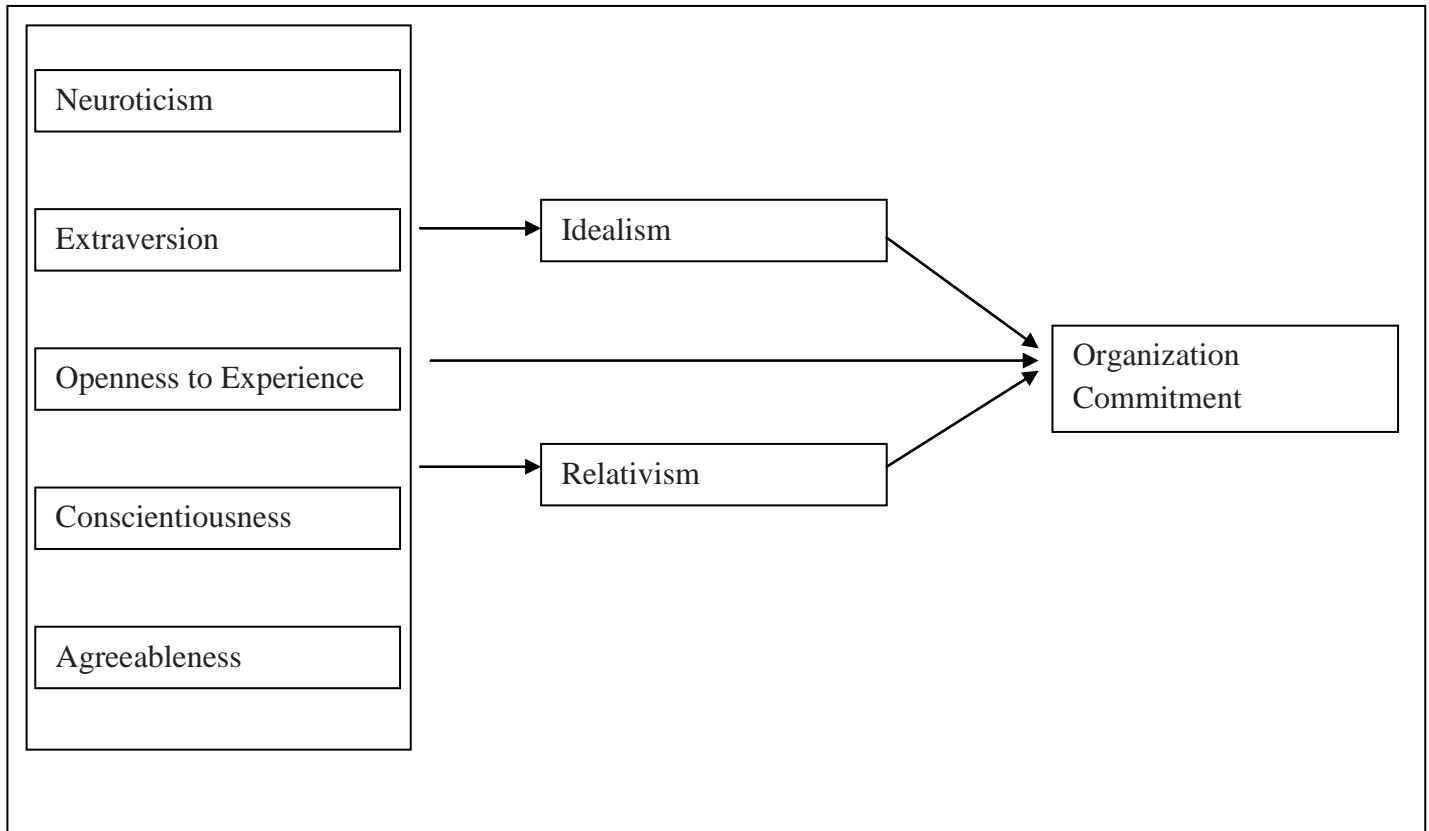
1.13 Hypotheses

1. There is relationship between Neuroticism and organization commitment.
2. There is relationship between Extraversion and organization commitment
3. There is relationship between Openness and organization commitment
4. There is relationship between Agreeableness and organization commitment
5. There is relationship between Conscientiousness and organization commitment.

6. Idealism is playing a mediatory role in relation between neuroticism and organization commitment.
7. Idealism is playing a mediatory role in relation between extraversion and organization commitment.
8. Idealism is play a mediatory role in relationship between openness and organization commitment
9. Idealism is playing a mediatory role in relationship between agreeableness and organization commitment.
10. Idealism is playing a mediatory role in relationship between conscientiousness and organization commitment.
11. Relativism is playing a mediatory role in relationship between neuroticism and organization commitment.
12. Relativism is playing a mediatory role in relationship between extraversion and organization commitment.
13. Relativism is playing a mediatory role in relationship between openness and organizational commitment.
14. Relativism is playing a mediatory role in relationship between agreeableness and organization commitment.
15. Relativism is playing a mediatory role in relationship between conscientiousness and organization commitment Universities of Lahore Teachers.
16. Idealism is correlated with organization commitment
17. Relativism is correlated with organization commitment

1.14 Theatrical frame work:

The following model was generated from the above mentioned hypothesis



Theatrical frame work 1

1.15 Structure of thesis:

This discussion starts from introduction of the study which cleared the rational of research and back ground of the Education sector. Which is totally based upon the literature after word main purpose the study has discussed and objectives of the study came under discussion. there is some research implication discussed theoretical implication practical and policies implication which made contributory respectively research main question were raised by reviewing of need of conduct research and hypothesis was built. Different view point of research

regarding research variable were discussed in literature review, theoretical frame work, methodology portion and discussion portion.

In addition, the study used two ethical philosophies as mediating variables: idealism and relativism. A person with a high degree of idealism believes that moral absolutes exist; a person with a high degree of relativism believes moral absolutes do not exist (Deering, Cavenagh, & Kelley, 1994; Forsyth, 1980; Reidenbach & Robin, 1990).

Chapter 2: LITERATURE REVIEW

The current study is defining importance of Personality Traits' and mediating role of Ethical Orientation dimensions (idealism and Relativism). "According to Calhoon,(1969 p.211) Personality and its ethics refer to dedication commitment" There is relationships among personality traits, ethical Orientation, and workplace (Bmc ,Ferraiiy, Aquino & Duffy,2010).

2.1 Personality

Personality is a, structured and fairly persistent, set of psychological traits and mechanisms inside the individual that effect his or her relation with environment. And environment involves not only organization commitment environment but also physical and intra psychic environment (Larsen & Buss, 2002). According to Trevino, Weaver & Reynolds(2006), also indicated a link between personality and organization commitment behavior also different theorists have different definitions of personality but they all are interested to find individual differences, recognizing people are similar in some ways.

Rathus (2005) defined personality as those fairly unique consistent patterns of behaviors, thoughts and emotions that differentiate one person from other. Personality consists of regular characteristics of feelings, thinking and behaving of people that are stable in time (Pervin& John, 1997). Theorists try to scientifically explore, discover, observe and describe regularities in people's thoughts, feelings and overt behavior that lead their daily lives.

Personality is a unique and stable pattern of behaviors, thoughts, motives and emotions that describe a person over time. This pattern represents a specific grouping of traits, features that characterize a person over many situations such as brave, shy, friendly, hostile and so on (Wade &Tavris, 1998). However, personality theorists differ in their opinions which traits they

consider most important and in their views of origin and stability of personality. Personality psychologist have different philosophies about how they study personality as one theorist points to unconscious mechanism, other looks to learning histories and another towards the way how people organize their thoughts (Burger, 2000). There are generally six approaches to personality.

Psychoanalytical theorists have the view that unconscious mind is responsible of important differences in people's behavior. Whereas theorist supporting trait approach suggest that unique personality characteristic is responsible of different behaviors. Theorists promoting biological approach explain that individual differences are happened due to inherited predisposition and physiological effect on organization commitments. Whereas humanistic theorists recognize that reason of personality differences are personal responsibility and feeling of self-acceptance. Behavioral/organization commitment learning theorists give importance to conditioning and expectation as reason of behavior whereas theorist inclined to cognitive approach are interested in the ways people organization commitments information to describe differences in behavior (Pervin& John, 1997).

In previous studies, researcher used trait approach theory to examine the organization commitments level according to their personality traits. The major contribution of trait approach is given below.

2.2 Trait Approach

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

(Burger, 2000). Allport (1995) the most influential trait theorist defined traits as generalized and personalized determining tendencies, which are consistent and stable modes of individual adjustment to his environment (as cited in Pervin& John, 1997). Allport gave three types of traits; cardinal traits, central traits and secondary traits. Cardinal traits are so powerful and pervasive to an individual that it affects almost everything that the person does. Central traits also called global traits represents the way how individual deal, behave and reacts with others in new situation. They cover limited range of situation than the cardinal traits. Secondary traits are more changeable aspects of personality. They include preferences for food, dress or colors, habits, casual opinions and so on (Wade &Tavris, 1998).

Another theorist Eysenck (1952-1982) found two basic dimension of personality in his earlier work. These dimensions are named as introversion-extraversion and neuroticism (emotionally stable-unstable). Than after that he added a third dimension called psychoticism. According to Eysenck, Extraverts are organization commitment able, like parties, have many friends, lively and dominant. In contrast, introverts are quite, introspective, reserved, reflective, and distrustful. Trait of neuroticism represent more specific traits, comprising anxious, irritable, guilty, lacking self-esteem, tense, shy and moody. The third trait psychotics includes traits such as aggressive, creative, impulsive, lacking empathy, and anti-organization commitment (Lasren& Buss, 2002).

Another personality theorist Raymond B. Cattell(1965) spread the study of traits by applying a statistical technique, factor analysis. Through this technique he developed 16 personality factor questionnaires (Wade &Tavris, 1998). Cattell(1965) proposed that there are two types of traits; surface traits and source traits. Surface traits are qualities that are visible in

person words or acts that is observable behavior. Source trait describes a relationship between behaviors that do not vary together. The source traits are underlying causes of surface traits. For example, a person having surface traits of assertiveness, courage and ambition might have source trait dominance as organization commitment all these traits (Pervin& John, 1997).

Researchers used various methods to reduce surface traits into basic group and come up with five forceful factors called the big five. Big represent that each factor incorporates many specific traits (Pervin& John, 1997) but the 'Five Factor Model' is a model of disposition that uses five separate elements to represent a single's character, refined by Berg (1990) and advanced into the extensively utilized 300 thing NEO-PI R nature organization commitment by (Costa & McCrae ,1985) consistent with this hypothesis when an individual is scored on the abovementioned factors they will handle a complete picture of that individual's nature (Thomas, 2012).

The five factor model depicts five expansive qualities-extraversion, neuroticism, agreeableness, honesty, and openness to experience--that epitomize a large portion of the distinctions in emotional makeup crosswise over people. The foretell traits, now and then designated as areas, were initially determined from an order of the adjectives that are normally used to depict people however then verified and refined through variable breakdowns, a statistical system that is led to recognize sets of corresponded dimensions.

These factors are defined below:

1. Extroversion Introversion verses 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 comprises of traits as being talkative or silent, organization commitment able or reluctant, adventurous or cautious, courageous or restrained. (Barrick& Mount, 1991),(Mount et al., 2006). Extraversion is a prominent factor, appearing in most personality measures. It is stamped by purported engagement with the outside world. It gets a charge out of being with individuals, is full of vigor, and frequently encounters positive feelings. They as a rule are eager, activity turned, people who are liable to state "Yes!" or "Let's go!" to chances for energy. In aggregations they jump at the chance to talk, and attract regard for themselves (Judge et al., 1999).Introverts fail to offer the abundance, vigor, and movement levels of extraverts. They as a rule are peaceful, relaxed, thinking, and separated from the world. Their absence of organization commitment inclusion ought not to be deciphered as bashfulness or gloom; the introvert person essentially needs less stimulation than an extravert and wants to be separated from everyone else. The autonomy and hold of the self-observer is at times mixed up as disagreeableness or haughtiness. Truly, an introvert who scores high on the agreeableness trait won't search others out however will be very enjoyable when approached (Thomas, 2012).

2. 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. (Barrick& Mount, 1991),(Mount et al., 2006).

The Pointer of Freudin (1890)basically told about neurosis in his theory. Its shows a condition of mental trouble, enthusiastic, enduring, and a failure to adapt successfully to the typical requests of life, healso inferred that every living soul hints at certain anxiety, yet that we

vary in our level of enduring and our particular manifestations of misery. Today neuroticism implies the tendency to experience negative sentiment (Thomas, 2012).

3. 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 capacity of being hostile. It defines the degree to which people are good natured or irritable, gentle or rash, safe or doubtful and resentful; Agreeableness is the least stable of the Big Five personality traits (Judge et al., 1999).

Agreeableness reflects unique distinctions in concern with participation and organization commitment agreement. Agreeable people prefer getting along with others. They are hence thoughtful, cordial, liberal, supportive, and ready to bargain their investment with others'. Agreeable individuals additionally have a hopeful perspective of personal temperament. They accept individuals are essentially trustworthy, nice, and dependable. Disagreeable people put self-interests above getting along with others. They are ordinarily unconcerned with others' well-being, and along these lines are unrealistic to broaden themselves for other individuals. In some cases, their skepticism about others' thought organization commitment creates them to be suspicious, antagonistic, and uncooperative. Agreeableness is clearly beneficial for accomplishing and upholding prominence. Agreeable individuals are preferred over disagreeable individuals. Additionally, agreeableness is not advantageous in scenarios that need extreme or supreme objective choices. Disagreeable individuals can make brilliant researchers, reviewers, or fighter (Magnavita, 2002).

4. 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's also include the control of impulses which facilitates tasks and other goal-directed behavior (Hergenhahn & Olson, 1999).

The profits of high conscientiousness are clear. Conscientious people escape inconvenience and accomplish large amounts of victory through intentional arranging and perseverance. They are likewise absolutely viewed by others as wise and solid. On the negative side, they might be urgent perfectionist and workaholics. Besides, amazingly principled people may be viewed as stuffy and dragging. Unconscientious individuals may be blasted for their untrustworthiness, absence of aspiration, and disappointment to stay inside the lines, yet they will encounter numerous brief delights and they will never be called stuffy (Magnavita, 2002).

5. Openness measures 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 unfamiliar. McAdams (2003) that openness to new experiences which is describes 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.

Openness to Experience portrays an extent of cognitive style that recognizes inventive, innovative individuals from practical, routine individuals. Open individuals are cannily inquisitive, keen to workmanship, and touchy to marvelousness. They for the most part may be, contrasted with closed individuals, more confidence to their emotion. They for the most part think and act in individualistic and nonconforming ways. Scholarly people normally score heightened on Openness to Experience; therefore, this element has additionally been called

Culture or Intellect. Regardless, Intellect is most likely best viewed as one part of openness to experience. Scores on Openness to Experience are just humbly identified with years of instruction and scores on standard insightful tests (Magnavita, 2002).

Individuals with flat scores on openness to experience almost always have thin, regular interests. They favor the plain, straightforward, and evident over the confusing, ambiguous, and modest. They might respect the concept and sciences with doubt, seeing the aforementioned attempts as esoteric or of no viable utilization. Closed individuals lean toward commonality over variety; they are preservationist and impervious to change (Thomas, 2012).

Openness is regularly put forth as healthier or more grown-up trait by analysts, who are frequently themselves open to experience. On the other hand, open and closed styles of intuition are convenient in distinctive situations. The intellectual style of the open individual may serve an educator well, yet research has indicated that closed thinking is identified with prevalent work exhibition in police work, bargains, and various administration occupations. (Magnavita, 2002).

2.3 Criticism on big five model:

Recent Criticism of the Big Five (FFM) There have always been critics of the Big Five (Judge & Ilies, 2002), and according to (McCabe & Fleeson 2012), a key strength of the FFM is the fact that factor analysis methods have indicated a hierarchical order to personality traits. (DeYoung, Quilty, & Peterson 2007) claim that at the top of the hierarchy (above the Big Five), are stability and plasticity, two broad traits McCabe and Fleeson, (2012) followed by the Big 5, and several other “smaller subcomponent traits” below the Big 5 (Widiger & Simonsen, 2005) in (McCabe & Fleeson, 2012, p. 1498). However, McCabe and Fleeson (2012) also point out that there is a common, fundamental weakness to the Big 5 Model 88 in that the model is

descriptive and does not explain the function of the traits, nor does it show a purpose or an organization commitment. The weakness, they claim, is related to the fact that factor analysis only groups things together in factors but provides no theory-based rationale for this grouping. According to McCabe and Fleeson(2012), in this approach, traits describe characteristics of people, but their purpose and function is unclear. For example, they point out that extant literatures Eysenck (1985a),(McCrae & Costa, 2003) have proposed that traits are inherited and affect behavior and adaptations. Indeed, the fact that personality traits inform behavior has been supported by many other researchers (Armenakis et al., 1993), (Kornør&Nordvik, 2004),(McCrae & Costa, 1999),(Shahrazad et al., 2011),(Su et al., 2012),(Van Egeren, 2009). However, McCabe and Fleeson (2012) argue that, in its current form, the FFM does not explain just how people's traits affect their behaviors, or why there are individual differences along dimensions, a question that was also posed earlier by (Lukaszewski &Roney, 2011).McCabe and Fleeson explained that factor analysis is theoretical and theoretical statistical methods are not concerned with rationales for why items such as traits, for example, are grouped in factors. McCabe and Fleeson(2012) further explained that in traits theory the phenomenon has hitherto been discussed from the separate perspectives of descriptions (the lexical approach) or explanations, in which the descriptive parts or actual traits are expressed in behavioral manifestations, while the explanatory parts can be explained through hereditary, the environment, and reasoning. They proposed an alternate perspective on 89 these approaches to traits theory, which is Whole Trait Theory (McCabe &Fleeson, 2012).

This theory assume that traits should be imagine holistically as a combination of both descriptive and explanatory parts since both parts are linked, and because the explanatory part causes the behavioral part. Nevertheless, a discussion of the function and purpose of traits is

beyond the scope of this study, and organization commitments on the investigation of relationships between personality traits and readiness for organizational change when moderated by employee's educational level will be the goal of this effort.

2.4 Organization Commitment

Organization commitment is the strong element in the development of an organization. The theorists emphasized that in order to strengthen the organizational commitment, it is essential that the employee faith must be retained to increase the organization credibility (Berg,2005; Allen & Meyer, 1996; karrasch, 2003 ; DeCottis & Summer, 1987). Employee's commitment helped to know about the highest grade of quality of services of an organization, This is theory highlighted regarding organization commitment by the many theorists and practitioners like (Heskett et al., 1994; Larson & Sasser, 2000). Although ,Organization commitment was defined by the great number of researchers, but the first time Becker (1960), defined it's help to examined each individual involvement level into the organization's activities.

The most authentic definition of Porter et al (1974) , organization commitment can be easily observed if its employees are enthusiastic to work and quite eager and concerned for the progress level of existing projects and committed to achieve organizational goals conveniently and timely. It is all depend upon employee's beliefs and values.

According to Buchanan (1974), organization commitment can be easily examined with the help of employee loyalty because his study examined that the organizations benefit is deeply associated with the employees output.

Jans (1989) had defined organization commitment. According to him, Employees commitment level can easily examined with their organization's , when they own and have belief regarding the mission and standards of the their organizations ,when they are mutually ready to wield their dedicated efforts in the accomplishment of the organizational goals, and when they have strong desire to maintain services in their organizations. (Robbins & Coulter, 2003; Jans, 1989; Hunt & Morgan, 1994; Mowday, Steers, & Porter,1982).

2.4.1 Ethical Orientation:

An ethical orientation is narrated research as ethical predisposition, Ethical orientation, and personal moral philosophies (Henle et al., 2005),(Reynolds, 2006).Ethical orientation is defined by Henle et al., (2005p. 219) as referring "to a system of ethics used to make moral judgments. Putranta and Kingshott (2011p. 235) simply defined Ethical orientation as "personal ethics" (p. 44). Reynolds (2006) defined ethical predispositions as "patterns used to pro-organization commitments information"). Clikeman et al., (2001,p. 633) chose to study ethical orientation "because we want to see where the respondents stand before they may have to make real ethical judgments. The common aspect of all these definitions was a pre-existing preference by the individual for a particular ethical philosophy. Ethical orientation is characterized by several different researchers ,but the idea of a personal preference for a particular ethical philosophy was a common theme in all definitions, according to (Tenbrunsel & Crowe, 2008) Ethical orientation is explanatory, whereas its impacted on decision making of any organizations policies and it is also help to know an individual's ethical orientation. Ethical Philosophies used in many Studies and Moral philosophies have been discussed and debated since ancient times. Well-known philosophers such as rates and Plato discussed morality over

2000 years ago in ancient Greece. In *The Moral Philosophers*, Richard Norman (1998) wrote "the area of philosophy traditionally known as 'ethics' or 'moral philosophy' is the attempt to arrive at an understanding of the nature of human values, of how we ought to live, and of what constitutes right conduct. Copp (2006,p11) espoused a similar view in *The Oxford Handbook of Ethical Theory*, writing "we can take a person's moral beliefs to be the beliefs she has about how to live her life when she takes into account in a sympathetic way the 47 impact of her life and decisions on others" (p. 4). Ruggiero offered one of the simplest definitions of ethics, writing "ethics is the study of choices people make regarding right and wrong" (2012, p. 2). Norman and Copp(2006) clearly equated ethics with morality or moral philosophy. There are two ethical orientation dimension's which are discussed below:

2.4.1.1 Idealism

Idealism is an ethical philosophy that assumes the presence of absolute rules of right and wrong; if the rules are followed, the correct action will be taken (Forsyth, 1980; Tansey, Brown, Hyman, & Dawson, 1994). This definition of idealism is consistent with the philosophy of deontology. Deontology also recognizes the presence of absolute moral rules; moreover, under the philosophy of deontology, one is obligated (has a duty) to follow the rules without regard for the consequences (Copp, 2006; Norman, 1998). The concept of duty as central to ethics was established by Immanuel Kant in the late 1700s. (Norman, 1998)

2.4.1.2 Relativism

Relativism is an ethical philosophy that asserts ethical beliefs are a function of culture and so no absolute or universal moral rules exist (Forsyth.1980;Reidenbach &Roobin, 1990; Tansy et al;1994). Relativism accepts the presence of rules but it says that points of views are not absolute and they do not have one reality behind them because they are according to exposure,

perception and knowledge. It is not same as nihilism which does not recognize the existence of moral facts (Copp,2006). It says that nothing can be known and all values are baseless.

Relativists consider moral values and situational context, determinants of one's actions which are either ethical or unethical. Ethical or moral relativism gives importance to cultural differences in determining right and wrong and manage actions according to local context which includes language and culture.

2.4.2 Idealism and relativism

Idealism means that reality is mentally constructed. Those individuals who have high level of idealism and low level of relativism were categorized as absolutists, individuals who imagine that “the best possible outcome can always be achieved by following universal moral rules (Forsyth, 1980,p.176).

The individuals who have got high level of idealism and relativism were identified as situation lists, they are the group who distrusts absolute moral principles and argues instead that each situation must be examined individually. (Forsyth,1980, p. 176). According to him every individual has different situation and context so reality differs from person to person.

Individuals who had got low level of idealism and relativism are called exceptionists and their perception, judgments are guided by moral absolutes but practically they were open to accept exceptions to this rule.

Individuals who had low level of idealism and high level of relativism are called Subjectivists. They make appraisals on the basis of personal values and perceptions rather than universal moral values or rules. (Schwartz, 2011; Landry, Moyes& Cortes, 2004; Putranta &

Kingshott, 2011). The majority of researchers have simply measured the levels of idealism and relativism with the categorization of (Forsyth, O'Boyle, & McDaniel, 2008) theory. A similar strategy was utilized in the present exploratory study.

2.5 Personality Trait and Organization Commitment

According to Beer & Nohria (2000), personality traits have been essential keys to achieve organizational goals and helped to succeed in changing environment. Erdheim et al (2006) also analyzed the relationship between personality traits and organizational commitment. They have found that personality traits are strongly associated with organization commitment. According to Hisham & Hamid, (2012) the committed employee is loyal, care organization's values and proud of being a member of its work team. Many other researchers' like (Porter et al, 1974 ; Steers, 1978; Angle and Perry, 1981) defined that employee performance helped to achieve organization task and their performance is directly related with organizational commitment.

2.5.1 Theory

Kennedy & Michaelin (2005) have studied of person-organization commitment fit, person organization fit, and person-job fit perceptions that shows that fit perception positively effects on job applicant's preferences for training and advancement opportunities.

Fit has been presented as a unitary create; however, multiple levels of fit have been defined: person-organization commitment (PV) fit, person-organization (PO) fit, by (Kristof, 1996). Person organization commitment fit is the broadest level of environmental fit, generally defined by the compatibility of individuals with their organization commitment/professions.

The theory of person-organization commitment fit was appropriate a link between individual characteristics and their organization commitment. The core purpose of the study was to examine the relationship between teachers' individual characteristics and their ethics to examine their commitment level. On the other hand, a negative relationship has been found between fit and turnover intentions and stress (Blau, 1987; Bretz & Judge, 1994; Cable & Judge, 1996; Chatman, 1991; Edwards & Cooper, 1990; Harris & Mossholder, 1996; Hollenbeck, 1989; Kristof, 1996; Lauver & Kristof-Brown, 2001; Meglino, Ravlin, & Adkins, 1989; Moos, 1987; O'Reilly, Chatman, & Caldwell, 1991; Ostroff, 1993; Stumpf & Hartman, 1984; Vancouver & Schmitt, 1991).

2.5.1.1 Person-Vocation Fit

One of the earliest mentions of "fit" between an individual and the environment was made by Jahoda (1961). Although Jahoda was using "fit" to describe the relationship between individuals and culture, the idea was soon utilized in other disciplines. For example, Pervin (1968) reviewed research in a number of areas where the idea of fit was incorporated: learning environment, academic performance, organization commitment, organization choice, and organization satisfaction. Less than a decade later, O'Reilly (1977) considered the implications of personality-job fit on attitude and performance. While acknowledging the lack of success by previous researchers in linking individual differences to attitude and work behavior, he gave the primary idea that behavior and action presented the personality.

There is basic difference in personality among individuals and these difference may interact with environmental incentive to produce differential responses (O'Reilly, 1977, p. 36). From this point in time, the concept of fit continued to expand. The theory of person vocation fit grew out of the concept of person-environment and person-organization fit (Kristof,

1996; Kristof-Brown, Zimmerman, & Johnson, 2005; Valentine, Godkin, & Lucero, 2002; Vogel & Feldman, 2009). Which in turn developed out of early theories such as Holland's theory of vocational personalities (1985), the theory of work adjustment examined by the (Betz, Weiss, Dawis, England, & Lofquist, 1968; Dawis & Lofquist, 1976; Dawis & Lofquist, 1984), & Schneider's (1987). According to them ASA model present "rests on the fundamental assumption that people in any organization are unique in that they are the ones attracted to, chosen by, and who choose to remain with an organization". (Schneider, Smith, Taylor, & Fleener, 1998, p. 463). Thus, fit is determined by the congruence between the personality of the individual and that of the organization.

In simplest terms, the theory of person-vocation fit suggests people look for vocation that matches their personal characteristics in terms of skills, abilities, attitudes, and values. If a person chooses avocation or organization that is not a good match (good fit), the person is more likely to leave. Holland (1959, 1985), described fit in terms of matching personality type and work environment while Davis and associates (1976 & 1984), described fit in terms of correspondence between worker and work environment.

A central tenet of ASA stated "organizations over time become relatively standardized with regard to the kinds of people in them" (Schneider, Goldstein, & Smith, 1995, p. 747). Schneider's theory, although focused on organizations, can be reasonably extended to occupations. In a similar vein, Meyer et al. (1993) was able to expand their concept of organizational commitment to occupational commitment.

2.5.1.2 Ethical Position Theory

In 1980, Forsyth posited that an individual's moral philosophy could be categorized through the measurement levels of idealism and relativism. Combining idealism and relativism creates a four category classification system of moral philosophy: absolutist, receptionist, situations, and subjectivist. Ethical position theory has been utilized in a wide variety of fields, including accounting. (Clikeman, Schwartz, & Lathan, 2001; Shaub et al., 1993; Donoho, Heinze, & Kondo, 2012; Singhapakdi, Kraft, Vitell, & Rallapalli, 1995; Karande, Rao, & Singhapakdi, 2002) used in accounting sector and in education sector this theory used by the (Beach & Eriksson, 2010; Butler, S. L., 2009; Deering, 1998; Deering et al., 1994; Eyal, Berkovich).

2.6 Personality Traits relates with Ethical Orientation

This term can be defined as having some particular qualities, behaviors which distinguish one person from the other across time and situation. Researchers examined 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 indicated a link between personality traits and Ethical behavior. In another research, it is established that nonconformity at job effects organization commitment ability and scrupulousness negatively, (Berry, Ones & Sackett, 2007).

According to psychology, there are five components of personality: scrupulousness, acceptance of new experiences, sociability, neuroticism and extraversion (Berg, 1993). Many scholars claim that each of these components is directly linked to different moral functions. This idea is authenticated by many different researchers that personality determines morality. Scrupulousness, which is related to discipline, reliability and ambitiousness, is linked with honesty and organization commitment activeness. (Lodi-Smith & Roberts, 2007)

According to Roberts & Hogan (2001) people who have a higher careful level are not found to be indulged in unethical activities on job. Social friendliness is found to be associated with commitment on job according to McAdams (1997). Those who are socially friendly are always supportive of equality, objectivity and mutuality. Some volunteer activities also included like helping the deserving and old. (Matsuba & Walker, 2004).

Many scholars believed that such people possess morality who have higher exactitude they are more socially and friendly (Raad, Hendriks, & Hofstee, 1992). Opposing to this, McAdams (1997) says that openness to new experiences which is describes 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. He attempts to establish that low rate of openness make people fascist which in result lead to impatience, lack of compassion, biasness and conservatism and hinders higher moral practices .

Neuroticism and extraversion have nothing to do with determining the moral standards of a person (Colquitt, 2006).

2.7 Ethical Orientation and Organization Commitment

The potential relation between ethics and occupational commitment was considered to be significant by (Elias, 2006; Shaub Finn, & Munter, 1993). An emergent concern in codes of ethics in organizations is obvious over the past few decades. Investigation on this subject is characterized by numerous themes indicative of separate lines of investigation. Single vital theme relates the features of operative codes of ethics in terms of endorsing moral behavior in organizations. Discrete studies have been both normative and experiential. Normative work has

provided excellent guidelines for practitioners faced with the responsibilities of developing and implementing codes of ethics. (Murphy, 1995), while pragmatic work has focused on the properties of existing codes (Montoya & Richard, 1994).

The extent to which moral codes have been embraced and applied in particular countries is another argument which has arisen in studies of codes of ethics (e.g., White and Montgomery, 1980) or industries (e.g., Berenbeim, 1992). Throughout results indicate that about three quarters of American firms have assumed reserved codes of ethics which is rising gradually over the past two decades (e.g., Fulmer, 1969; White and Montgomery, 1980). Eventually, a rising theme within this universal field concerns the effect of codes of ethics on employee behavior in organizations. These three themes lead to the behavioral element which seems to be the smallest investigated topic area with significantly rarer studies addressing the authority of moral codes on worker manners and approaches (Cassell et al., 1997).

2.8 Importance of Teacher in education sector

Education has different goals in every country. These goals can be specific, far and general. Educational goals vary from country to country. For instance, preparing a constructive individual who has a good job is the goal of education in Turkey (Mone, 1973). The syllabus and activities are designed according to these goals. To meet such objectives, faculty must be committed and highly qualified otherwise the education system cannot meet the need of this global era. Since, teachers are major stake holders of education, their personal and professional skills matter a lot. Therefore, the qualification, commitment and moral values of teachers and students are observed greatly by the researchers.

According to Gunduz(2012), there are some critically important skills and competencies which a teacher must have to meet the need of contemporary age and to provide good education .

Moral values, dedication, command over subject matter and teaching skills are among these competencies. These characteristics define a teacher.

Following skills must be there in a teacher; knowledge of appropriate evaluation methods, skill to convey the knowledge, classroom settings, teaching methodologies and syllabus designing by (Servet ,1997). To increase the quality of education, teacher must be a role model, guide, facilitator and he/she must motivate the students

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), but TDK (2013) argues that these days, personality includes the personal spiritual and ethical characteristics of an individual. According to this, a teacher must care appreciate and motivate the students. He/she must understand of the background difference of students. Further, he/she should be willing o sacrifice, confident and have patience. While Songar (as cited in Sav, 2007)describes personality as the combination of civil, ethical and physical values .

Haittie (2009) also agrees with the same view and considers teacher quality an important moderating factor that is one of the reasons for students' individual performance differences within schools. After analyzing more than 50,000 studies Hattie concluded that differences exist in terms of students' performance, within and between schools. However, considering the importance of classroom teacher, there exists minute difference in students' performance between schools as compared to the variances within schools. Furthermore, he declared that the teachers, of high achievement students, used challenging thinking tasks and appropriate feedback as teaching methodology, created positive teacher-student relationship and had high expectations from their students .It is worth mentioning here that several initiatives have been proposed to increase the rate of quality teaching.

Hadrie (2009) introduced a term “raise the bar” which states that performance pay increases the teacher quality. DEST (2006), in another survey on attitudes towards teaching as a career, states that the individuals who choose teaching as career are more motivated than others. However, the motivation is influenced by the factors such as: the desire to make the difference and working with children along with remuneration. However, as indicated by recent global events, well paid individuals are not necessarily more likely to be quality professionals. Contrary to this the individuals who are associated with finance sector, which precipitated the recent global economic crisis, were not only well qualified but well paid as well.

Klan and Rout (2009) are of the view that education sector, at times, is also under scrutiny. They further state that the misuse of power has been regularly reported by the media, even in the context of prestigious and well-funded schools. Therefore, performance pay might be on the factors influencing the rate of retaining better teachers however as a stand-alone strategy it does not guarantee any improvement in the quality of educators.

Connell(2009) proposed that the concepts of a good teacher are not static rather constantly evolving and are contestable as well. However, Ingvarson and Rowe (2008) argued on the concept of quality teacher and considered it fraught with difficulties because it is almost impossible to measure it directly. They advocated the idea that teachers’ knowledge and ability to do the tasks are factors to measure the teacher quality for professional accreditation and professional development needs. Through their study they distinguished between successful teaching and good teaching. However successful teaching is defined as teaching which results in high performance outcomes by students. On the other hand, good teaching provides all the possible opportunities to enhance students’ competence in a particular curriculum area, and told them how to improve them morally and justifiable way. In a result of one of their studies,

Ingvarson and Rowe (2008) concluded that the need of the hour is to bring teacher-quality, merit-pay research, student performance and policy agenda to one center; teaching standards i.e. what teachers should know and be able to do.

Despite all these studies there is some agreement in all such characteristics which are indicators of quality teacher. Westcombe -Down (2009, p.20) considers pedagogical fitness the center of quality teacher. According to him a pedagogically fit teacher 'establishes and maintains a positive, inclusive and safe learning environment'. Furthermore, this learning environment fosters and develops the students' skills, belief, values and confidence. In their research, (Rowe ,2004), (Rowe, Stewart & Patterson (2007), (Lovat & Toomey (2007) and (Hattie, 2009) similarly state addition to teacher subject knowledge and competence students give equal importance to teachers' sense of that in care and trust.

2.9 Teachers values, beliefs, ethical education and values education:

The idea of good teachers having based on values of a teacher quality teaching abilities is worldwide belief (Arthur, 2010; Gore et al., 2007; Lovat&Toomey, 2007; Clement, Crotty& Nielsen, 2009; Rowe, 2004; Westcombe-Down, 2009). Many psychologists have pointed out the relation between beliefs, stereotypes and behaviors.(Cordelia Fine (2006). Moreover, the educationists support the view that individuals make decisions based on their beliefs. These beliefs directly affect the planning, instructional decisions and in classroom practices of the teachers. In some situations, beliefs become even more inflectional strong predictors of individual's behaviors, organizing skills and work habits(Pajares,1992,p.311).The classroom environment for teacher to a great extent. A teacher's commitment marked by specific traits is based on beliefs and professional ethics of the teachers. Practically speaking it is not possible to describe how teaching methodologies in context of science subject are influenced by beliefs but the association between the two is un deniable. (Kagan, 1992; Nespor, 1987; Pajares, 1992).

Although it is a challenging field to measure the impact of belief and values upon education, but some researchers (Bryan & Atwater, 2002; Haney, Czerniak & Lumpe, 1996; King, Shumow & Lietz, 2001; Tobin & La Master, 1995) found that there is a significant relationship between teacher ethics, practices, and commitment in the context of science teaching. According to Sadler, Shokoohi, Kazempour, and Allspaw, (2006) study found that teaching insensitive science topics requires teacher's prior training to overcome ethical dilemmas and controversial discussions which emerge in the classroom with such topics. Ethics are the only way which can help the teachers to deal with challenges and has the ability to improve the quality of teacher.

Since it has been established through research that a teacher's thinking affects their behavior (Clark & Peterson, 1986), therefore it is important that moral education must be made a part of a teacher's training (Nespor, 1987). According to Mergler (2008) it's the time of need to explore the ethical philosophy in educational program. He also examined in his study ethical philosophy must be explored in teachers training sessions. Burant, Chubbuck and Whipp (2007) argue that the focus should not only be on giving knowledge and giving skills to the new teachers but also on giving training on moral education. We have always known that morals play a vital role in teacher's personality and had a good impact on students in the complex environments of class-rooms, but so far moral education has not been made a part of the training for pre-service teachers. The moral aspect cannot be merged with the knowledge and skill part of a teacher's training but it cannot be separated from it either. Laments (2008, p.372) that moral and ethical training are the part of a teacher's training because that is the place where new and old teachers get awareness regarding classroom ethics and environment. Snook (2003) draws our attention to the fact that since the purpose of education is to shape up people in

particular ways therefore the importance of moral education is the most in teaching. According to Snook& Lament(2008) study support that ethical Philosophy played a vital role in any field and specially in education sector its must be adding in training session of teacher's program. Another reason for putting such moral education on teachers because they are now required to guide their students how to resolve their issues such as "human-rights, conflict resolution and social justice. (Alexander, 2009), (Curtis, 2010). Jones (2009) study examined the Austral school education system where after 2005 ethical philosophy education for teachers working as national frame work of education.

Values education refers to a worldwide acknowledged effort of assigning teachers and schools the responsibility to instill values in their students, rejecting established beliefs that the values can be inculcated by religious institutions and families only. Internationally, it is referred to using a variety of ways which include moral, character and ethics education (Lovat& Toomey, 2007) and this realization prevails that teachers must play an important role in the moral education of their students (Lovat et al., 2009). Even though the responsibility of a teacher was defined as early by (Mackenzie, 1909). It lays great emphasis on teacher training courses in order to train pre-service teachers so that they can educate diverse range of students about morals and values (Curtis, 2010;Ones, 2009; Lovat et al., 2009).

Teachers training session regarding ethics is quite necessary at school level. Many researchers examined that if ethical teachers training programs were ignored than some unidentified issues can be raised.(Fiero&Evans, 2005) ,(Thornberg, 2008). Although some researchers just focus on ethics but do not discuss any particular ethical philosophical theory (Curtis, 2010, p.114). Snook (2003) emphasizes teacher's values and beliefs in their teaching assignments. His study examines that values cannot be separated from ethical philosophy.

Teachers' training sessions on ethics and beliefs facilitate and guide them to handle the students in an appropriate manner, this become a cause of an organizational prestige. It is mostly observed that due to such teacher training sessions the teachers gain insight to evaluate their teaching styles and level of competencies, which are the utmost need of their organization. Reflective enable teachers to be equipped with moderated and refined pedagogical techniques which can help them meet practice can their students' needs. (Delpit, 2006).

According to Bibby (1999, p.3), that an ethics curriculum is necessary for teachers to observe and analyses their professional environments in order to address such issues as well as practice public leadership. Curtis (2010) also emphasized that there is a need of ethical training session during pre-service teacher training programs, because its deeply influence on teachers values and their beliefs during class they transferred to their students. Teachers ethics highly influenced on their institutions and increased the value of their institutions. Moreover, an ethics curriculum shed light on the ethical foundation of professional codes of conduct in undergraduate teacher education (see review by Campbell, 2008). In short, an ethics curriculum in pre-service teacher programs helps teachers to impart values education in the classroom in an appropriate manner as well as enables them to reflect on their own methodology so that they can meet their students' needs effectively.

2.10 Organization Commitment of Teachers:

Early work in teacher commitment was driven by concerns with teacher retention and attrition(Billingsley & Cross, 1992). Educational reform further encouraged interest in teacher commitment (Somech & Bogler, 2002). Occupational commitment of teachers was measured and compared to multiple variables, including burnout (Brown & Roloff, 2011), efficacy (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2012; Ware & Kitsantas, 2011). job

satisfaction (Billingsley & Cross, 1992; Canrinus et al., 2012). Participation in decision making and organizational citizenship behavior (Somech & Bogler, 2002), school climate and social-emotional learning (Collie, Shapka, & Perry, 2011) and stress (Billingsley & Cross, 1992; Jepson & Forrest, 2006). Additionally, Huang and Waxman (2009) have examined the relationship between school environment and the commitment to teaching of student teachers.

Chapter 3: METHODOLOGY

This chapter focuses on objective research questions and the methodology. Firstly, it highlights the research, theory and their respective levels, paradigms, philosophy of research, research design, and sample size of generalized targeted population. Further, it also describes the research instruments with the help of which the researcher has collected the data in order to answer the questions and objectives of the study. Moreover, it presents the demographic information of the participants. This chapter also explains the procedure of data collection from the participants and elucidates the ethical considerations.

3.1 Aims of the Study

The aim of this current study is to measure the effects of personality traits, mediating role of ethical dimensions (idealism & relativism) on organization commitment on teachers at tertiary level.

3.2 Objectives of the Study

- To measure the effects of Personality Traits on organization commitment.
- To measure the mediating role of ethical orientation(idealism & relativism)

The purpose of the current research is disciplined attempt to find out questions or solve problems through the data collection and analysis of primary data to generalize the future prediction. The current study examined the personality traits, organization commitment and mediating role of ethical dimensions. “According to Mouton (1996:28) simply states that: the main purpose of all kinds of research is to find out the result which closely relates to possible”.

3.3 Philosophy of Research

There are three main components of Philosophy of Research:

3.3.1 Methodology:

Methodology represents the action of reading. In this portion the researcher gives logical answer of his /her research question on the critical and practical bases. It helped the researcher to deliberately structure his/her approach of the research. The research designed in a way which would enable the researcher to justify it. It would make the research actions transparent. There are lots of techniques which were used in this method. The most common methods are experiments, quasi-experiments, and other hypothesis-testing. Meaningful phenomena's are operational zed by determining variables that can be accurately measured. So, the object of this research is to conduct the measures in quantitative measure. The researcher is trying to explore the effect of personality trait, ethical orientation dimensions on organization commitment. In this current study statistical method is required. This kind of method is called quantitative method. This kind of research approach is called deductive approach. In current research, researcher examined the effects of personality traits, ethical orientation and organization commitment through variety of aspects. Furthermore, researcher verified the impact of Personality traits, ethics of individuals and their commitment level at work places with the help of general literature which is given in previous chapter too. The purpose of the study is to examine the observation of researcher on personality traits, ethical orientation dimensions on organization commitment of teachers at tertiary level Lahore, Pakistan.

3.3.2 Ontology:

The beliefs about the nature of (social) reality or of a phenomenon (including self and other – “what exists, what it looks like, what units make it up and how these units interact with each other”)

Its origin lies in early 18th century- from modern Latin ontologies, from Greek *ōn*, ont- ‘being’ + -logy. There are three main types of Philosophies ontology, epistemology and methodology. Every kind of research starts from ontology, after that epistemology and last one is methodology. These philosophies present the logical picture of the researches. It also helps to know about the theory approaches of research.

Denzin and Lincoln (1994) point out that it is crucial to consider the researcher’s personal sentiments, beliefs and relationships to the subject matter, as this may have a bearing on the method chosen, i.e. the researcher’s Ontological persuasion

According to Bryman (2008:18) “the ontological issues are having to do with whether the social entities can and should be considered objective entities that have a reality, external to social factors, or whether they can and should be considered social constructions built up from the perception and actions of social actors. These opposite points of view are referred to as Objectivism and Constructivism respectively.”

3.3.3 Epistemology:

Epistemology is the branch of Philosophy that studies knowledge, by attempting to distinguish between ‘True’ (and adequate) knowledge and ‘False’ (inadequate) knowledge. (Erikson and Kovalainen, (2008:14).

The beliefs about the nature of educational research knowledge and its relationship to other kinds of knowledge comes under the umbrella of Epistemology. It means knowledge and

understanding of the theory of knowledge, more over the study of the knowledge and justified belief . Origin lies in mid-19th century from Greek epistēmē ‘knowledge,’ from epistasthai ‘know, know how to do.’

3.3.4 Positivist Ontology & Epistemology

In the Positivism Approach, ontology present the nature of reality and researcher objective can be accepted or rejected. On the other hand epistemology philosophy present the distance of researcher form the respondent and collected the data with the help of reliable and valid tools(Cresswell& Clark, 2007).The current research approach, researcher verified his observed objective with the help of different statistical tools.

3.3.5 Overall approaches: Theory

Theory is an identical rule which helps to understand the relationship between two or more variables or concepts. A theory is the structure used to explicate observations and helps to create future prediction. There are two level of theory:

3.3.5.1 Abstract:

It presents the concept and propositions elements of theory.

3.3.5.2 Empirical level:

Its present the variables and testable hypothesis.

The current research is an empirical theory because it has generalized the different theories to find out future predication. For this purpose, the current study tested the hypothesis. Although there are two types of theory approaches:

3.3.5.3 Induction:

Inductive reasoning is opposite of deduction scientific process. This approach generalized from specific observations. In this process researcher observed a lot, distinguish a pattern, make generalization and then gather to make explanatory research. In other words, it's an actual observation used for research to generate new theory.

3.3.5.4 Deduction:

A theory is a well-substantiated explanation of an aspect of the natural world that can incorporate laws, hypotheses and facts and it helps to predict the observation. In other words, deductive reasoning is used to reach a logical true conclusion. Deductive is the process allows to apply the theories on specific situations.

3.3.5.5 Theoretical approach taken:

The current study is followed by deduction theory, because its explores observations with tested hypotheses.

3.3.5.6 Philosophical Approaches:

The implied mode which the researcher adopts leads to reality and his research is his basic paradigm. A Paradigm emphasizes the harmony of perception, which further connects the efforts of a group of researchers together so that it can be equally applicable within the bounds of the same issue while accessing the social theory. (Burrell and Morgan, 1979, p 23). essentially a paradigm is a lucid sum of supposition, grounds and self-evident particulars which is communal in a definite group of proficient (researchers). According to Merriam Webster Dictionary, 2007 "Philosophical approaches are framework of research which inform the laws, patterns of research and helped to know about the existence of research. Basically it's scientific theoretical frame

work which guide the researcher analyzed its research pattern. Khun,1962 study also support that it is all about set of universal values, beliefs and conformity mutual between scientists/ researchers about the issue that how any particular subject should be perceived and attended. There are three type of research Paradigms.

3.3.6 Positivism:

In positivism paradigm research, researcher observed and measured the data to verify the theory. It's called scientific approach because the methods of this approach are well planned, organized. Positivism approach used scientific community in researching behavior in the natural world.

According to Denscombe (1998),the main purpose of the application of Positivists approach is to generalize the theoretical findings in order to support the scientific methods with logic. This method has preferably a good impact on research findings in natural sciences.

3.3.7 Interpretivist:

These research paradigms generate theory. Knowledge of reality is a social construction by human factor and it's called interpretive method of research. In this research value free data cannot be obtained, since the enquires his or her preconceptions in order to guide the process enquiry, changing the perceptions of both parties. According to Orlikowski and Broudi 1991 interpretive represents one strand information systems research although it has been dominated in terms of quantity of publications by positivist approaches. Firstly 1979, Boland introduce interpretivism approach and Wingor and and Flores 1986 in their book told about interpretivism approach they told that this approach the body of work which primarily empirical in orientation "carroll, describe ecological studies which confront design problem on their own terms

involving the collection of detailed qualitative information particularly through interviews with analysts. This style of research is interpretive and inductive rather than seeking to confirm or disconfirm hypotheses". Curtis et al.(1988) study also based on interpretivism The importance of interpretivism research based paper raised in 1990 and its journals gave also importance qualitative research publications UK based journals, journals of information system, journal of information technology and European journals of information systems.

3.3.8 Pragmatic approach to research (mixed methods)

In the field of science, the practical approach has the usage of methodology which is in best relation with the research problem. This means that one might not get confused concerning the debates of philosophical nature as to which approach suits best. These pragmatic researchers then use any of the methods, techniques and processes either linked with qualitative or quantitative research. According to these researchers all methods are complementary to each other and also that every method has its own limitations. For example, in order to carry out statistical analysis, these researchers might start with face to face interviews from some people and have a focus group and resultantly use all of the results to make a questionnaire of the attitudes of all these people. In this way a large scale sample can be used. The data is collected and later analyzed depending on which measures have been used. In some cases, it is possible to convert qualitative data into quantitative data and vice versa but it is also known that it is uncommon to transform qualitative data into quantitative data. The basic feature of this mixed approach is the result of action, problem pluralistic, real world and practice related approach.

The author, for this study has made use of positivism paradigm because the study verifies the theory by collection of data from the respondents on the basis of statistical methodology. In this study, the author has used both terms of anthology and epistemology.

3.4 Philosophical Approach Taken

In the current research, the researcher selected positivism paradigm because the objective of the study to analyze its observation statically. To generalize this research, the researcher collected the data from the teachers of different universities of Lahore without any personal involvement. In particular researcher is conducting this study on Teacher's personality traits, ethical orientation and their commitment level at work place. These variables are tested statically so the whole process of current study came under the account of positivism philosophy.

3.5 Research methodology

The research methodologies are a 'way' to manner research that is modified to the research paradigm. There are three types of research method.

3.5.1 Qualitative:

Qualitative research is "a familiar, subjective, semi systematic research approaches that it's usually helps words instead the use of numbers in the collection and analysis point of view of respondents. According to Bryman and Bell, 2008, Qualitative research mean interviewing of respondent and after that to seek out the world views of the research participant.

3.5.2 Quantitative

Quantitative research is systemic process and in this process numerical data were collected from the responded to test specific hypothesis. Alan Bryman1984.

In this method researcher takes decision upon a hypothesis, because researcher has already decided that your study is experimental study and going to test cause and effect of relationship.

3.5.3 Mixed Method:

Mixed method approach is based on pragmatic ground. Inquiry strategy is based on sequentially. In this method quantitative and qualitative both instruments were used to collect the data. It can be based on both numeric information (e.g., on instruments) as well as text information like interviews etc. So, this kind of method represents both quantitative and qualitative information. Sometimes researchers used this method to make their researches more authentic.

3.6 Methodological Approach Taken:

The present empirical research has used person fit and position theory. This approach of the theory is called deductive approach. As this research is looking for existing phenomena which uses paradigm of positivism. The ontological portion of this research is unethical behavior and lack of commitment of teachers due to boom session of privatization in Pakistani cultural context. While Epistemological portion of this research is reliable tools to know the effects of personality trait of teacher which will help to identify their organization commitments and their ethics. The researcher has used scientific approach to measure the data and previous researchers also used it to get result. The quantitative method has been followed. The quantitative research design was used as per the need of research question for present research.

3.7 Research Design:

A research design is present in the whole picture of technical decisions and planning of research work. According to Cooper and Schindler (2011: 139, 727) that a research design is “an

activity- and time-based plan; a blueprint for fulfilling research objectives and answering question”.

A research design can be likened to a house plan, which shows on paper what the final house is going to look like and guides a builder on how the house should be built (Mouton: 2001).

The present current study designs quantitative study which was conducted to explore the relationship between personality traits, Organization Commitment and mediating role of ethical orientation dimension (Idealism and Relativism)in the public and private universities of Lahore.

Sampling design was based on stratified sampling, because the data was collected randomly from ten different universities (public and private) of Lahore .The target population was teachers which were selected randomly from private and private universities of Lahore , Pakistan. Structured questionnaire survey was used as research inquiry method on the second biggest and fifth biggest city of South Asia Lahore, Pakistan. Descriptive, Correlation, Regression analysis was used to analyze the data in the present study.

3.7.1 Sample Size:

The study generally focuses on education sector. Research target population was Teachers. So, data was collected from 120 Teachers of different universities of Lahore, Pakistan. The purpose of convenient sampling was to generalize the study on a wider population in respective domain. The sample size makes interaction easy with the participants and provides time to express them freely and frankly. The size also helped to avoid the atmosphere of interaction to become noisy and crowded. It was planned to visit daily during lunch hours of selected universities. Participant fully cooperated during filling questioner. The study would

prove that how much teacher's personality trait and ethical orientation impacts on organization commitment.

3.7.2 Respondent rate:

The success rate is 100%. The forms were filled accurately. Searcher personally met with the respondents and gave them time to fill it and after some time, they were collected back. This technique of forms collection gave good results to the researchers.

3.7.3 Data collection:

In current research author collected the primary data from the respondent. Questioner was administrated to collect the data. The respondents were teachers at tertiary level. The response of filled questioner helped the author to know about their personality traits, ethical orientation dimensions(idealism& relativism)and its effect on organization commitment. The researcher also used the secondary data for its research. For this purpose, author used different websites information, digital books information. The author also read research articles as secondary source which support to the author study. Although, it's quite easy to collect this kind of data but some time it's quite difficult to the researcher to get research articles because they require payment to review it.So, the author utilized primary data for their results. In current study author explored variables with the help of the primary data. The combination of variables was used for the first time in the current study, in previous studies did not examine this. In current study, researcher investigates the effects of personality traits, ethical orientation on organization commitment.

3.7.4 Validity & Reliability

Chronbach's Alpha values were used to calculate the reliability and validity of the instrument in SPSS software.

3.7.5 Coding

5-point and 7-point Likert scale (from Strongly Disagree to Strongly Agree) were used to Data collection from the teachers.

3.7.6 Data Reliability:

The reliability was checked with the help of crohbc alpha value

3.8 Data Analysis:

The collected data was analyzed statically. For this purpose, the author used spss16.0. The respondent answers were entered in a numerical form in SPSS and different tests were used to check the reliability and validity of the data. The theoretical model was tested to check the relationship between dependent, independent variable and mediating role of variable.

3.9 Data Presentation:

In this portion, analysis of data results was present along their tables. The results of primary data deeply interpreted in this portion.

3.10 Limitation:

There are some limitations of this current research. Firstly, the author was unable to pay some websites to collect secondary data which can be fruit full for the current study. On the other hand, the author was not allowed to mention name of faculty. So, some personal information could not be revealed due to respondent request. Had it not been the limitation it would have helped in comparing the effect of personality traits, ethical orientation and level to commitment of the faculty of various universities.

3.11 Tools for data collection:

The research instrument tools applied by the researcher to explore the questions asked in aforesaid chapter. They are all adopted scale and which was used by previous researchers to achieve the aim of the study.

Following tools were used for data collection.

3.11.1 Demographical information

Scale B by John, Donahue and Kentle (1991).BFI inventory

Ethical Orientation (Idealism and relativism) by Forsyth (1980)

Organization commitment scale by Porter(1974)

3.11.2 Measures:

Demographical information form

A demographical information form was prepared by a researcher which provides the necessary information about the participant's demographic information. This information includes age, Gender, Institute, and designation. Almost fifty-five females and forty-seven males replied from different Universities of Lahore. Target population of teachers who were selected for the research data were lecturers or Assistant professor.

3.11.3 Big Five Inventory (BFI)

In the present study personality was assessed with the help of Big Five Inventory (BFI) which is used by John, Donahue and Kentle (1991). The 44-items BFI was developed to represent the sample definitions developed through expert ratings. This scale is short to know about the individual personality. The respondent will not feel tired during response of the questioner. Their responses items are on 5 point Likert scale, from 1 disagree strongly, 2 disagree a little, 3 neither agree nor disagree, 4 agree a little, 5 agree strongly.

3.11.4 Ethical Orientation: (Idealism and relativism)

To measure Ethical Orientation used the EPQ developed by Forsyth (1980) to capture the extent of individuals' idealism and relativism. The EPQ Forsyth, 1980 was used for idealism and relativism each of which includes 10 items. A five points likert scale method was used for all measured.

3.11.5 Organization Commitment:

Organization Commitment Questionnaire, originally adopted from Porter et al's (1974) for the current study which will help to measure the commitment level of teachers with their organization. The OCQ is based on 15 items that measure the level to which the employee is keen to apply effort to realize objective. It also helps to know about devotion and faithfulness with the firm. Their responses items are on 5 point Likert scale, from 1 disagree strongly, 2 disagree a little, 3 neither agree nor disagree, 4 agree a little, 5 agree strongly.

3.11.6 Procedures:

Lahore is known as Pakistan's educational capital. There are lots of colleges and universities as compared to other cities of Pakistan. Lahore is also a main creator of professionals in every fields, like science, technology, IT, engineering, medicine, nuclear sciences, pharmacology, telecommunication, biotechnology and microelectronics, nanotechnology of Pakistan. Most of the well reputed universities are in Lahore but in recent years, lots of private universities do exists and that's why current literacy rate of Lahore is 74%.Lahore is treated as a hosts of some Pakistan's oldest educational institutes that's why current study focus on universities faculty, to analysis their commitment because behavior of teachers is largely influenced by their personal trait and skills. In this context ,the importance of ethics to education

and teaching has been generally accepted by Campbell, 2003; Strike & Soltis, 2009), that's why the current study applies the questionnaire methodology in Educational sector, as we know also that education plays a vital role non our growth and development.

This study used structured questioner survey to target the teachers of almost 11 universities of Lahore. To collect data first of all, keep in view the ethical consideration of the study.

3.12 Ethical Consideration:

Ethic consideration signifies the rights of the participants. Generally, consent of the participants is taken before their participation. In this research written permission was obtained from the institution. Finally, individual consent of the participants was also obtained, after getting approval from the heads of Universities. The researcher met personally with the teachers of different universities of Lahore (private & Public) and told them about the nature and purpose of the study. Researcher gave the questioner to the teachers and requested them to fill the questioner without any personal biases. Questioner was administered individually. Data was collected during after 12: 00P.M because its sufficient time to availability of teachers and mostly teachers are free on this time after getting their lecturer and can give more time or easily reply on Researcher questioner. The researcher explained to all the participants that all of the information collected from them would remain confidential and only be used for research purpose. Thus, their name would remain anonymous and whenever this study would be published, their names would never be shown. Furthermore, the data would be stored in the researcher's personal computer and only he/she would have access to it. All the necessary information was inserted in the consent form and to make them satisfy then collected the data from them.

3.13 Summary

The chapter provides the methodological aspects of the study quite in detail. It depicts the approaches, research methods, paradigm and design of the research. It also defines in detail the procedure of data collection along ethical consideration.

Chapter 4: DATA ANALYSIS AND FINDINGS

The present research aim to investigate the effects of Personality traits on organization commitment and of Ethical Orientation dimensions (idealism & Relativism) as mediator on the relationship between Personality traits and Organization commitment. It also examined the mechanism through which these factors are linked with organization commitment. To understand the association between Personality trait relationship and organization commitment, the study also explored the two potentially mediating factors i.e. idealism and relativism. Data analysis (tables) and Findings of the study indicate that three factors of Personality traits are significantly correlated to organization commitments that are Conscientious, Extraversion, and Agreeableness.

4.1 Data Analysis

SPSS(16.0) was used for the statistical analysis of data. Descriptive statistics of means and standard deviations were calculated for study instruments (see Table 1).

For testing the relationships between Independent variable, Mediators and Dependent variable, Pearson correlation analyses were calculated (seeTable2). Baron and Kenny's (1986) criteria was used to test the mediation analysis and calculate the regression analysis. First, Organizational commitment was regressed onto personality traits (e.g., Extraversion) to predict Organizational commitment from Extraversion. Next, another regression analysis was computed to predict Relativism from Extraversion. Then, simultaneous regression analyses were calculated to predict Organization Commitment from both Extraversion, and Relativism Standardized regression weight calculated at the first step to predict Organization Commitment from Extraversion was considered the total effect of Extraversion on Organization Commitment according to Baron and Kenny. After the Relativism was included in the regression equation at third step, effect of Extraversion on Organization Commitment was divided in two pathways.

One pathway explained the direct effect of Extraversion on Organizational Commitment and the other pathway explained the indirect effect from Extraversion to Relativism and then from Relativism to Organizational Commitment. Final, it was assessed whether the effect of Extraversion decreased (partial mediation) or become obsolete (full mediation) with Relativism still being the significant predictor in third regression equation. Baron and Kenny (1986) recommend a Sobel test for assessing the significance of indirect effect .Furthermore, Sobel Z

test was used to compare the direct as well as the indirect effects to explain the type of mediation. 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 potential mediator was not calculated between other personality dimensions and Organization Commitment because the data analysis did not meet the preliminary requirement of significant correlations between these variables. (see Table-3)

4.2 Results

Descriptive statistics are presented in table 1.

Table 1

Study variables	Mean	SD	Reliability α
Gender	1.54		
Age	34.32	7.12	
Extraversion	22.53	3.69	.53
Agreeableness	33.19	5.3	.76
Conscientiousness	31.68	5.6	.74
Neuroticism	22.44	3.8	.41
Openness	34.13	4.3	.53
Idealism	38.54	5.17	.76
Relativism	45.0	4.8	.64
Organization Commitment	45.33	5.6	.53

Frequency (Table a)

Table 2

Study Variables	Frequency	
	Male	Female
Gender	48	54
Designation	AP	Lec
	45	56

Institute	Public	Private
	48	54

Table 3

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

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

Table 3

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

Table 4

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	OC	.108	.153	.071	.15	F(101,1) = 8.89***
	Rel		.417	.116	.36**		

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

In order to compute the mediation effect Baron and Kenny's (1986) guidelines were used to calculate a series of multiple regressions (see Table 3). At step 1, Personality Trait items was regressed onto Organizational Commitment. Results revealed that Extraversion was a positive predictor of Organizational commitment ($\beta = .24, p < .001$). At step 2, Relativism was regressed onto Organizational commitment confirming that Organizational commitment was a significant predictor of Relativism ($\beta = .38, p < .001; B = .489, SE = .122$). At step 3, when aggression was regressed simultaneously 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 EXT. Mediation implies from this regression, as the original correlation between Extraversion and Organizational Commitment was reduced from $-.21$ to $-.07$ after inclusion of Relativism the third step.

Table 3(a)

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

Table 5

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

Mediation effect was computed according to Baron and Kenny's (1986) guidelines, by calculating a series of multiple regressions (see Table 3(a)). At step 1, Personality Trait items was regressed onto Organizational Commitment. Results revealed that Conscientious was a Positive predictor of Organizational commitment ($\beta = .473, p < .001$). At step 2, Relativism was regressed onto Conscientious confirming that Conscientious was a significant predictor of Relativism ($\beta = .268, p < .001; B = .0230, SE = .82$). At step 3, when Organizational commitment was regressed simultaneously onto both Conscientious and Relativism, results showed Relativism to be the significant predictor of Organizational Commitment ($\beta = .27, p < .01; B = .40, SE = .87$), while controlling for the effect of Conscientious. Mediation implies from

this regression, as the original correlation between Conscientious and Organizational was reduced from .47 to .40 after inclusion of Relativism in the third step.

The regression analysis was tested with the help of additional Sobel z test to find out that its full or partial mediator. It also helps to evaluate the direct and indirect path (Preacher & Leonardelli, 2003). Regression coefficients were entered in medgraph, internet version. For this calculation (Jose, 2013) to produce the significant partial mediation (Sobel z value = 2.099, $p < .001$). The zero order correlation between Conscientious and Organizational Commitment was reduced, yet still remained significant, which explains that Relativism mediates the association but the type of mediation is partial (see Figure 1). Partial mediation is also supported from the ratio of direct (.400) and indirect paths (0.074); the direct path is relatively large.

The additional test was applied to verify the regression analysis. It is called Sobel z test. It helps to verify whether partial or full mediation was recognized. This test will also measure up the direct and indirect paths (Preacher & Leonardelli, 2003). For this calculation, regression coefficients were entered in medgraph, internet version (Jose, 2013) to yield the significant partial mediation (Sobel z value = 2.69, $p < .001$). The zero order correlation between Extraversion and Organizational commitment became insignificant, which explains that Relativism mediates the association. Partial mediation is also supported from the ratio of direct (.071) and indirect paths (.136); the indirect path is relatively large.

Chapter 5: CONCLUSIONS & DISCUSSION

The present chapter presents the discussion, conclusion, limitation and delimitation, recommendation and future research direction of current research. The implications of this research study will enhance the academic and nonacademic organizational abilities to improve their work. This research will also be also fruitful for the researcher.

5.1 Discussion:

5.1.1 Personality Trait and organization commitment:

The present study found that Conscientious, Extraversion, Agreeableness, Organization commitment is positively connected to personality traits (Meyer et al., 1989). Meyer et al.(2002) conducted a Meta-analysis of antecedents, correlates and consequences of organization commitment. Organizational commitment is positively related to personality traits (Jaramillo, Mulki & Marshall, 2005).

5.1.2 Neuroticism

The findings illustrated that neuroticism is not correlated with the dependent variable of organization commitment. These findings are consistent with a wide body of studies conducted in this field.

The previous researchers Syed, Saeed, Farrukh (2015) examined on public sector universities and they found that teacher's personality traits effect on organization commitment. There is a negative relationship between neuroticism and organization commitment. The more prior studies (Cropanzano et al., 1993; Thoresen et al., 2003) also observed, (Kumar & Bakhshi, 2010). Neuroticism considered to be the main source of negative emotions and there is an association between negative emotions and organizational commitment. O'Connor and Paunonen (2007 ,p.977) in their study framed by Big Five personality, found that there were negative

associations between neuroticism and post-secondary academic performance. In other words, people with negative feelings namely anger, anxiety, and stress are devoid of essential stability, and they are remarkably concerned with internal and subjective issues, neglecting their extrinsic stimuli and events in the workplace. The ignorance or negligence would make them incapable of meeting the expectations they held in their work, including environmental or organizational expectations, loyalty and commitment to their organization and career (Jazayeri et al, 2006, Pasha et al.; , 2008).

5.1.3 Extroversion:

The present study found that there is a positive significant relationship between extraversion and organization commitment. Previous researchers Watson, 2000 and Saeed, (2015) studied the same phenomenon and results support the current study results that extraversion has significant correlated with organization commitment.

5.1.4 Openness to Experience

The finding of third factor of personality trait, openness to experience shows that there is no significant relationship between openness to experience and organization commitment, Since openness to experience can be regarded as a personal need for change, intricacy, freshness, and interior desire to experience (McCrae, 1996) the people who earn high scores in openness to experience reach high levels with respect to exploration, more willing to pursue the alternatives to their jobs (Erdheim et al, 2006).According to Barrick & Mount, (1991, Openness to experience this factor of personality traitlike creative, refined, inquisitive, unique, broad minded, clever and creatively sensitive. Deneve and Cooper (1998) study explored that “Openness to Experience is a ‘double-edged sword’ that incline individuals to feel both the good and bad more

deeply". Openness to experience is a personality type which has been a subject of controversy among researchers (Costa & McCrae, 1997),(Hough & Ones, 2001).

In contrast, Openness to Experience showed no significant relationships with organizational commitment. The more previous research findings by Bergman (2004), but not with (Finkelstein et al.,2006) who found Openness to Experience related to organization Commitment. These findings suggest that there are still no definite facts that points to a relationship between Openness to Experience and organizational commitment. (Ward &Hackney ,2012)

5.2 Conscientious

The results from the current study found that Conscientious is significantly correlated with organization commitment. Conscientiousness is one of the most consistent personality predictors of job performance (Barrick & Mount, 1991; Barrick, Mount & Judge, 2001),. Therefore, Ahmad, Ather, Ali Shah,(2014) study results shows that organization commitment has strong relationship between conscientiousness and job performance. These finding of previous researches support the current study results that conscientious is correlated with organization commitment.

5.3 Agreeableness

In current study result found that personality trait fifth factor Agreeableness has significantly correlated with organization commitment. Agreeableness employees have ability to show higher degree of forgiveness and always ready to help people. Organ and lingle(1995) study examined that this kind of trait people are keen in work, care about organization values and

helped their coworkers. Judge et al,(2001) study examined that who has agreeableness trait they are socialized and deeply committed with organization.

Results from Abdullah, Omar & Rashid,(2013) study and(Meyer, J.P., D.J. Stanley, L. Herscovitch, L. Topolnytsky, 2002) study also support the finding of current study that agreeableness strongly correlated with organizational commitment. Hawass, (2012) study also support that agreeableness is strongly associated with organizational commitment.

5.4 Personality traits and ethical orientation:

The current study results indicate that Personality traits three factors conscientiousness, agreeableness, and openness to experience are correlated with ethical orientation dimensions. According to Brent, Ferran, Aquino, and Duffyin (2010), study examined the relation between personality traits and ethical orientation. Their results support the findings of current study.

5.5 Ethical Orientation and Organizational Commitment

The previous researchers Zalkind (1987), Mark John Somers,(2001)support that organization commitment and ethics has strong relationship. Ethical orientation increases the morale of employee commitment. The current study results indicate that ethical orientation dimension; Relativism is correlated with organization commitment as mediator. The previous researchers (Elias, 2006; Shaub et al., 1993) study results indicate that there was a small correlation between relativism and organization commitment.

5.6 Personality Traits of Teachers, Ethical dimensions and Organization commitment:

According to the results of the current study, teachers' personality traits; three factors openness, conscientiousness, and extraversion are significantly and positively associated with

ethics and their commitment. Furthermore, Neutralism has negative effect on ethics. The results of the present study are in agreement with kalafat's (2012) study. The results of his study show that teachers' personality traits, openness, conscientiousness, and extraversion have good impact on teachers' ethics and commitment.

Next we administered a path analysis regression model in order to test the hypothesized model and examine the significant direct, indirect and total effects of personality traits of teachers on organization commitment. According to their results of the modified model, extraversion is the strongest predictor of teaching Ethics and it has the effect on teaching ethics. This finding partly supported the results of previous research by (Murray, 1975).

Current finding agrees with the results of previous research by Kalafat(2012) suggested a model to investigate the effects of high school teachers' personality traits on their perceived teaching Ethics and commitment. His study found that agreeableness, extraversion and conscientiousness have a positive effect on teaching Ethics; however, neuroticism show negative effect on ethics and commitment level.

5.7 Conclusion

From the results and discussions, following conclusions have been drawn:

5.7.1 Personality Traits and Organization commitment:

The finding of Personality Trait and organization commitment facilitate to management to uncover the personality traits of committed employees in a Pakistani culture. It is recommended that a specific interest be directed towards conscientiousness, agreeableness as personality traits of great importance to maintaining an emotional attachment to the organization. The finding of

current research recommended that management hired those teachers who have extroversion trait because this kind of people have positive emotions with their workplace and they must avoid to hired neurotics faculty because this kind of trait persons have negative emotions. The finding of current study compared with attached with Egypt studies (Hawass,2012) it is examined that the effects of personality traits on organizational commitment can vary from one culture to another culture. This study hypothesizes the personality traits and commitment relationship with a special highlightthe cultural background of Pakistani faculty at tertiary level. However, future studies are encouraged to incorporate the element of cultural values in their empirical analyses of personality traits with organizational commitment relationships. Future studies may use trait approach theory, person fit theory in their cultural context to find the relationship between organization commitments with personality trait.

5.7.2 Ethical conclusion:

Most of the academic and nonacademic organizations have evolved codes of Ethics and conduct in various forms and shapes. The critical issue is lack of training of teachers of ethics within the academic organizations. It is a healthy sign that those academic and nonacademic organizations which have codes of ethics, carry out training of employees/teachers on annual basis. It is fact that academic organizations are is marked by unethical practices.

Lack of commitment is the unethical practices common in the academic organization.

Unethical practices lay devastating effects on quality of organization, quality of works and performance of projects in quality dimension. According to Andreoli & Lefkowitz,(2009). Ethical orientations dimensions' effects on individual Personality traits. Implementing Codes of Ethics, Ethics Training Programs are the major options which can modernize the unprofessional

behavior in any field of organization which will help to increase the level of organization commitment (E.S. Stead et al., 1990).

5.8 Limitations

The study was limited in the following ways:

The data collected in current study was obtained through unpaid participation.

The data sample (N=105), although sufficient for statistical analysis, was small.

The study was designed to represent the Punjab province only Lahore major geographic areas of Pakistan were uncovered.

The study is based on cross sectional research design

The study has no impact of the political situation on data collection cannot be known for sure, the likelihood of a negative impact on organization commitment must be acknowledged.

The study sample was taken from tertiary level educational institutes of Lahore (private& public). The management of universities was requested to allow the faculty members to cooperate with the researcher in data collection

Due to distance and time limitations the data was collected only from Lahore region (Public & Private Universities)with obtaining current contact data on potential study participants from the Lahore

5.9 Delimitation:

The study was delimited in the following ways:

The study was limited to only tertiary level teachers in public & private sector with in Lahore.

Only Teachers were sorted by academic department in the sample.

5.10 Summary and Future Direction:

This study has investigated the relationship between Big Five personality traits and organization commitment with a mediating role of ethical orientation dimensions (idealism and relativism). A theoretical framework has been developed in which personality traits are an antecedent to organizational commitment and performance is a result of organizational commitment. In the current study it has been argued that one dimension of ethical orientation has a mediating role between personality trait and organization commitment. It has been suggested that ethical orientation has a mediating role in determining the relationship between Personality traits and organization commitment. Similarly, it has been established that Ethical orientation the relationship between two Personality traits and organization commitment. This conceptual framework has certain future research directions.

5.11 Recommendations:

The current study examines the relation of teachers' personality traits and ethical orientation regarding organizational commitment at tertiary level in district Lahore. In future, this research will become a source of finding the mediation between the personality traits and organizational commitment with other ethical variables like ethical judgment etc. Ethical orientation dimensions are multifarious, which can also define a (idealism & relativism) relationship as a mediator and which can examine personality traits and organizational culture instead of organization's commitment. This study can be implied at

national and international level. The model of current study has tested empirically the confirmed mode of reliability and validity.

From the findings and conclusions, following options are recommended for implementing in order to organizations wide ethical culture: -

5.12 Implementation of Conduct.

This is introduction to the final destination of ethical culture within academic organization and nonacademic organizations. Under the frame work of Pakistan Ethical Code, all employee who are related to teaching profession must evolve and implement proper codes of conduct in their organizations. When this will be happened, lack of commitment will decrease and quality of work will increase.

5.13 Training in Ethics

This forms part of following step to development of codes of conduct. Sufficient 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 employee in any fields.

Future longitudinal studies are recommended to realize the differential impact of personality trait, ethical orientation on work related attitude.

5.14 Summary:

This chapter highlighted the result analysis along their tables. In this chapter discussion portion, conclusion and recommendation portion also discussed.

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