Analysis of Teachers' Commitment, Self-Efficacy and Job Satisfaction at University Level in Pakistan

Abdul Majid Khan Rana[*] and Iftikhar Ahmad Baig[**]

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Abstract

Every educational system tends to achieve the best possible quality, which is commonly reflected in students and institutional achievements. To achieve this goal, teacher plays an important role. This research examines three aspects, teachers' self-efficacy, commitment as well as job satisfaction at university level. Specific study objectives were based on assessing the level of commitment, self-efficacy and job satisfaction in both male and female university level teachers. Through cluster and random sampling methods, 811 teachers were selected from 195 universities in which 116 were public and 79 were private. A five point Likert scale of 29 items was constructed for collecting data from teachers. Through pilot testing, reliability dimension in the questionnaire measuring commitment included 11 items observed a high coefficient value ($\alpha = 0.813$). Self-efficacy contained 7 items and showed a good reliability measure ($\alpha = 0.807$) while job satisfaction had 11 items with 0.840 coefficient value. Overall reliability of the questionnaire was 0.940. The data were analyzed with relevant tests. Overall results showed that teachers were positive towards their self-efficacy, commitment and job satisfaction but there are some weak points at different levels of variables which have been highlighted in this research. Some recommendations for solving these issues have also been made.

Keywords: Teacher's commitment, self-efficacy, job satisfaction

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[*] Lecturer, Institute of Education and Research, University of the Punjab, Lahore, Pakistan.
Email: puierfaculity@gmail.com
[**] Professor, Department of Education, The University of Lahore, Lahore, Pakistan
Email: iftikhar.ahmad@ed.uol.edu.pk

Introduction

Government is now focusing upon the refinement in higher education hence universities are under extreme pressure. The prime focus of the government is on the elevation of Pakistani students in the vistas of higher education on local and international level. No doubt the teachers are the main proponents of this exaltation of higher education, so the ultimate focus of government is on improving teachers' qualification through different scholarships and funding. Only teachers' education is not enough for the improvements in students' outcomes; therefore, the organizations, usually, are interested in determining other factors which could help them to enhance the capability of students (Stronge & Hindman, 2003). Individual ability and commitment to the tasks are the two important characteristics of a qualified teacher. Teachers' commitment enables a person to differentiate between behavior and response to the tasks and students. Working ability of the teacher is not restricted to the classroom but to the overall structure and environment of the institution (Boyer & Gillespie, 2000).

Arya defined professional role of a teacher as one's devotion to the professional activities (2012). Dave furthered the idea of commitment and typified it into five domains: commitment to the profession, to learner, to differences and to the core human values (2008). Professional commitment defines teacher's professionalism which is required to work and excel in the personal domain; whereas, commitment to the learners and their differences make the teacher ready to adapt as per the situation and work for the best of the institution. The last quality of commitment to core human values work for his personal grooming which is ultimately helpful for the institutional growth.

The complication of life pressed heavy demand on the teacher. Professional persistence drives a teacher to successfully implement current educational change to involve him in sensory experience, which expresses professional role of a teacher with relation to lessen the number of failures, to enhance the productivity of the system of education for the improvement of education level. There are two prominent researches available in favor of gender based professional commitment (Singh, 2007). Tripathi (2003) and Maheshwari (2004) favored male teachers being more professional than their feminine counterparts; whereas, Basso (2006) favored female teachers as more professionally committed than the male teachers.

After commitment, the second most important variable is self-efficacy, which is manifested in some specific behaviors. Wigfield & Eccles contended that a specific behavior can win different valuable outcomes as per expectancy value theory (2000). Self-efficacy is the name of personal valuation that persists through the career. Definitely, if one particular behavior gives positive results, the behavior should be repeated so that a chain of positive outcomes could be developed. That is why the theory of dependence developed this belief that responsibility stands wide to produce a certain outcome to drive all the subsequent behaviors.

Success in achievement of a certain outcome gives satisfaction and satisfaction within a job is highly productive thing which forces multiple researchers to work on this variable in relation with different fields like human resources, administrative support, administrative psychology, person and personal management, super ordinate vision of an organization, and behavior therapy. Job satisfaction is really an important issue for every organization because it is directly proportioned to the services provided by the organization because it enhances the personal interest towards working with the institution. Human behavior needs impulse of satisfaction, because it attracts the longevity of the employees for various jobs. The current research is also an effort to measure job satisfaction from organizational perspective (Caprara at al. 2006).

Friedman and Cassette argued the relationship among teaching and classroom situation and breadth of school. Self-efficacy or self-worth of a teacher is an important factor for satisfaction as worth decides about the place and place then further helps to be satisfied. The perception of teacher self-worth includes: an organized participation of students in teaching/learning process, and facilitates the works of an organization. This is the main requirement for successful social and political procedures of an organization (2002). Ryan and Deci (2000) defined that human emotional stability is attached with internal motivation which is further related with satisfaction and personal worth. Bandura (1993) further argued that basically beliefs regarding self-efficacy play a significant role in motivational processes whether internal or external. That is the reason of considering self-efficacy as a motivational measurement because it is claimed as a motivational element by various researchers (Ciani et al. 2008). It is often associated with behavioral change, and sometimes with a change in motivation. Schepers et al. (2005) related teacher professionalism with teacher work. Thus, he believes that the ability of teachers to independently work positively contributes to change the motivation level of teachers. That change in motivation further enhances self-worth and its understanding then leads towards job satisfaction, which is the prime motivating factor for the current research.

Education System in Pakistan

The twelfth constitutional amendment shifted education to the states and obliged the government to be responsible for compulsory free education to all nation kids from age of 5th to 16th year of age in Pakistani Constitution's Article 25 A. As a result, there emerge many problems relating to necessary legislation, poor coordination with the province, lack of reporting tools and improved education management. In 1979, the NEP defined 3 levels: elementary education (8 years of school education from one year to 8 years), secondary (12 years to 9-12 classes), and higher education (after 12 years of study). However, secondary education was divided into two levels, such as 9-10 high school and (b) 11-12 grades, for school and collegial levels both (NEP, 2009).

In Pakistan, higher education is generally recognized as over 12 years of education, which is considered for the age bracket of 17-23. Universities in Pakistan are classified as public & private; yet, another criterion to classify university is specialized and general. Specialized universities usually offer academic programs in the fields of engineering, agriculture, education, and medicine, but General category universities are offering all disciplines like arts to IT and different fields of science etc. (Source: HEC adjusted for Pakistan National Qualifications Framework in 2015)

Theoretical Framework of Research

Professional Commitment of Teachers

Teachers' professional commitment can be considered as the organizational dimension of effective, continuous, and normative commitment (Meyer & Allen, 1991). The teaching profession is a unique profession and encompasses the rich and multifaceted unity of communication not only with the organization but also with its parents, students, and colleagues. Therefore, professional ambition is important for both the teacher and the education system. The model presented by Meyer and Allen (1991) has three-components: TCM model for corporate compliance.

An effective commitment is the desire to align with the goals of the organization, and in the end, the person aspires to be loyal to the management. That way, one has to work hard for the profession or the job. It is part of the desire. Continuous commitment is a component of the need for that organization to make a commitment. It suffers from age, time, or profit or loss. It depends on the type of social, psychological and economic costs associated with the profession and the organization. A commitment belongs to normative measures is associated to the feelings of the organization, which may be due to the investment they make. The decision of individual to stay long with the organization further implies that the person work hard not only for his organization but also for himself (Meyer at al, 2002).

Moreover, Klassen & Chiu recently added two more ingredients i.e. habitual and forced commitment (2010). Habitual is the commitment of people in the organization, while force is related to the use of force to swear by fears or some provocative methods, which may be chaotic or simple.

Self-Efficacy

The teacher's self-efficacy is the beginning of building our conceptual model. Bandura (1977) was marked by the expectation of efficiency and the expectation of efficiency. In the current definition of self-efficacy of teacher, focus of some authors is, the teacher's ability to effect learner outcomes (Cetin, 2006) while some focused on the expectation of

results but expand on them by looking at the context in which teachers are working (For example, Yuchannen-Moren et al. 1998). It is about an individual's self-esteem. This can be defined by the theory of social cognition or social learning theory.

Social Cognition Theory. Albert Bandura thought about how to be effective regarding the way an individual handles challenges and tasks. An individual with extraordinary self-efficacy can face challenges, while other with less self-efficacy will avoid situations. It depends on the support provided by the department, which is determined by one's satisfaction to the department and the ability of that person.

Social Learning Theory. This is about studying factors outside the group. The highly regarded person will be in touch with the organization of the facility where he will study well and provide the staff (Bandura, 1986).

Job Satisfaction

It is a general effective attitude in all aspects of work. Simply put, a person is happy with his work. Satisfaction with work is related to the feelings and mood of the essence of his work. The source of work satisfaction is not only the work environment, but also the style of supervision, the relationships between individuals, and the organizational culture (Tripathy, 2003). It is environmentally friendly and has low load capacity, and infrastructure too. Factors involved are age, mood, personality traits, and heredity. Bogler suggested to compare what you want and what you can use retain you the result of satisfaction with job (2001).

Statement of the Problem

Modern world is the world of competition in every field; hence educational institutions are also part of this competition. Nations are investing their energy and resources to create the best centers of education where the best leaders, scientists, engineers and artists could be created for the betterment of the nation. Those best centers require efficient, capable, hard-working, and most importantly satisfied teachers. Pakistan is also part of this competition and institutions are working hard to create the best centers to provide state-of-the-art facilities to their students; so that, the students which graduate from those centers can take part in the progress of their nation. But still there are multiple issues which are working like a barricades hence restricting either to create such best centers or to provide such best studentship. This study is to ensure the current status of teachers' commitment, self-efficacy and job satisfaction based upon a multi-level analysis of universities in Pakistan.

Research Objectives

Following research objectives are proposed by the researcher:

1. To assess the level of teacher's commitment at university level in Pakistan.
2. To ascertain the level of teacher's self-efficacy at university level in Pakistan.
3. To explore the level of satisfaction towards job in university level in Pakistan.
4. To analyze teachers' commitment, self-efficacy and job satisfaction at gender and designations level in university level in Pakistan.
5. To suggest implementable recommendations for boosting teacher's commitment, self-efficacy, and job satisfaction in university level in Pakistan.

Research Questions

1. What is the level of teacher's commitment at university level in Pakistan?
2. What is the level of teacher's self-efficacy at university level in Pakistan?
3. What is the level of teacher's job satisfaction at university level in Pakistan?
4. What are the differences in teachers' commitment, self-efficacy and job satisfaction based on gender and designations of teachers in a university within Pakistan?

Research Design and Method

For attaining valuable information, quantitative approach is the best for the scholar to apply the study's results on the target population (Creswell, 2005) so quantitative design was used for this specific study. The researcher plans to use a questionnaire that could be used to gather data from many participants at a relatively low price (Bird, 2009). For the purpose of this study, surveys were a suitable option for data collection using numerical methods. It was a description research, survey type, as the researcher is interested to describe the phenomena and the relevant variables with their comparison. The methodology and procedure were as follows.

Population of the Study

There are 204 universities in which 123 public sector universities and 81 privately administered universities are working in Pakistan. The teachers from 4 provinces of Pakistan were the population of the study. In this way total 195 universities in which 116 public sector and 79 private sector universities in Pakistan were considered the study population and remaining 2 privateand 7 public universities are not selected for the population due to some security related issues in those areas.

Sample of the Study

Sampling involves selecting a large number of population elements (sampling units) from a particular group. According to Cole (2006), sampling is the process of selecting a part of a population that can represent a whole group of species or groups of people or animals. Moreover, a properly selected sample contains information for the purpose of study. From 195 universities, researcher selected 25 public and 16 private universities through cluster sampling technique and then further he used simple random sampling from each cluster for selecting participants.

Instrument of the Study

For the current research, the tool was a questionnaire. After reviewing literature 4 scales were adapted according to the guidelines of the supervisor. The measurement scales were on 5-point Likert scale for all participants. First research tool was constructed from the guidelines of three factor model of Organizational Commitment Questionnaire (Meyer & Alan 1997), second for self-efficacy from Bandura (1997) and third from 'Teacher Job Satisfaction Questionnaire (TJSQ) (2005).

Reliability of the Instruments

Cronbach (1951) developed coefficient alpha and used to estimate measurement of instrument's reliability through tests of multiple items, questionnaires or scales (Cortina, 1993). It is additional challenging discussion to decide acceptable level for reliability of a questionnaire, instrument, or a scale. Many researchers and scientist agree on the points of 0.70 or above for reliability coefficient in social science. Researcher used three dimensions in the questionnaire to collect the data from public & private sector universities teachers. So, all the dimensions had a very good internal consistency of its respective items leading towards reliable tools for data collection.

Table 1
Results Reliability Analysis through Cronbach's Alpha test

Scale name	No. of Items	Cronbach's Alpha
Commitment	11	0.813
Self-Efficacy	7	0.807
Job Satisfaction	11	0.840
Overall	29	0.940

Above table showed the dimension in the questionnaire measuring commitment included 11 items witnessed a high value of coefficient (= 0.813). Self-efficacy contained 7 items with (= 0.807). The construct for measuring job satisfaction had an alpha value of 0.840. In addition, the overall reliability of the questionnaire was found 0.940.

Data Analysis

Analysis of Demographic Characteristics of the Respondents

Table 2

Demographic Statistics for the Factors Area, Sector, Gender and Designation

Sr #	Demographic Characteristics	Description of fields	Percentage
1	Area	Punjab	52.9%
		K Pakhtunkhwa	24.2%
		Baluchistan	5.4%
		Sindh	17.5%
2	Sector	Public	64.6%
		Private	35.4%
3	Gender	Male	64.5%
		Female	35.5%
4	Designation	Professor	8.6%
		Associate Professor	17.0%
		Assistant Professor	31.1%
		Lecturer	43.3%

The results presented in table 4.2 depicted that from 811 sampled respondents 429 (53%) were from Punjab, 196 (24.2%) were from Khyber Pakhtunkhwa, 142 (17.5%) were from Sindh and the remaining 44 (5.4%) were from the Baluchistan province, while sector demography showed that the majority of the respondents were from the Public sector universities (64.6%) and the remaining (35.4%) were from private sector universities. Row 3 of above table showed that gender variable could be interpreted as out of 811 samples, 56.7% were male while 31.2% were female. Majority of the respondents were male, while designation in above table showed that that the distribution of respondents showed 7.9% were professors, 15.5% were Associate Professors, 28.5% were Assistant Professor and remaining 39.7% respondents were Lecturer.

Analysis of Teachers' Response for Commitment

Q 1.   What is the level of teacher's commitment at University level in Pakistan?

Table 3

Descriptive statistics for the statements of Commitment

St	Sense of belonging		Happy to work		Proud to tell		Problem		Leave my uni		My passion		Benefits		Too costly		Wrong decision to leave		Feel guilty if I leave		Right decision	
	f	%	f	%	F	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
SD	23	2.8	31	3.8	12	1.5	21	2.6	27	3.3	11	1.4	54	6.7	55	6.8	22	2.7	96	11.8	37	4.6
D	30	3.7	46	5.7	22	2.7	34	4.2	71	8.8	48	5.9	196	24.2	192	23.7	101	12.5	125	15.4	108	13.3
UD	48	5.9	179	22.1	65	8.0	71	8.8	139	17.1	135	16.6	157	19.4	198	24.4	122	15.0	161	19.9	171	21.1
A	323	39.8	261	32.2	344	42.4	350	43.2	319	39.3	350	43.2	262	32.3	230	28.4	358	44.1	228	28.1	284	35.0
SA	381	47.0	277	34.2	357	44.0	316	39.0	254	31.3	261	32.2	131	16.2	125	15.4	199	24.5	187	23.1	195	24.0
T	805	99.3	794	97.9	800	98.6	792	97.7	810	99.9	805	99.3	800	98.6	800	98.6	802	98.9	797	98.3	795	98.0
Mi	6	.7	17	2.1	11	1.4	19	2.3	1	.1	6	.7	11	1.4	11	1.4	9	1.1	14	1.7	16	2.0
GT	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100

Sense of Belonging. The above table showed that from 811 respondents, (2.8%) were strongly disagreed (2.8%), (3.7%) disagreed, (5.9%) were undecided, (39.8%) were agreed and remaining (47.0%) were strongly agreed with it that they feel a strong sense of belonging to their university.

Happy to Work. From 811 respondents, (3.8%) were strongly disagreed, (5.7%) disagreed, (22.1%) were undecided, (32.2%) were agreed with it and remaining (34.2%) were strongly agreed with it that they would be happy to work at this university till they retire.

Proud to Tell. The above table showed that from 811 respondents, (1.5%) were strongly disagreed, (2.7%) disagreed, (8.0%) were undecided, (42.4%) were agreed with it and remaining (44.0%) were strongly agreed with it that they feel proud to tell others that they work in this university.

Problems. from 811 respondents, (2.6%) were strongly disagreed, (4.2%) disagreed, (8.8%) were undecided, (43.2%) were agreed with it and remaining (39.0%) were strongly agreed with it that they take the problems of their university as their problems.

Leave my University. The above table showed that from 811 respondents, (3.3%) strongly disagreed, (8.8%) disagreed, (17.1%) were undecided, (39.3%) were agreed with it and remaining (31.3%) were strongly agreed with it that it would be very hard for them to leave their university right now even if they wanted to.

My Passion. from 811 respondents, (1.4%) were strongly disagreed, (5.9%) disagreed, (16.6%) were undecided, (43.2%) were agreed with it and remaining (32.2%) were strongly agreed with it that staying with this university right now is a matter of their passion.

Benefits. The above table showed that from 811 respondents, (6.7%) were strongly disagreed, (24.2%) disagreed (19.4%) were undecided, (32.3%) were agreed with it and remaining (16.2%) were strongly agreed with it that one of the reasons to continue their work for this university is that they may not have benefits of other place comparable with their present organization.

Too Costly. from 811 respondents, (3.8%) were strongly disagreed, (23.7%) disagreed, (24.4%) were undecided, (28.4%) were agreed with it and remaining (15.4%) were strongly agreed with it that it won't be too costly for them to leave this university now.

Wrong Decision to Leave. The above table showed that from 811 respondents, (2.7%) were strongly disagreed (2.7%), (12.5%) disagreed, (15.0%) were undecided, (44.1%) were agreed with it and remaining (24.5%) were strongly agreed with it that it would be a wrong decision to leave this university right now because of their obligation to the people there.

Feel Guilty if I Leave. From 811 respondents, (11.8%) were strongly disagreed, (15.4%) disagreed, (19.9%) were undecided, (28.1%) were agreed with it and remaining (23.1%) were strongly agreed with it that they would feel guilty if they leave this university.

Right Decision. The above table showed that from 811 respondents, (4.6%) were strongly disagreed, (13.3%) disagreed, (21.1%) were undecided, (35.0%) were agreed with it and remaining (24.0%) were strongly agreed with it that they do not feel it would be right decision to leave this university now, even if it were to their advantage.

Section 3: Analysis of Teachers' Response for Self-Efficacy

Q 2.   What is the level of teacher's self-efficacy at public & private Universities in Pakistan?

Table 4

Descriptive statistics for the Teacher's Self- Efficacy

St	Subject matter		Positive relationship		Capable		Responsive		Academic development		Motivate	
	f	%	f	%	f	%	f	%	f	%	f	%
SD	13	1.6	16	2.0	17	2.1	6	.7	14	1.7	14	1.7
D	17	2.1	29	3.6	69	8.5	29	3.6	11	1.4	11	1.4
UD	55	6.8	87	10.7	60	7.4	56	6.9	36	4.4	27	3.3
A	359	44.3	374	46.1	428	52.8	442	54.5	444	54.7	323	39.8
SA	353	43.5	298	36.7	224	27.6	273	33.7	298	36.7	424	52.3
Total	797	98.3	804	99.1	798	98.4	806	99.4	803	99.0	799	98.5
Mis	14	1.7	7	.9	13	1.6	5	.6	8	1.0	12	1.5
GT	811	100	811	100	811	100	811	100	811	100	811	100

Subject Matter. From 811 respondents, (1.6%) were strongly disagreed, (2.1%) disagreed, (6.8%) were undecided, (44.3%) were agreed with it and remaining (43.5%) were strongly agreed with it that they are convinced that they are capable to teach successfully all relevant subject matter even to the most difficult students.

Positive Relationship. The above table showed that from 811 respondents, (2.0%) were strongly disagree, (3.6%) disagreed, (10.7%) were undecided, (46.1%) were agreed with it and remaining (36.7%) were strongly agreed with it that they know that they can maintain a positive relationship with parents of the students even when tensions arise.

Capable. The above table showed that from 811 respondents, (2.1%) were strongly disagreed, (8.5%) disagreed, (7.4%) were undecided, (52.8%) were agreed with it and remaining (27.6%) were strongly agreed with it that they are confident that they can maintain their composure and continue to teach well, even if they are disrupted while teaching.

Responsive. From 811 respondents, (0.7%) were strongly disagreed, (3.6%) disagreed, (6.9%) were undecided, (54.5%) were agreed with it and remaining (33.7%) were strongly agreed with it that they are confident to be responsive to their students' needs even if they are having a bad day.

Academic Development. The above table showed that from 811 respondents, (1.7%) were strongly disagreed, (1.4%) disagreed, (4.4%) were undecided, (54.7%) were agreed with it and remaining (36.7%) were strongly agreed with it that they contribute positively to the personal and academic development of their students.

Motivate. From 811 respondents, (1.7%) were strongly disagreed, (1.4%) disagreed, (3.3%) were undecided, (39.8%) were agreed with it and remaining (52.3%) were strongly agreed with it that they motivate their students to participate in innovative projects.

Section 4: Analysis of Teachers' Response for Satisfaction

Q 3.   What is the level of teacher's job satisfaction in public & private Universities in Pakistan?

Table 5

Descriptive Statistics for the Statement of Teacher's Satisfaction

St	Progress professionally		Variety of skills		Freedom		Secure future		Recognition		Comfortable		Like		People		Grooming		Ability		Pleasant	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
SD	13	1.6	12	1.5	34	4.2	22	2.7	24	3.0	21	2.6	14	1.7	20	2.5	15	1.8	38	4.7	14	1.7
D	8	1.0	9	1.1	64	7.9	51	6.3	60	7.4	50	6.2	28	3.5	28	3.5	24	3.0	83	10.2	16	2.0
UD	36	4.4	41	5.1	116	14.3	109	13.4	83	10.2	73	9.0	84	10.4	79	9.7	83	10.2	103	12.7	51	6.3
A	330	40.7	318	39.2	337	41.6	359	44.3	362	44.6	391	48.2	378	46.6	386	47.6	353	43.5	329	40.6	327	40.3
SA	415	51.2	418	51.5	239	29.5	254	31.3	265	32.7	253	31.2	292	36.0	282	34.8	319	39.3	236	29.1	381	47.0
T	802	98.9	798	98.4	790	97.4	795	98.0	794	97.9	788	97.2	796	98.2	795	98.0	794	97.9	789	97.3	789	97.3
Mi	9	1.1	13	1.6	21	2.6	16	2.0	17	2.1	23	2.8	15	1.8	16	2.0	17	2.1	22	2.7	22	2.7
GT	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100	811	100

Progress Professionally. The above table showed that from 811 respondents, (1.6%) were strongly disagreed, (1.0%) disagreed, (4.4%) were undecided, (40.7%) were agreed with it and remaining (51.2%) were strongly agreed with it that teaching provides them an opportunity to progress professionally.

Variety of Skills. From 811 respondents, (1.5%) were strongly disagreed, (1.1%) disagreed, (5.1%) were undecided, (39.2%) were agreed with it and remaining (51.5%) were strongly agreed with it that teaching provides them an opportunity to use a variety of skills.

Freedom. The above table showed that from 811 respondents, (4.2%) were strongly disagreed, (7.9%) disagreed, (14.3%) were undecided, (41.6%) were agreed with it and remaining (29.5%) were strongly agreed with it that they have the freedom to make their own decisions at their job place.

Secure Future. From 811 respondents, (2.7%) were strongly disagreed, (6.3%) disagreed, (13.4%) were undecided, (44.3%) were agreed with it and remaining (31.3%) were strongly agreed with it that teaching in this university provides them for a secure future.

Recognition. The above table showed that from 811 respondents, (3.0%) were strongly disagreed, (7.4%) disagreed, (10.2%) were undecided, (44.6%) were agreed with it and remaining (32.7%) were strongly agreed with it that they receive full recognition for their teaching here.

Comfortable. From 811 respondents, (2.6%) were strongly disagreed, (6.2%) disagreed, (9.0%) were undecided, (48.2%) were agreed with it and remaining (31.2%) were strongly agreed with it that working conditions in their university are comfortable.

Like. The above table showed that from 811 respondents, (1.7%) were strongly disagreed, (3.5%) disagreed with it, (10.4%) were undecided, (44.6%) were agreed with it and remaining (36.0%) were strongly agreed with it that they like the people with whom they work.

People. From 811 respondents, (2.5%) were strongly disagreed, (3.5%) disagreed, (9.7%) were undecided, (47.6%) were agreed with it and remaining (34.8%) were strongly agreed with it that they feel secure in their teaching job.

Grooming. The above table showed that from 811 respondents, (1.8%) were strongly disagreed, (3.0%) disagreed, (10.2%) were undecided, (43.5%) were agreed with it and remaining (39.3%) were strongly agreed with it that teaching provides an opportunity for their grooming.

Ability. From 811 respondents, (4.7%) were strongly disagreed, (10.2%) disagreed, (12.7%) were undecided, (40.6%) were agreed with it and remaining (29.1%) were strongly agreed with it that they are well paid according to their ability.

Pleasant. The above table showed that from 811 respondents, (1.7%) were strongly disagreed, (2.0%) disagreed, (6.3%) were undecided, (40.3%) were agreed with it and remaining (47.0%) were strongly agreed with it that work of as a teacher is very pleasant to them.

Multilevel Analysis of Gender and Designation

Q 4.   What are the difference in teachers' commitment, self-efficacy and job satisfaction between multilevel like genders and designations of teachers in Universities in Pakistan?

Table 6

Mean Comparison of Commitment, Self-Efficacy and Job Satisfaction between Male and Female University Teachers

	Gender	*M*	*SD*	*t*	*p-value*
Commitment	Male	3.7652	.72632	0.215	0.820
	Female	3.7538	.59197		
Self-Efficacy	Male	4.1952	.59129	2.064	0.039*
	Female	4.1016	.55430		
Job Satisfaction	Male	3.9840	.69493	0.321	0.749
	Female	3.9668	.65997		

Above table showed that there is no significant difference as p-value > α (0.820>0.05) in the mean comparison of commitment between female and male university teachers, while in the mean comparison of self-efficacy between female and male, there is significant difference as p-value < α (0.039<0.05)*. As p-value > α (0.749>0.05), which indicates that there is no significant difference in the mean comparison of job satisfaction between female and male university teachers

Table 7

Designation Wise Mean Comparison of Commitment, Self-Efficacy and Job Satisfaction

Designation		*M*	*SD*	*t*	*p-value*
Commitment	Professor	3.8703	.64160	4.978	0.002*
	Associate Professor	3.8667	.67741		
	Assistant Professor	3.8320	.65622		
	Lecturer	3.6587	.68044		
	Total	3.7661	.67457		
Self-Efficacy	Professor	4.3516	.38914	6.964	0.001*
	Associate Professor	4.2381	.55812		
	Assistant Professor	4.2013	.53167		
	Lecturer	4.0590	.62805		
	Total	4.1587	.57696		
Job Satisfaction	Professor	4.1891	.51705	5.248	0.001*
	Associate Professor	4.0627	.65026		
	Assistant Professor	4.0173	.66085		
	Lecturer	3.8804	.71874		
	Total	3.9803	.68010		

Above table showed that there is significant difference as p-value < α (0.002<0.05)* in the designation wise mean comparison of commitment between professor, associate professor, assistant professor and lecturer. While in the designation wise mean comparison of self-efficacy between lecturer,assistant professor, associate professor and professor there is significant difference as p-value < α (0.001<0.05)*. As p-value < α (0.001<0.05)* which point out s significant difference in the designation wise mean comparison of job satisfaction between lecturers,assistant professors, associate professors and professors. Overall all designation wise mean comparisons showed significant difference between lecturer,assistant professor, associate professor and professor.

Findings

Findings Related to Demographic Characteristics of the Respondents

It was found that from 811 sampled respondents 429 (53%) were from Punjab, 196 (24.2%) were from Khyber Pakhtunkhwa, 142 (17.5%) were from Sindh and the remaining 44 (5.4%) were from the Baluchistan province.

It was found that gender variable could be interpreted as out of 811 samples (56.7%) were male while (31.2%) were female. Majority of the respondents were male.

Findings Related to Teachers' Response for Commitment

It was found that from 811 respondents, (2.8%) were strongly disagreed, (3.7%) were disagreed with it, (5.9%) were undecided, while (39.8%) were agreed with it and remaining (47.0%) were strongly agreed with statement that they feel a strong sense of belonging to their university.

It was found that from 811 respondents, (3.8%) were strongly disagreed, (5.7%) disagreed, (22.1%) were undecided, (32.2%) were agreed with it and remaining (34.2%) were strongly agreed with it that they would be happy to work at this university till they retire.

It was found that from 811 respondents, (1.5%) were strongly disagreed, (2.7%) disagreed, (8.0%) were undecided, (42.4%) were agreed with it and remaining (44.0%) were strongly agreed with it that they feel proud to tell others that they work in this university.

From 811 respondents, (2.6%) were strongly disagreed, (4.2%) disagreed, (8.8%) were undecided, (43.2%) were agreed with it and remaining (39.0%) were strongly agreed with it that they take the problems of their university as their problems.

It was found that from 811 respondents, (3.3%) were strongly disagreed, (8.8%) disagreed, (17.1%) were undecided, (39.3%) were in agree side and remaining (31.3%) were strongly agreed that it would be very hard for them to leave their university right now even if they wanted to.

From 811 respondents, (1.4%) were strongly disagreed, (5.9%) disagreed, (16.6%) were undecided, (43.2%) were agreed with statement and remaining (32.2%) were strongly agreed with statement that staying with this university right now is a matter of their passion.

It was found that from 811 respondents, (6.7%) were strongly disagreed, (24.2%) disagreed, (19.4%) were undecided, (32.3%) were agreed with it and remaining (16.2%) were strongly agreed with statement that one of the reasons to continue their work for this university is that they may not have benefits of other place comparable with their present organization.

From 811 respondents, (6.8%) were strongly disagreed, (23.7%) disagreed, (24.4%) were undecided, (28.4%) were at agree side and remaining (15.4%) were strongly agreed with it that It won't be too costly for them to leave this university now.

It was found that from 811 respondents, (2.7%) were strongly disagreed, (12.5%) disagreed, (15.0%) were undecided, (44.1%) were agreed with it and remaining (24.5%) were strongly agreed with it that it would be a wrong decision to leave this university right now because of their obligation to the people there.

From 811 respondents, (11.8%) were strongly disagreed, (15.4%) disagreed, (19.9%) were undecided, (28.1%) were agree and remaining (23.1%) were strongly agreed with statement that they would feel guilty if they leave this university.

It was found that from 811 respondents, (4.6%) were strongly disagreed, (13.3%) disagree, (21.1%) were undecided, (35.0%) were agreed with it and remaining (24.0%) were strongly agreed with it that they do not feel it would be right decision to leave this university now, even if it were to their advantage.

Findings Related to Teachers' response for Self-efficacy

It was found that from 811 respondents, (1.6%) were strongly disagreed, (2.1%) disagreed, (6.8%) were undecided, (44.3%) were agreed with it and remaining (43.5%) were strongly agreed with it that they are convinced that they are capable to teach successfully all relevant subject matter even to the most difficult students.

It was found that from 811 respondents, (2.0%) were strongly disagreed, (3.6%) disagreed, (10.7%) were undecided, (46.1%) were agreed with it and remaining (36.7%) were strongly agreed with it that they know that they can maintain a positive relationship with parents of the students even when tensions arise.

From 811 respondents, (1.7%) were strongly disagreed, (1.6%) disagreed, (6.0%) were undecided, (37.7%) were agreed with it and remaining (51.9%) were strongly agreed with it that they are convinced that, as time goes by, they will continue to become more and more capable of addressing their students' needs.

It was found that from 811 respondents, (2.1%) were strongly disagreed, (8.5%) disagreed, (7.4%) were undecided, (52.8%) were agreed with it and remaining (27.6%) were strongly agreed with it that they are confident that they can maintain their composure and continue to teach well, even if they are disrupted while teaching.

From 811 respondents, (0.7%) were strongly disagreed, (3.6%) disagreed, (6.9%) were undecided, (54.5%) were agreed with it and remaining (33.7%) were strongly agreed with it that they are confident to be responsive to their students' needs even if they are having a bad day.

It was found that from 811 respondents, (1.7%) were strongly disagreed, (1.4%) disagreed, (4.4%) were undecided, (54.7%) were agreed with it and remaining were strongly agreed ﻢﻴﺗ (36.7%) that they contribute positively to the personal and academic development of their students.

From 811 respondents, (1.7%) were strongly disagreed; whereas (1.4%) disagreed, (3.3%) were undecided, whereas (39.8%) were at agree side and remaining (52.3%) were strongly agreed with it that they motivate their students to participate in innovative projects

Findings Related to Teachers' Response for Satisfaction

It was found that from 811 respondents, (1.6%) were strongly disagreed, (1.0%) disagreed, (4.4%) were undecided, (40.7%) were agreed and remaining (51.2%) were strongly agreed with it that teaching provides them an opportunity to progress professionally.

From 811 respondents, (1.5%) were strongly disagreed, (1.1%) disagreed, (5.1%) were undecided; whereas (39.2%) were agreed with it and remaining (51.5%) were strongly agreed with it that teaching provides them an opportunity to use a variety of skills.

It was found that from 811 respondents, (4.2%) were strongly disagreed, (7.9%) disagreed, (14.3%) were undecided, (41.6%) were agreed with it and remaining (29.5%) were strongly agreed with it that they have the freedom to make their own decisions at their job place.

From 811 respondents, (2.7%) were strongly disagreed, (6.3%) disagreed, (13.4%) were undecided, (44.3%) were agreed with it and remaining (31.3%) were strongly agreed with it that teaching in this university provides them for a secure future.

It was found that from 811 respondents, (3.0%) were strongly disagreed, (7.4%) disagreed, (10.2%) were undecided, (44.6%) were agreed and remaining (32.7%) were strongly agreed with it that they receive full recognition for their teaching here.

From 811 respondents, (2.6%) were strongly disagreed, (6.2%) disagreed, (9.0%) were undecided, (48.2%) were agreed with it and remaining (31.2%) were strongly agreed with it that working-conditions in their university are comfortable

It was found that from 811 respondents, (1.7%) were strongly disagreed, (3.5%) disagreed, (10.4%) were undecided, (44.6%) were agreed with it and remaining (36.0%) were strongly agreed with it that they like the people with whom they work.

From 811 respondents, (2.5%) were strongly disagreed, (3.5%) disagreed, (9.7%) were undecided, (47.6%) were agreed with it and remaining (34.8%) were strongly agree that they feel secure in their teaching job.

It was found that from 811 respondents, (1.8%) were strongly disagreed, (3.0%) disagreed, (10.2%) were undecided, (43.5%) were agreed with it and remaining (39.3%) were strongly agreed with it that teaching provides an opportunity for their grooming.

From 811 respondents, (4.7%) were strongly disagreed, (10.2%) disagreed, (12.7%) were undecided, (40.6%) were agreed with it and remaining (29.1%) were strongly agreed with it that they are well paid according to their ability.

It was found that from 811 respondents, (1.7%) were strongly disagreed, (2.0%) disagreed, (6.3%) were undecided, (40.3%) were agreed with it and remaining (47.0%) were strongly agreed with it that work of as a teacher is very pleasant to them.

Findings Related to Mean Comparison of Commitment, Self-Efficacy and Job Satisfaction between Male and Female University Teachers

It was found that there is no significant difference as p - value > α (0.820 > 0.05) in the mean comparison of commitment between male and female university teachers; whereas, in the mean comparison of self-efficacy between male and female, there is significant difference as p-value < α (0.039 < 0.05)*. As p-value > α (0.749 > 0.05) indicate that there is no significant difference in the mean comparison of job satisfaction between male and female university teachers.

Discussion

Hafiz (2017) researched and analyzed 213 employees of Pakistani state owned and private banks and also that emotional, normative and continuous commitment have any positive relationship with employee performance and resulted that with increasing such commitment level, employee performance level will also increase.

Singh & Billingsley, (1998) conducted a survey of 250 female teachers to confirm the effect of stress on the satisfaction and performance fo job at secondary school level. They found that stressful and dissatisfied teachers pay less attention to their majors. Pestonjee & Mishra, (1999) conducted a study of 70 physicians examining responsibility stress and their job satisfaction, and found that satisfaction fo job variable was negatively connected with all dimensions of role stress. Longford, (1987) investigated the correlation among anxiety and work gratification among internal academy tutors and found that stress was an important factor in determining work teacher satisfaction.

Negam and Jane (2014) conducted a survey of 163 members of the University of Delhi and found that the majority of faculty members are satisfied with the work, and having, no dissimilarity amongst female and male faculties for job satisfaction. Nazneen and Sayed (2012) conducted 215 Punjabi faculty surveys, which show that Punjabi faculties have lower satisfaction levels with peers. Singh and Debbie (2011) find that job satisfaction is negatively related to organizational tensions among senior executives. Gautam et al. (2006) conducted a study on faculty members of the Department of Veterinary Science and Livestock at Kashmir University to measure employee satisfaction levels, and found that teachers found moderate job satisfaction, as well as more comfortable were those teachers who have less experience.

Conclusions

It was concluded that commitment level of teachers with institution was very strong in both sectors. All sub factors, sense of belonging, happy to work, pride, ownership, leave option, passion, benefits, leaving cost, obligation, leave guilt and advantages show strong and high percentage of commitment level toward their university. In the same way, it was concluded that self-efficacy level of teachers was also very strong in both sectors. In the sub factors, capabilities, maintain a positive relationship, addressing students' needs, maintain composure, responsive, contributive and motivator teachers feel high level of self-efficacy. It was concluded that job satisfaction factors like opportunity to progress, use of skills, freedom, secure future, recognition, comfortable conditions, likelihood, feeling secure, opportunity for grooming, well paid and pleasant environment were in positive direction.

Recommendations

It is recommended that private sector should introduce new strategies, e.g. conferences, seminars, discussions and healthy activities to boost the teacher's passion towards professional commitment and helping them to fulfill the students' needs because in private sector teachers are less passionate towards the growth of institution than public sector.

It is recommended that private sector should make some tangible efforts towards the job security of their teachers by creating some terms and protocols not only for the seniors but also for the interns so that they should be satisfied with their jobs.

It is recommended for public sector that they should promote healthy activities for the creation of better institutional climate through incorporating ICT and other new techniques of teachings.

To facilitate collaboration in teachers, administrators should arrange discussion sessions, social gathering and co-curricular activities. Instead of monitoring, administrators should pose themselves as a positive mentor for teachers in public sector to help the teacher in their problems. It is recommended that administrators should focus their priorities on teacher development through training, expert's addresses, availability of helping materials and other sources of human and professional development. Further, administrators should regularly arrange PTMs and facilitate these sessions for better relationship between teachers and parents' community to remove all gaps in teacher-parent communication.

Through incentives, prizes, promotions and up gradations administrators should recognize the teachers' work for their encouragement and appreciation. It is also recommended that workshops should be arranged and scholarships be provided to enhance the qualification and improvement in professional competence of teachers by the public sector administration.

There was a difference in male and female teachers' self-efficacy, so for female separate initiatives should be launched to fulfill the gap between the genders.

For further research in future, it is recommended to evaluate the above variables at sector level, e.g. comparison between public and private universities; and at area levels, e.g. comparisons between provinces in Pakistan to assess the loopholes in different sectors and areas. Similarly, future researchers may also study these variables at different levels of education, e.g. primary, elementary, secondary schools and as well as college level according to their fields of interest.

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