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Organizational Commitment of Teachers and Role of Their Employment Traits in the Context of Higher Education Institutions of Pakistan

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Abstract
Employment traits have been studied having an impact over the organization commitment of the teachers. However, the scholars have inconsistent views regarding the relative strength of different traits groups such as Experience, Education, Type of Organizations, Chairpersonship, Salary and Designation over the commitment. In existing study, Meyer and Allen (1984-1997) "Three Component Model" was employed for collection of commitment profile of 312 both Public and Private faculty members of Institute of Management Sciences of Pakistan. Test of significance both t and ANOVA was applied and results of the statistical test divulge that most of the demographic variable like (experience, education, Salary etc.) causes a variation in the mean of commitment of the faculty members of Higher Education Institutions of Pakistan.

Key words: Organizational commitment; Experience; Education; Nature/type of organizations; Chairpersonship; Reward/salary; Designation

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1. INTRODUCTION

1.1 Employment Traits
Employment attributes are the constant traits of a worker performing a job in an organizational setup (Moynihan & Pandey, 2007). An extensive research has been undertaken by the scholars and researchers to determine the links of employment characteristics with employee's organizational commitment profile. Literature demonstrates that different employment traits like qualification, tenure, experience, and type of the institution (public or private university) effect the commitment level of the employees (e.g. Brimeyer, Perrucci, & Wadsworth, 2010; Chagatai & Zafar, 2006; Griffeth, Hom, & Gaertner, 2000; Islam et al., 2012; Meyer J. P., Stanley, Herscovitch, & Topolnytsky, 2002; Meyer et al., 2011; Meyer, Stanley, & Parfyonova, 2012; Ramay, 2010).

Literature review reveals that compensation have a positive and significant impact over commitment profile of the employees (Chughtai & Zafar, 2006; Islam, et al., 2012; Malhotra, Budhwar, & Prowse, 2007; Naqvi & Bashir, 2012; Nawab & Bhatti, 2011).

Newman and Sheikh (2012) stated that Pay/rewards are positively associated with the affective commitment in the Chines context. The same results were replicated by Malhotra et al., (2007) in Western context.

In the context of Pakistan, many of the researchers like Chughtai and Zafar (2006); Islam et al. (2012); Naqvi and Bashir (2012) and Nawab and Bhatti (2011) also suported the positive assoication between rewards and commitment of the employees in organizational structure.

The time span of employees in an organization have an impact over the different componants of commimtnet (e.g. Gregersen & Black, 1992; Hackett, Bycio & Hausdorf, 1994; McFarlin & Sweeney, 1992). Henkin and Holliman (2009) described the inverse association between experience and commitment. At the same time, Brimeyer et al. (2010), described a positive but weak association of

tenure with the commitment. Meyer et al. (2002), in their meta analytic study, observe a weak association between tenure and affective commitment. Naqvi and Bashir (2012) also supported the version of earlier researcher and described an insignificant association as observed in the context of IT professional in Pakistan

Brimeyer, et al. (2010) described that education is linked inversely whereas the other variables like experience and salary etc. are directly and significantly linked with the employees' commitment. However, on the other side, many of the researchers, like, Mathieu and Zajac (1990), Meyer and Allen (1991) demonstrated that an association between demographic variables like tenure, and qualification etc. and commitment exists yet, describe it insignificant and inconsistent in nature.

On the basis of above evidences of the literature, the fact disclosed that researchers are divided regarding the impact of educational demographic over the commitment. Consequently, to divulge the real relation between the two, the hypotheses of the study based on the literature were subjected to statistical analysis by studying the variances in the means of the responses and presented in the Table 1.

1.2 Organizational Commitment

After the introduction of the phenomena of commitment by the Becker in the Becker's (1960) concept notes, it was elucidated by number of ways by other researcher see for e.g. Elias (2009) argues that different opinions of the researcher regarding the commitment is for, it is a tricky construct. For example, Becker (1960) defined it with the name of side bets, the benefits like job, pension, promotion etc. that could be lost with ending the job with organization. Contrary to same, Porter and his associates (1974) and later Mowday, Steers, and Porter (1979) defined the commitment as psychological state of mind subsists between the organization and its worker which strengthen the employee worker bonds as well decrease the likelihood of employee's to give up the organization.

On subsequent stage, Meyer and Allen (1984) divide the commitment into affective and continuance component. They defined the affective commitment as an emotional attachment, identification and involvement of the worker with his organization whereas the Continuance component was defined as the perceived costs bear by the employee by leaving the organization. At a later stage, Allen and Meyer (1990) introduced a 3rd distinct Normative component and described it as obligatory perception of the employee to continue his with the organization (Meyer et. al., 2002). According to Meyer and Allen (1991) an employee can experience all three form of to a varying degree, as well; the above mentioned three forms of commitment should be undertaken as the components of a single construct.

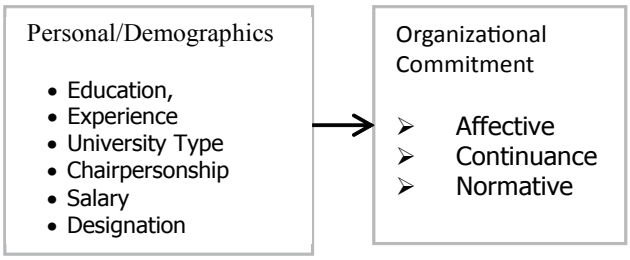

Figure 1
Theoretical Framework of the Study

After the deduction of the demographic variables and their perceived association with the commitment, following hypotheses along with the respective statistical test for their analysis were framed.

Table 1
Hypotheses of the Study

#	Hypotheses	Statistical tests
1	**H_A1:** Teachers of public institutions are more committed than the Private Institution's teachers.	Two Independent Sample t-test
2	**$H_0$2:** There is no significant difference in OC level of the faculty on the basis of chairperson-ship.	Two Independent Sample t-test
3	**$H_0$3:** Designation does not cause the significant difference in the commitment level of the teachers.	One way ANOVA
4	**$H_0$4:** Experience does not cause any variation in the commitment level of the teacher.	One way ANOVA
5	**H_A5:** With increase in Salary, Commitment level of faculty increases.	One way ANOVA
6	**$H_0$6:** Faculties commitment level changes with change of education/qualification.	One way ANOVA

2. METHODOLOGY

Existing study was cross-sectional and non-experimental, whereas the unit of analysis was the individuals i.e. teachers of both public and private Institute of Management Sciences (IMS) of Higher Education Institutions (HEI) of Pakistan. In addition, survey approach was adopted for, same approach was also applied in the previous alike studies (See for e.g. Gellatly, Meyer, and Luchak 2006; Gendron, Suddaby, & Qu, 2009; Somers, 2009).

Total population and the representative sample deduced from the total population by Cocran's (1977) formula for continuous data are presented in the Table 2.

In addition, a proportionate stratified simple random sampling technique was employed for having representation of all the segments of population (Sekaran, 2006).

Table 2
Final Population & sample of the Study

S. No	Province/chartered from	Public	Private	Total	Proportionate sample (n_i)		
					Public	Private	Total
1	Federal	422	109	531	69	18	87
2	Punjab	225	256	481	36	42	78
3	Sindh	75	346	421	12	57	69
4	KPK	161	102	263	26	17	43
5	Baluchistan	105	19	124	16	4	20
6	AJK	28	62	90	5	10	15
Total		1016	894	1910	164	148	n = 312

Data were collected through web-questionnaire using "google docs". It is also utilized by number of other alike research for the reason of time and cost effective quality (See e.g. Beins & McCarthy, 2012; Chan, Lau, Nie, Lim, & Hogan 2008; Linares, 2011 and Panaccio & Vandenberghe, 2009)

Out of 599 distributed questionnaires 328 were returned making the 54.75 % response rate. 13 out of filled responses were deleted for incomplete fill and rest of 312 complete responses, comprising of 250 male and 60 female were analyzed by SPSS.

2.1 Constructs of the Study

2.1.1 Organizational Commitment Construct

Organization commitment was tapped on Meyer and Allen (1990, 1997) TCM, comprising of 18 item, six each for Affective, Normative and Continuance component respectively. The scale consisted of 7 point likert scale, with two extreme of 1 = Strongly Disagree and 7 = strongly Agree. The cronbach alpha value observed was α = .873 as well all the three component of scale were loaded upon their respective factors showing the psychometric soundness of the scale.

2.1.2 Demographic Constructs

The demographic variables measured in the study comprised of Designation, comprised of four categories; coded with (Lecturer = 1, Assistant Professor = 2, Associate Professor = 3 and Professor = 4), Chairpersonship (Two categories, 1 = Yes, 2 = No), qualification of the teachers (4 categories; Master = 1, MS/M.Phil = 2., PhD = 3 and Post Doctorate = 4). In addition, overall teaching experience were tapped by seven categories ranging from 1-5, 6-10, 11 to …,30 and above)

Salary of respondent comprised of 6 categories where 6th category was an open-ended category of above Rs. 110000 and above.

Nature of the institution (1 = Public and 2 = Private) were also investigated to measure their impact over the commitment.

3. ANALYSIS OF THE DATA

Data analysis were executed at 95 % confidence interval, a criteria endorsed for the social sciences (Sekaran, 2006). In addition, the test hypotheses were transformed into null hypothesis for proper analysis of the responses. Results of the analysis are discussed as under.

3.1 t Statistics

The variables having two groups like type of university (public or private) and chairpersonship were analyzed by independent-samples "t" statistics while for rest of the variables, having more than two groups, ANOVA statistics were executed. Moreover, for equality of variance of responses, "Levene's test" was executed. If equality of variance sustained, "Tukey test" were applied and in rest of the cases "Tamhane test" used for calculation of the variance in the mean of different groups of a variables.

The test statistics along with the relevant hypotheses are as under.

3.1.1 University Type

$H_0$1: Teachers of Public institutions are more committed than the Private Institution's teachers.

t statistic was employed to check if there exists any significant difference in the mean of organizational commitment level of the faculty members due to public or private status of their institutions.

Levene's test result of "t test" of the study is p = .005, supporting unequal distribution of the sample.

In addition, the t results also revels the insignificant value p = 0.12 which is above the criteria value of p = 0.05, rejecting the alternate hypothesis as no significant differences in the commitment level of teachers was observed by change of public or private status of their institutions.

Table 3
Group Statistics (University Type)

	xii. University type	N	Mean	Std. deviation	Std. error mean
Organizational Commitment	Public	234	4.9757	.84445	.05520
	Private	78	4.7798	1.01445	.11486

Table 4
Independent Samples Test (University Type)

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Organizational Commitment	Equal variances assumed	7.962	.005	1.685	310	.093	.19596	.11632	-.03292	.42485
	Equal variances not assumed			1.538	114.656	.127	.19596	.12744	-.05648	.44841

3.1.2 Chairperson-ship

$H_0$2: There is no significant difference in OC level of the faculty on the basis of chairperson-ship.

The second "t test" of the study was executed to check if there exists any significant difference in the mean of the commitment for the reason of chairperson/head of the department.

Levene's test value of .000 (see Table 6) advocate for unequal variance of the sample and output of last row of the table divulges the "t" value which is insignificant at p =.065, therefore, null hypothesis is accepted as no variance in the commitment of the teacher on the basis of head of the department was observed.

Table 5
Group Statistics (Chairperson-ship)

	iv. Chairperson-ship	N	Mean	Std. deviation	Std. error mean
Organizational Commitment	Yes	30	5.0796	.39058	.07131
	No	282	4.9105	.92885	.05531

Table 6
Independent Samples Test (Chairperson-ship)

		Levene'stest for equality of variances		t-test for equality of means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Organizational Commitment	Equal variances assumed	16.488	.000	.987	310	.324	.16915	.17137	-.16805	.50635
	Equal variances not assumed			1.874	71.715	.065	.16915	.09025	-.01077	.34906

3.2 Test of Analysis of the Variance

3.2.1 Designation

$H_0$3: Designation does not cause the significant difference in the commitment level of the teachers.

For measuring the difference of mean of commitment due to designation of the respondents, one way ANOVA test was executed (Levine, Krehbiel & Berenson, 2005). Table 8 indicate Levene's test value of .003, a sign of heterogeneity of the sample distribution, therefore for the measurement of difference in the means, Tamhane test

was performed. Table 9 indicates the F value of 5.564 which is significant at p =.001. Table 7 demonstrates the difference in the mean of different group of faculty in terms of mean description, indicating an increase in the commitment with elevation of the designation. The multiple comparisons Table 10 disclosed a significant difference in the means of various groups providing the sufficient proof of null hypothesis rejection as significant difference in the commitment level caused due to variation of the designation.

Table 7
Descriptive (Designation)
Avg_OC

	N	Mean	Std. deviation	Std. error	95% Confidence interval for mean		Minimum	Maximum
					Lower bound	Upper bound		
Lecturer	196	4.7917	.86503	.06179	4.6699	4.9136	2.44	6.89
Assistant Professor	84	5.0598	.99545	.10861	4.8438	5.2758	2.50	6.44
Associate Professor	5	5.1556	.27330	.12222	4.8162	5.4949	4.89	5.50
Professor	27	5.4506	.49794	.09583	5.2536	5.6476	4.67	6.44
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 8
Test of Homogeneity of Variances (Designation)
Avg_OC

Levene statistic	df1	df2	Sig.
4.640	3	308	.003

Table 9
ANOVA (Designation)
Avg_OC

	Sum of squares	df	Mean square	F	Sig.
Between groups	12.732	3	4.244	5.564	.001
Within groups	234.907	308	.763		
Total	247.638	311			

Post Hoc Tests

Table 10
Multiple Comparisons (Designation)
Dependent Variable: Avg_OC
Tamhane

(I) iii. Designation	(J) iii. Designation	Mean difference (I-J)	Std. Error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
Lecturer	Assistant Professor	-.26807	.12496	.186	-.6016	.0654
	Associate Professor	-.36383	.13695	.197	-.8799	.1522
	Professor	-.65889*	.11402	.000	-.9710	-.3468
Assistant Professor	Lecturer	.26807	.12496	.186	-.0654	.6016
	Associate Professor	-.09577	.16351	.994	-.6060	.4144
	Professor	-.39083*	.14484	.049	-.7805	-.0011
Associate Professor	Lecturer	.36383	.13695	.197	-.1522	.8799
	Assistant Professor	.09577	.16351	.994	-.4144	.6060
	Professor	-.29506	.15531	.421	-.8038	.2136
Professor	Lecturer	.65889*	.11402	.000	.3468	.9710
	Assistant Professor	.39083*	.14484	.049	.0011	.7805
	Associate Professor	.29506	.15531	.421	-.2136	.8038

* The mean difference is significant at the 0.05 level.

3.2.2 Total Experience

$H_0$4: Experience does not cause any variation in the commitment level of faculty the teacher.

Tamhane test was performed for measuring the difference in means of commitment due to the total experience at 95 % confidence interval. Table 13 described the F value = 4.10 significant at p = .001, therefore above mentioned null hypothesis is rejected. The variance in the means of the commitment due to total experience can be seen from the descriptive Table 11.

Table 11
Descriptive (Experience)
Avg_OC

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower bound	Upper bound		
1-5 years	154	4.7901	.82623	.06532	4.6611	4.9191	2.83	6.89
6-10 years	75	4.9199	.89893	.10380	4.7130	5.1267	2.61	6.89
11-15 years	44	4.9593	1.03679	.15630	4.6441	5.2746	2.44	6.17
16-20 years	9	5.0370	1.71624	.99087	.7737	9.3004	3.50	6.89
21-25 years	7	5.3095	.90031	.34028	4.4769	6.1422	4.28	6.44
26-30 years	12	5.5815	.30260	.08735	5.3892	5.7737	5.28	6.03
Above 30 years	11	5.8434	.53160	.16028	5.4863	6.2006	4.94	6.67
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 12
Test of Homogeneity of Variances (Experience)
Avg_OC

Levene's statistic	df1	df2	Sig.
2.658	6	305	.016

Table 13
ANOVA (Experience)
Avg_OC

	Sum of squares	df	Mean square	F	Sig.
Between groups	18.489	6	3.081	4.101	.001
Within groups	229.149	305	.751		
Total	247.638	311			

Post Hoc Tests

Table 14
Multiple Comparisons (Experience)
Dependent Variable: Avg_OC
Tamhane

(I) v. Experience	(J) v. Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
1-5 years	6-10 years	-.12978	.12264	.999	-.5086	.2491
	11-15 years	-.16927	.16940	1.000	-.7058	.3673
	16-20 years	-.24697	.99302	1.000	-19.9098	19.4159
	21-25 years	-.51945	.34650	.985	-2.1858	1.1469
	26-30 years	-.79141*	.10907	.000	-1.1572	-.4256
	Above 30 years	-1.05336*	.17308	.001	-1.6958	-.4110
6-10 years	1-5 years	.12978	.12264	.999	-.2491	.5086
	11-15 years	-.03949	.18763	1.000	-.6267	.5478
	16-20 years	-.11719	.99629	1.000	-19.2517	19.0174
	21-25 years	-.38967	.35576	1.000	-2.0139	1.2345
	26-30 years	-.66163*	.13567	.000	-1.0950	-.2282
	Above 30 years	-.92358*	.19096	.002	-1.5870	-.2602

To be continued

Continued

(I) v. Experience	(J) v. Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
11-15 years	1-5 years	.16927	.16940	1.000	-.3673	.7058
	6-10 years	.03949	.18763	1.000	-.5478	.6267
	16-20 years	-.07769	1.00312	1.000	-18.1892	18.0338
	21-25 years	-.35018	.37446	1.000	-1.9249	1.2246
	26-30 years	-.62214*	.17906	.021	-1.1917	-.0525
	Above 30 years	-.88409*	.22388	.009	-1.6219	-.1463
16-20 years	1-5 years	.24697	.99302	1.000	-19.4159	19.9098
	6-10 years	.11719	.99629	1.000	-19.0174	19.2517
	11-15 years	.07769	1.00312	1.000	-18.0338	18.1892
	21-25 years	-.27249	1.04767	1.000	-13.7509	13.2060
	26-30 years	-.54444	.99471	1.000	-19.9312	18.8423
	Above 30 years	-.80640	1.00375	1.000	-18.8330	17.2202
21-25 years	1-5 years	.51945	.34650	.985	-1.1469	2.1858
	6-10 years	.38967	.35576	1.000	-1.2345	2.0139
	11-15 years	.35018	.37446	1.000	-1.2246	1.9249
	16-20 years	.27249	1.04767	1.000	-13.2060	13.7509
	26-30 years	-.27196	.35132	1.000	-1.9163	1.3724
	Above 30 years	-.53391	.37614	.988	-2.1186	1.0508
26-30 years	1-5 years	.79141*	.10907	.000	.4256	1.1572
	6-10 years	.66163*	.13567	.000	.2282	1.0950
	11-15 years	.62214*	.17906	.021	.0525	1.1917
	16-20 years	.54444	.99471	1.000	-18.8423	19.9312
	21-25 years	.27196	.35132	1.000	-1.3724	1.9163
	Above 30 years	-.26195	.18254	.981	-.9209	.3970
Above 30 years	1-5 years	1.05336*	.17308	.001	.4110	1.6958
	6-10 years	.92358*	.19096	.002	.2602	1.5870
	11-15 years	.88409*	.22388	.009	.1463	1.6219
	16-20 years	.80640	1.00375	1.000	-17.2202	18.8330
	21-25 years	.53391	.37614	.988	-1.0508	2.1186
	26-30 years	.26195	.18254	.981	-.3970	.9209

* The mean difference is significant at the 0.05 level.

3.2.3 Salary

H_A5: With increase in salary, commitment level of faculty increases.

As response of the sample was not normally distributed at (p = .002) therefore, Tamhane test was executed for gauging the variation in the commitment change in their salaries of different group of respondents.

The descriptive table of ANOVA indicates an increase in the commitment mean with the increase of salary (See for e.g. Table 15).

The ANOVA Table 17 also reveals the F = 4.126 and p = .001 significant at 95 % confidence interval, therefore supporting the acceptance of alternate hypothesis as significant difference in the commitment level because of increase in reward/salary was observed.

Table 15
Descriptive (Salary): **Organizational Commitment**

	N	Mean	Std. deviation	Std. error	95% Confidence interval for mean		Minimum	Maximum
					Lower bound	Upper bound		
Below 30 Thousand	25	4.6489	1.24120	.24824	4.1365	5.1612	2.61	6.89
31-50 Thousand	123	4.8030	.88413	.07972	4.6452	4.9608	2.44	6.44
51-70 Thousand	86	4.8561	.64292	.06933	4.7182	4.9939	2.83	6.17
71-90 Thousand	25	5.1533	1.05997	.21199	4.7158	5.5909	2.67	6.33
91 Thousand to 110,000	19	5.2240	.87657	.20110	4.8015	5.6465	2.50	6.44
Above110,000	34	5.4248	.84795	.14542	5.1290	5.7207	2.67	6.89
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 16
Test of Homogeneity of Variances (Salary): **Organizational Commitment**

Levene's statistic	df1	df2	Sig.
3.883	5	306	.002

Table 17
ANOVA (Salary)**: Organizational Commitment**

	Sum of squares	df	Mean square	F	Sig.
Between groups	15.641	5	3.128	4.126	.001
Within groups	231.997	306	.758		
Total	247.638	311			

Post Hoc Tests

Table 18
Multiple Comparisons (Salary)**: Dependent Variable---Organizational Commitment**
Tamhane

(I) vii. Salary	(J) vii. Salary	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
Below 30 thousand	31-50 Thousand	-.15409	.26073	1.000	-.9852	.6770
	51-70 Thousand	-.20718	.25774	1.000	-1.0321	.6178
	71-90 Thousand	-.50444	.32644	.874	-1.5114	.5025
	91 Thousand to 110,000	-.57509	.31947	.709	-1.5669	.4167
	Above110,000	-.77595	.28770	.143	-1.6717	.1198
31-50 Thousand	Below 30 Thousand	.15409	.26073	1.000	-.6770	.9852
	51-70 Thousand	-.05309	.10565	1.000	-.3660	.2598
	71-90 Thousand	-.35035	.22649	.880	-1.0682	.3675
	91 Thousand to 110,000	-.42100	.21632	.626	-1.1237	.2817
	Above110,000	-.62186*	.16584	.006	-1.1296	-.1141
51-70 Thousand	Below 30 Thousand	.20718	.25774	1.000	-.6178	1.0321
	31-50 Thousand	.05309	.10565	1.000	-.2598	.3660
	71-90 Thousand	-.29726	.22304	.960	-1.0078	.4133
	91 Thousand to 110,000	-.36790	.21271	.785	-1.0641	.3283
	Above110,000	-.56876*	.16110	.014	-1.0647	-.0728

To be continued

Continued

(I) vii. Salary	(J) vii. Salary	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
71-90 Thousand	Below 30 Thousand	.50444	.32644	.874	-.5025	1.5114
	31-50 Thousand	.35035	.22649	.880	-.3675	1.0682
	51-70 Thousand	.29726	.22304	.960	-.4133	1.0078
	91 Thousand to 110,000	-.07064	.29220	1.000	-.9780	.8367
	Above110,000	-.27150	.25708	.995	-1.0665	.5235
91 Thousand to 110,000	Below 30 Thousand	.57509	.31947	.709	-.4167	1.5669
	31-50 Thousand	.42100	.21632	.626	-.2817	1.1237
	51-70 Thousand	.36790	.21271	.785	-.3283	1.0641
	71-90 Thousand	.07064	.29220	1.000	-.8367	.9780
	Above110,000	-.20086	.24817	1.000	-.9784	.5766
Above110,000	Below 30 Thousand	.77595	.28770	.143	-.1198	1.6717
	31-50 Thousand	.62186*	.16584	.006	.1141	1.1296
	51-70 Thousand	.56876*	.16110	.014	.0728	1.0647
	71-90 Thousand	.27150	.25708	.995	-.5235	1.0665
	91 Thousand to 110,000	.20086	.24817	1.000	-.5766	.9784

* The mean difference is significant at the 0.05 level.

3.2.4 Level of Education

H_A 6: Faculties commitment level changes with change of education/qualification.

The Levene's value was observed (.000) which is significant, therefore, Tamhane test was executed for responses were not normally distributed.

The ANOVA Table 21 demonstrate F = 9.514 quiet high and significant at .000 value, therefore, the null hypothesis doesn't sustained and one can say that there exists a statistically significant difference in the commitment level of teachers due to their qualification and education in the context of Pakistan.

Table 19
Descriptive (Education/Qualification)
Avg_OC

	N	Mean	Std. deviation	Std. error	95% Confidence interval for mean		Minimum	Maximum
					Lower bound	Upper bound		
Master	68	4.6193	.83044	.10071	4.4183	4.8203	3.06	6.89
MPhil/MS	183	5.1208	.79432	.05872	5.0050	5.2367	3.17	6.67
Ph.D.	53	4.5855	1.12281	.15423	4.2761	4.8950	2.44	5.72
Post Doctorate	8	5.3611	.07857	.02778	5.2954	5.4268	5.28	5.44
Total	312	4.9267	.89234	.05052	4.8273	5.0261	2.44	6.89

Table 20
Test of Homogeneity of Variances (Education/Qualification)
Organizational Commitment

Levene's statistic	df1	df2	Sig.
9.545	3	308	.000

Table 21
ANOVA (Education/Qualification)
Organizational Commitment

	Sum of squares	df	Mean square	F	Sig.
Between groups	21.001	3	7.000	9.514	.000
Within groups	226.637	308	.736		
Total	247.638	311			

Post Hoc Tests

Table 22
Multiple Comparisons (Education/Qualification)
Dependent Variable: Organizational Commitment
Tamhane

(I) viii. Education	(J) viii. Education	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
Master	MPhil/MS	-.50154*	.11657	.000	-.8136	-.1895
	Ph.D.	.03375	.18420	1.000	-.4614	.5289
	Post Doctorate	-.74183*	.10447	.000	-1.0243	-.4594
MPhil/MS	Master	.50154*	.11657	.000	.1895	.8136
	Ph.D.	.53529*	.16503	.011	.0880	.9825
	Post Doctorate	-.24029*	.06496	.002	-.4141	-.0665
Ph.D.	Master	-.03375	.18420	1.000	-.5289	.4614
	MPhil/MS	-.53529*	.16503	.011	-.9825	-.0880
	Post Doctorate	-.77558*	.15671	.000	-1.2033	-.3479
Post Doctorate	Master	.74183*	.10447	.000	.4594	1.0243
	MPhil/MS	.24029*	.06496	.002	.0665	.4141
	Ph.D.	.77558*	.15671	.000	.3479	1.2033

* The mean difference is significant at the 0.05 level.

4. DISCUSSION OVER THE FINDINGS

4.1 University Type

The first t-statistics result of the study shows that, unexpectedly, there is no statistical different in the mean of commitment of public Universities (mean 5.18) and private Universities (means = 5.0776), therefore, null hypothesis of study was maintained (See Table 4). These findings are consistent with Gendron, et al. (2009) where no significant differences in the commitment level of public or private sector accountant were observed.

Although the result opposes the findings of some previous studies ,like e.g., Felfe, Schmook, Schyns, & Six (2008); Fuller, Hester, Barnett, and Relyea (2006) and Hassan (2011) etc.,in which public Universities employees commitment were higher than the private universities because of permanent jobs and higher reward system. However for high investment of the private sector in the education field, two of the private HEIs i.e. IBA & LUMS got first two position on the ranking of Higher Education Commission of Pakistan (HEC Report 2006). In addition, most of private Universities; pay the higher salaries to faculty for reason of being more attractive in competition of their rival public institutions (Ramay, 2010).

4.2 Chairperson-Ship

The difference in the mean of Head of the Department/ Chairman were not significantly varied from that of the subordinate teacher and result of the study demonstrated that the demographic are either weak or unreliable antecedents of commitment (Mathieu & Zajac, 1990).

4.3 Designation

Similarly an increase in the commitment level with increase in designation was observed. The result is similar to the findings of Gendron, et al. (2009) as Gendron and his associates found advancement in commitment due to elevation in the designation.

4.4 Total Experience

In addition, the ANOVA analysis also demonstrated an increase in the commitment with the increase of total experience of the respondents (See Table 11) and findings are similar to the work of Brimeyer, et al.(2010) where a small but positive causal effect r =.26 was observed in tenure and Commitment.

4.5 Salary

In conformity of the finding of other researcher, see for e.g. (Asghar, Qayyum, Zaheer, Mughal, & Khalid, 2011; Brimeyer et al., 2010; Chughtai & Zafar, 2006; Islam et al., 2012; Malhotra et al., 2007; Nawab & Bhatti, 2011; Newman & Sheikh, 2012) salary increase demonstrated a growing change in the commitment of the teachers.

4.6 Qualification/Level of Education

Same increasing trend was also observed with the qualification variables, where the output results shows commitment increases after the increase in qualification of the respondents. These outputs were also endorsed in the study conducted by (Felfe, et al., 2008) where increase in qualification/education resulted the escalation of the organizational commitment.

CONCLUSION

Findings of the study have made a valuable contribution to the literature by successful answering the entire question under investigation.

Results of the statistical analyses exhibit that commitment increases with the increase in salary, total experience, designation and educational qualification of the teachers of Higher Education Institution of Pakistan. On the other hand, unexpectedly, the nature of university (public or private) and chairpersonship could not cause the variation in the commitment level of the teachers. These findings are inconsistent with the results of previous studies and necessitate further investigation to explore the causes of shift of organizational commitment from public university employees to private institutions.

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