
*Fauzia Malik**

*Sufiana Khatoon Malik***

Exploring Relationship of Self Efficacy and Organizational Commitment among University Teachers

ABSTRACT

The study seeks to explain the interactive and relative effects of self-efficacy and organizational commitment among university teachers in Pakistan. Basic objective of this research was to find the relationship between self-efficacy and organizational commitment and further to investigate gender differences on self-efficacy and organizational commitment. Disproportionate stratified sampling technique was used to select 500 university teachers (male= 225, female=275) from public sector universities, located in Rawalpindi, Lahore, Sargodha, Faisalabad, Multan and Islamabad. The data for the study was collected through two types of instruments. These were; self-efficacy scale and organizational commitment scale. Data was analyzed using statistical techniques like Pearson correlation and t-test. Results of the study indicated that self-efficacy and

* PhD Scholar, Education Department, National University of Modern Languages (NUML)

** Assistant Professor, Education Department, National University of Modern Languages (NUML)

organizational commitment had positive significant relationship. It was found that there were significant gender differences in university teachers' scores on self-efficacy and organizational commitment scales. Female teachers were found more competent than male. However, males' score was found higher than female on organizational commitment. It was recommended that teachers' self-efficacy can be improved through professional training. The finding of the present study has implications for teachers' training, counseling and retention of university teachers. As there was found positive relationship between self-efficacy and organizational commitment, therefore it was recommended that professional training of teachers can enhance teachers' efficacy and they can be more committed to their organization.

Key Words: self- efficacy, organizational commitment, university teachers, relationship, gender differences

Introduction

In today's competitive environment, if any organization wants to excel in the world, then it needs people who are more than academically intelligent. Such organizations need persons who are not only smart and creative but have initiative, cooperation, persuasiveness, self-efficacy, resilience, and optimism which are essential for success in every field of life. "Clarity" in thinking process and "composure" in stress and chaotic situations is what separate the top and weak performers in any organization.

The research was carried out to see the relationship between self-efficacy and organizational commitment

among university teachers in the context of Pakistan. The study was basically conducted to find out relationship between self efficacy and organizational commitment. It also investigated the gender differences on organizational commitment and self efficacy.

The thought of organizational commitment contains three builds: affective, continuance and normative commitment. Affective commitment is characterized as positive sentiments of recognizable proof with, connection and association in the working environment of the organization (Meyer & Allen, 1984, p. 375). Normative commitment is the dedication dependent upon feelings of commitment towards organization (Allen & Meyer, 1996, p.253). Continuance commitment is the degree to which workers feel responsibility towards organizations while thinking about the expenses of leaving the organization (Meyer & Allen, 1984, p. 375). Employs with high affective commitment remain on the grounds that they need to; those with high continuance commitment remain in light of the fact that they need to; while workers with high normative commitment remain in light of the fact that they should (Allen & Meyer, 1990). Organizational commitment was measured through the Organizational Commitment Scale by Mowday, Steers and Porter (1979) in this study.

Self-efficacy is another variable. As per Bandura's (1998) theoretical dissection, recognized self-efficacy is individuals' convictions about their capabilities to transform designated stages of execution that practice affects over occasions that influence their lives. In terms of number, self-efficacy upgrades human achievement and individual well-being from numerous points of view; individuals with high level of proficiencies take troublesome assignments as tests to be

measured instead of as dangers to be evaded. They access debilitating circumstance with certification they can practice power over them. Such a solid viewpoint produces particular attainment, lessens stretch and brings helplessness down to despondency (Multon, Brown and Lent, 1991; Pajare, 1996, 1997; Bandura, 2000). Interestingly, individuals who question their competencies tend to escape from troublesome undertakings which they see as individual dangers. Whenever they are confronted with troublesome assignments, they harp on their individual insufficiencies, on the impediments they will experience, and on numerous types of antagonistic conclusions instead of focus on the best way to perform effectively. They loosen their exertions and surrender rapidly even with challenges; they fall effortlessly to push and sorrow. Efficacy convictions impact the measure of anxiety and restlessness as singular experience as they participate in an action (Pajare, 1994; Bandura, 1997).

1.1 Theoretical Framework

Theoretical framework of the present study was based on the following theories;

1. Self-Efficacy

Psychologist Albert Bandura (1977) defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. The theory of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. The

main concept in social cognitive theory is that an individual's actions and reactions, including social behaviors and cognitive processes, in almost every situation are influenced by the actions that individual has observed in others. Because self-efficacy is developed from external experiences and self-perception and is influential in determining the outcome of many events, it is an important aspect of social cognitive theory. Self-efficacy represents the personal perception of external social factors. According to Bandura's theory, people with high self-efficacy—that is, those who believe they can perform well—are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

2. Organizational Commitment

Meyer and Allen's (1991) three-component model of commitment was developed to argue that commitment has three different components that correspond with different psychological states. Meyer and Allen's research indicated that there are three "mind sets" which can characterize an employee's commitment to the organization: affective, continuance and normative commitment. Affective commitment is defined as the employee's positive emotional attachment to the organization. Meyer and Allen pegged affective commitment as the "desire" component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". Continuance Commitment is the "need" component or the gains verses losses of working in an organization. "Side bets," or investments, are the gains

and losses that may occur should an individual stay or leave an organization. In normative commitment individual commits to and remains with an organization because of feelings of obligation, this is the last component of organizational commitment.

For the present descriptive research, questionnaires were used in order to assess self-efficacy and organizational commitment.

1.2 Literature Review

1.2.1 Self Efficacy

Self efficacy has relatively concise history which began with Bandura's (1977) publications "self efficacy: toward a unifying theory of change". Bandura (1977) defined self- efficacy as a belief of an individual about his/her ability to do anything in a specific situation. Bandura (1986) elaborate the definition of self-efficacy as it is the belief on our own ability to accomplish a goal or perform a task. The social cognitive theory (Bandura, 1986) is the theoretical framework for the construct of self-efficacy.

Self-efficacy theory (Bandura, 1977) is one's thought in his or her capability to perform stronger to accomplish goal. Teachers' level of trust about capability to advertise taking in can rely on upon past encounters or on the school society. Principals can help create a feeling of efficacy for unique teachers and for the whole school. recommended effective impacts from the basic thought that an teacher's faith in his or her capability to decidedly affect understudy taking in is discriminating to genuine triumph or disappointment in an teacher's conduct" (Henson, 2001).

A few scientists recommend that the more exact term "teacher sense of efficacy" be utilized, as what is continuously examined is a teacher's feeling of skill not some goal measure of genuine capability. Teachers who set high objectives, who continue, who attempt an alternate method when one methodology is discovered needing as such, teachers who have a high feeling of efficacy and follow up on it are more inclined to have learners who take in (Hoy, 2000).

1.2.1.1 Gender and Self-Efficacy

As showed by Evans & Tribble, 1986: 83; Anderson, Greene, & Lowen, 1988; studies find that females report higher teacher efficacy than fellows and Ross et al. (1996) argue that this is because of teaching is seen as a female occupation. Still, diverse studies (e.g. Lee et al. 1991) find no sex differences, and Klassen and Chiu (2010) even find that female teachers have lower "self-efficacy" (a sub sort of educator self-efficacy) while there was no sexual introduction sway for the other examined spaces of teacher self-efficacy. Ross et al.(1996) dispute, the clarification for these different results may be that the inspected schools contrast the extent that female quality.

1.2.2 Organizational Commitment

Meanings of the idea organizational commitment incorporate by O'reilly (1989), "an individual's mental security to the association, including a feeling of employment inclusion, reliability and confidence in the estimations of the association". Organizational commitment starting here of perspective is portrayed by representative's acknowledgement of organizational objectives and their

eagerness to push exertion in the interest of the association (Miller & Lee, 2001).

Different implications of organizational commitment have been offered (e.g., Mowday, Porter, & Steers, 1982; Meyer & Allen, 1997; Morrow, 1983; O'Reilly & Chatman, 1986), however the fundamental subject of every single one of definitions is that organizational commitment is the emotional security or association between the delegates and their organization. Among the diverse implications of organizational commitment proposed thusly, the most consistently used importance of organizational commitment is proposed by Mowday, Steers, and Porter (1979). They described organizational commitment as, "the relative nature of a particular's recognizing confirmation with and relationship in a particular organization. That could be portrayed by three segments: (i) a robust trust in and acknowledgement of the organization's goals and qualities, (ii) a capacity to push huge effort for the organization, and (iii) a strong longing to keep up enlistment in the organization."

Bateman and Strasser operationally portrayed organizational commitment as "multidimensional in nature, including a specialist's commitment to the organization, energy to push effort for the organization, level of goal and worth congruency with the organization, and yearning to keep up support".

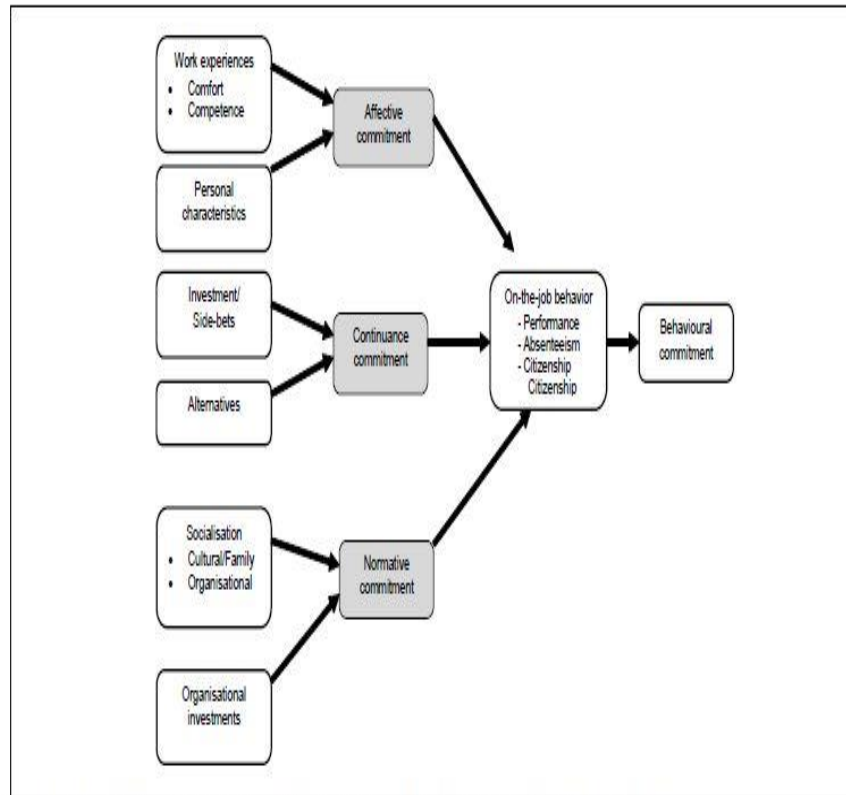


Figure 2.12. A three-component model of organizational commitment Meyer & Allen, 1993.

Meyer et al (1993) say that the investigation shows that those delegates' with a solid emotional commitment will stay with a relationship in light of the way that they have to, those with a solid duration commitment stay in light of the way that they have to, and those with a regulating commitment stay since they fell that they need to. The rule focus is to examine the thought "organizational commitment".

1.2.2.1 Gender and Organizational Commitment

We focus here on those studies that have clearly examined gender differences in OC. According to Mowday et al. (1982) that "women were found to be more committed than men". Then again, capable women may help the same qualities to go about as their male accomplices. In spite of the way that differences between the work estimations of men and women vanish when word related and educational level are held enduring. In this way, for both capable men and women such variables as perceptions of at work pharmaceutical, level of part conflicts, commitment in capable activities (e.g; type of work) may serve as partners of organizational commitment (Graddick & Farr, 1983). Commitment to the organization are "gendered creates" that have been vital results for women's headway inside the organization. Distinctive studies exhibit that women experience limitations at all levels not only the top (Marlow, Arnold. 1995) and these limitations by and large hinder a woman transporter movement and occupy from her execution in the calling.

1.3 Statement of the Problem

It is generally observed that Pakistani university teachers display a wide range of aptitude, competencies and job oriented skills. Therefore, it is necessary to explore the factors which are responsible for this difference. The study was, therefore, designed to investigate the relationship of Self Efficacy and Organizational Commitment among university teachers.

1.4 Objectives of the study

The basic purpose to conduct this research is to examine the relationship of self efficacy and organizational commitment among university teachers in Pakistan. More specifically, the basic objectives of the study were:

To find out relationship between self efficacy and organizational commitment.

To investigate the gender differences in self efficacy and organizational commitment among university teachers.

1.5 Hypotheses

To achieve these objectives, the following hypotheses were formulated and tested in the research:

Organizational commitment will be positively associated with self-efficacy.

Female university teachers will score higher on organizational commitment as compared to the male university teachers.

Female university teachers will score higher on self efficacy as compared to the male university teachers.

1.6 Population and sample

The total number of teachers in Pakistani universities are 63,557, out of which 50,260 (79%) are in public and 13,297 (21%) are in private sector. The population of this study included all the universities of Pakistan. So, all the teachers working in the all universities constituted the population of the study. The framework of the sample consisted of 500 university teachers including male ($n = 225$) and female ($n = 275$) for main study and 100 university teachers including male ($n = 52$) and female ($n = 48$) for tryout phase. Sample

was collected by following disproportionate stratified sampling technique.

1.7 Procedure

The Current study was executed in two phases. The first phase involved a tryout whereas the second one comprised of the main study. Tryout was carried out to ensure the psychometric soundness of the scales before using them for main study. After estimating the reliability and validity of the scales, and yielding an initial insight into the pattern of the relationships among the variables of the proposed investigation, the main study was carried out which aimed at testing the impact of self efficacy and organizational commitment on university teachers.

The university teachers were contacted in their universities, by the researcher. The participants were individually contacted in their departments. They were briefed about the rationale and objectives of the current study and be provided with the booklet containing the scales. They were assured of the confidentiality of the information that they were going to provide as it was only be used for research purpose.

1.8 Instruments

Following instrument were used

1.8.1 Self-Efficacy Scale

Matthias Jerusalem and Ralf Schwarzer created German variant in 1979, and later reexamined and adjusted to 26 different dialects by different co-creators. The scale was made to survey a general feeling of saw self-efficacy considering the intend to

foresee adapting to every day bothers and adjustment in the wake of encountering different types of distressing life occasions. The scale is intended for the general grown-up populace, including teenagers. Persons underneath the age of 12 ought not to be tried. The scale is generally self-controlled, as a feature of a more far reaching poll. Ideally, the 10 things are blended at irregular into a bigger pool of things that have the same reaction position. Time: It obliges 4 minutes by and large. Scoring: Responses are made on a 4-point scale. In specimens from 23 countries, Cronbach's alphas extended from .76 to .90, with the dominant part up in the .80s. The scale is uni-dimensional.

1.8.2 Organizational Commitment Scale

The scale measures an employee's self-reported identification and involvement with a particular organization. The scale is intended to capture more of the attitudinal component of commitment rather than the behavioral part and represents something more than passive loyalty (Mowday et al. 1979). The typical format is fifteen items and a seven-point Likert-type response scale.

The scale was developed by Porter and his colleagues (1974; Mowday et al. 1979). The article by Mowday et al. (1979) subsumes the earlier study and reports on the testing of the scale with 2563 employees who worked in a variety of jobs in nine different organizations. In general, the scale showed evidence of high internal consistency (average alphas of .90), satisfactory stability (e.g., two month test-retest correlation, $r = .72$), and acceptable (though far from ideal) convergent, discriminant, and predictive validities.

1.9 Data Analysis

1.9.1 Phase –I

The Reliability and validity of Self-Efficacy scale and Organizational Commitment were determined in this phase.

Determination of reliability and Validity

For the determination of reliability and validity of self-efficacy and organizational commitment scales following statistical analysis were carried out: Cronbach's Alpha Coefficient Inter-item correlation

1.1 Table

Alpha reliability of the Self-Efficacy Scale.

Variables	No of items	A
Self-Efficacy	10	.72**

** $p < .01$

The table shows that reliability computed for the self-efficacy scale is significant ($p < .01$). α coefficient greater than 0.7 is high reliability while less than 0.35 is low reliability. Results showing in table 2 is α : .72** which means Self-Efficacy scale is having high reliability. This scale can be used in phase II.

1.2 Table

Alpha reliability of the Organizational Commitment Scale.

Variables	No of items	A
Organizational Commitment	15	.81**

** $p < .01$

The table shows that reliability computed for the organizational commitment scale is significant ($p < .01$). α coefficient greater than 0.7 is high reliability while less than 0.35 is low reliability. Results showing in table 2 is α : .81**, which means organizational commitment scale is having high reliability. This scale can be used in phase II.

1.3 Table
Inter Item Correlation Matrix of Self-Efficacy Scale. (N = 100)

Variables	I	II	III	IV	V	VI	VII	VIII	IX	X
I SES,1										
II SES,2	.080									
III SES,3	.040	.167								
IV SES,4	.001	.157	.011							
V SES,5	.067	.131	.114	.271						
VI SES,6	.112	.019	.096	.023	.183					
VIII SES,7	.027	-.070	.073	.308	.263	-.031				
VIII SES,8	.156	.036	.196	.162	.088	.143	.178			
IX SES,9	.110	.089	.125	.201	.011	.103	.032	.254		
X SES,10	.029	.148	.173	.317	.186	.020	.264	.194	.300	

**p.d .001, *p.d .05

To determine the internal consistency of scale and examine their relevance with the test, inter-item correlation was calculated because item correlations are directly related to the reliability of test (Nunnally, 1982). Table 4 indicates that all the items are significantly correlated.

1.4 Table
Inter-Item Correlation Matrix of Organizational Commitment Scale (N = 100)

Variables	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV
I OCS.1	-														
II OCS.2	.431	-													
III OCS.3	.382	.480	-												
IV OCS.4	.101	.276	.012	-											
V OCS.5	.029	.000	.157	.399	-										
VI OCS.6	.031	.186	-.031	.416	.121	-									
VII OCS.7	.022	.052	.162	-.107	-.011	.187	-								
VIII OCS.8	.153	.271	-.130	.284	.038	.285	.091	-							
IX OCS.9	.038	.017	.020	.005	.100	.178	.282	.055	-						
X OCS.10	.090	.091	.221	.014	.000	.067	.116	.262	.097	-					
XI OCS.11	.176	.133	.107	-.087	.028	.007	.306	-.122	.024	.051	-				
XII OCS.12	.020	.049	-.158	-.237	-.303	.083	.356	.010	.361	.048	.079	-			
XIII OCS.13	.142	.372	.331	.189	.021	.179	.243	.178	.182	.145	.074	.329	-		
XIV OCS.14	.121	.197	.307	.081	.020	.113	.105	.286	.029	.216	.128	.013	.329	-	
XV OCS.15	-.388	-.298	.361	.058	.151	-.060	-.181	-.218	-.201	-.160	.097	.398	-.128	-.117	-

*p < .001, *p < .05 To determine the internal consistency of scale and examine their relevance with the test, inter-item correlation was calculated because item correlations are directly related to the reliability of test (Nunnally, 1982). Table 6 indicates that the entire items are significantly correlated.

1.5 Table

Showing frequency of gender in Phase I.

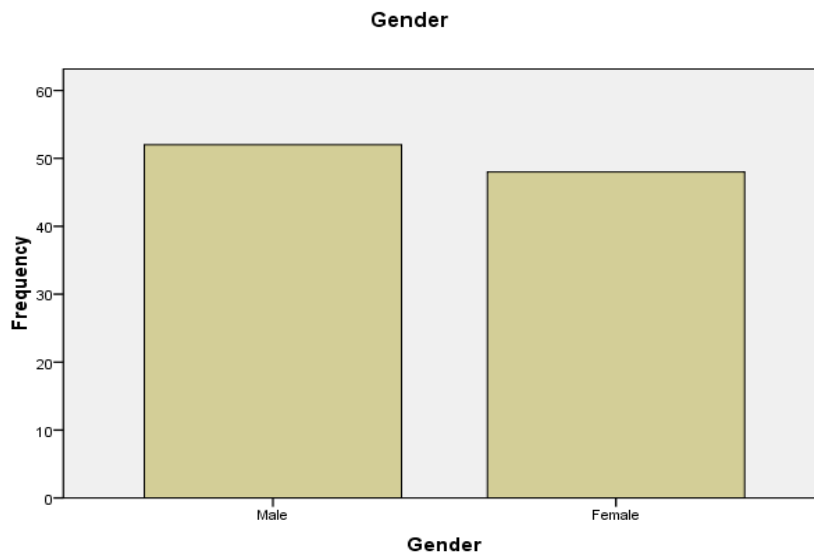
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	52.0	52.0	52.0
	Female	48	48.0	48.0	100.0
	Total	100	100.0	100.0	

Table shows that total no of sample are 100. Total Males are 52 and females are 48.

Graph 1.1

Showing frequency of gender in Phase I.



This graph indicate that total N=100, male (N=52) and female (N=48)

1.6 Table

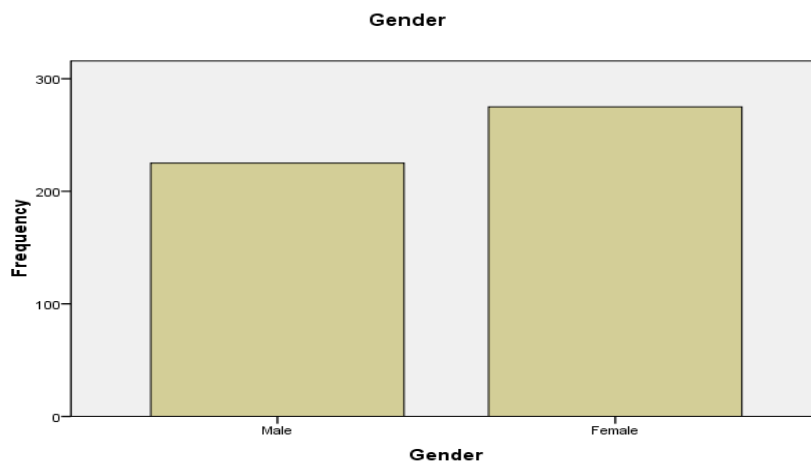
Showing frequency of gender in Phase II.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	225	45.0	45.0	45.0
	Female	275	55.0	55.0	100.0
Total		500	100.0	100.0	

Table shows that total no of sample are 500. Total Male 225 and female 275.

Graph 1.2

Showing frequency of genders in Phase II.



Graph shows that total no of sample are 500. Total Male 225 and female 275.

1.10.2 Phase-II Results (Main Study)

In order to fulfill the objectives of the study and to test the hypotheses formulated series of statistical analysis like Pearson correlation and t-test were done with the help of statistical package for social sciences (SPSS).

Hypothesis No: 1

Organizational commitment will be positively associated with self-efficacy.

1.7 Table

Correlation of Organizational Commitment with Self-Efficacy (N=500)

Organizational Commitment	Self-Efficacy	Correlation
15 items	10 items	.113*

** $p \leq .001$, * $p \leq .05$

The above table shows the correlation coefficient of organizational commitment with self-efficacy, which is significant (** $p \leq .001$, * $p \leq .05$). The results suggest that organizational commitment is positively correlated with Self-efficacy. Correlation between organizational commitment and self-efficacy is $r = .113^*$.

Hypothesis No: 2

Female university teachers will score higher on organizational commitment as compared to the male university teachers.

1.8 Table
T-test between Independent Variable (Organizational Commitment) and Gender (N =500)

Variables	Male		Female		95%CI				
	(n=225)		(n=275)		T	Df	LL	UL	Cohen's d
	M	SD	M	SD					
Organizational Commitment	64.94	3.9	64.23	3.7	2.027	471	.022	1.38	0.186

*p<.05.

Table shows the findings that male university teachers (n = 225) and female university teachers (n = 275) are having significant mean difference on the score of organizational commitment questionnaire. Mean of male university teachers is M= 64.94, and mean of female university teacher is M = 64.23. Standard deviation of male university teachers is SD = 3.9, and standard deviation of female university teachers is SD = 3.7. Result of t-test is t = 2.027.

The result indicate significant difference between male and female university teachers on the score of organizational commitment questionnaire indicating that gender has effect on organizational commitment. This result has rejected the hypothesis that female university teachers will have significantly high organizational commitment than male university teachers.

Hypothesis No: 3

Female university teachers will score higher on self efficacy as compared to the male university teachers.

1.9 Table
Mean, Standard Deviation and t-values for male and female on Self-Efficacy (N =500)

Variables	Male		Female		95%CI				
	(n=225)		(n=275)		T	Df	LL	UL	Cohen's d
	M	SD	M	SD					
Self-Efficacy	30.25	2.21	30.61	2.59	1.49	498	-.73	.104	0.135

*p<.05.

Table shows the findings that male university teachers (n = 225) and female university teachers (n = 275) are having significant mean difference on the score of self-efficacy questionnaire. Mean of male university teachers is M= 30.25, and mean of female university teacher is M = 30.61. Standard deviation of male university teachers is SD = 2.21, and standard deviation of female university teachers is SD = 2.59. Result of t-test is t = 1.49.

The result indicate significant difference between male and female university teachers on the score of Self-Efficacy questionnaire indicating that gender has effect on self-efficacy. This result has accepted the hypothesis that female university teachers will have significantly high self-efficacy than male university teachers.

1.11 Discussion

The present study aimed to explore the phenomenon of self-efficacy and organizational commitment among university teachers. The basic aim of the study was to see the relationship between self-efficacy and organizational commitment and at the same time investigate the gender differences on self efficacy and organizational commitment in the context of Pakistan.

The present study was conducted in two phases. In Phase-I reliability and validity of scales (Self-efficacy scale and Organizational commitment scale) were administered on

the sample (N=100). Sample data was collected from Rawalpindi and Islamabad public universities in which male (N=48) and female (N=52). Results in the previous chapter shows the reliability of scales (Self-efficacy scale .72** and Organizational commitment scale .81**), which was significant. Results of reliability of scales are accordance to the original scales reliability. Also inter-item correlation was administrated to check the internal consistency of the scales (Self-efficacy scale and Organizational commitment scale).The results of phase-I (try- out) indicate that all these scales are reliable and valid to use in Phase-II of research.

In Phase-II (main study) was administered to fulfill the objectives of the study and to test the hypotheses formulated with the help of statistical analysis (correlation and t-test) by using SPSS(statistical package for social sciences).

In main study data was collected from the sample of 500 university teachers of public sector universities of Islamabad, Rawalpindi, Lahore, Sargodha, Faisalabad and Multan. Two scales, Self-efficacy scale(SE) and Organizational commitment scale(OC) were administered on the sample. Before administering they were briefed about the rationale and objectives of the current study.

The main objective of the study was to find out the relationship between self-efficacy and organizational commitment among university teachers. Our hypothesis based on main objective was Organizational commitment will be positively associated with self-efficacy. To identify the association between these two variables correlation coefficient was calculated. Correlation between these two variable is .113* which was in the significance level. The result

indicated that Organizational commitment was positively correlated with self-efficacy.

As indicated by Aremu, 2005; Bandura, 1997; Knobloch & Whittington, 2003; Ischannen-Moran et al. 1998, reported comparative discoveries to who backed past investigates that self-efficacy was essentially identified with organizational commitment. Teachers with high self-efficacy were liable to be persuaded to endure when confronted with setbacks and ready to learn and utilize new methodologies to overcome challenges. Consequently, they were prone to create high commitment to their profession and organizations. Luthans, Zhu, and Avolio (2006) communicated that specialists with a raised measure of general self-efficacy and work satisfaction were more slanted to be commitment to their organization and have a more level of anticipation to turnover than the agents with a low level of self-efficacy.

The second objective of the study was to find out to investigate the differences on self efficacy and organizational commitment among male and female university teachers. Two hypotheses were formulated from the second objective of the study. One hypothesis related to each variable was formulated to investigate the difference among male and female university teachers.

Our first hypothesis based on second objective was female university teachers will score higher on organizational commitment as compared to the male university teachers. To administer this hypothesis t-test analysis was used. In order to determine if significant differences exist between the two genders in term of their organizational commitment, a t-test mean comparison between the responses of the male (225) and female (275) subjects were conducted. Table depicts the

summary of these comparisons between the genders. The mean scores for male subjects in terms of organizational commitment were 64.94 and for the female subjects were 64.23, respectively. Result infers male subjects have higher mean scores in variable. There also exists a non-significant difference between the variable and the two types of gender (Organizational Commitment, $p < 0.69$, $t = 2.02$).

These results were consistent with previous researches. Many writers have reported that there are varied empirical evidences on the differences in organizational commitment. According to Arana *et al.*, 1986; Baird *et al.*, 1998; Dodd-McCue and Wright, 1996; Kaldenberget *al.*, (1995) Studied that organizational commitment is greater in men. The results indicated that male university teachers were more committed to organizations than female. Data rejected this hypothesis. One possible reason is that in our Pakistani culture male have the responsibilities of his whole family. From the childhood, boys are expected to look after his whole family in every possible way. On the other hand girls are expected to get reasonable education, got married and manage her households.

Our second hypothesis based on second objective was female university teachers will score higher on self-efficacy as compared to the male university teachers. To administer this hypothesis t-test analysis was used. In order to determine if significant differences exist between the two genders in term of their self-efficacy, a t-test mean comparison between the responses of the male (225) and female (275) subjects were conducted. Table depicts the summary of these comparisons between the genders. The mean scores for male subjects in terms of self-efficacy were 30.25 and for the female subjects were 30.57, respectively.

Result infers female subjects have higher mean scores in variable. There also exists a significant difference between the variable and the two types of gender (Self-Efficacy, $p < 0.05$, $t = 1.47$).

In research studies find that females report higher teacher efficacy than males (Anderson, Greene, & Lowen, 1988; Evans & Tribble, 1986; Raudenbush et al., 1992), and Ross et al. (1996) contend that this is on account of instructing is seen as a female occupation. One possible reason is that in our Pakistani culture males don't opt this profession by choice they enter in teaching profession due to unemployment. On the other hand, Female dreamt about this profession from the childhood and chooses this profession whole heartedly. This is the reason females are more capable than males in this profession.

1.12 Conclusions

The present study was carried out to investigate the relationship between self-efficacy and organizational commitment among university teachers in Pakistan. The study was conducted into two phases. The results of phase-I (try- out) indicate that scales are reliable and valid to use in Phase-II. In Phase-II (main study) was administered to fulfill the objectives of the study and to test the hypotheses formulated with the help of statistical analysis. In main study data was collected from the sample of 500 university teachers (male= 225, female=275)of public sector universities of Islamabad, Rawalpindi, Lahore, Sargodha, Faisalabad and Multan.

Following were the major findings based on objectives of the study;

1. A significant positive relationship was found between self-efficacy and organizational commitment.
2. It was found that there was a significant difference between male and female university teachers on scores of self-efficacy and organizational commitment scales. Females have higher mean scores on self-efficacy scale, on the other hand male have higher mean score on organizational commitment scale.

1.13 Recommendations

Following are the major recommendations for universities:

1. There is need to design a specific continuing professional development programs for teachers in order to enhance the self-efficacy and emotional intelligence.
2. It is also proposed that mentoring programs can also be design for novice teachers to enhance their commitment with their organization.
3. In order to promote organizational commitment among university teachers need to arrange training sessions for teachers for developing professionalism.
4. Results demonstrate that female university teachers have high self-efficacy than male university teachers. It is suggested that seminars or short program of mindfulness ought to be led to enhance the level of self-efficacy of male university teachers.
5. Counseling and personnel psychologists ought to mount mediation projects intended to improve the

self-efficacy of teachers in their different organizations.

Following are the major recommendations for future research:

1. Future studies on this topic may be repeated by including qualitative methods e.g. interview observation etc.
2. Data can be collected on the same variables from private sector university teachers in order to make comparison of both private & public sector university teachers.
3. The information gathered were from university teachers (one level of the teaching profession), future studies ought to incorporate teachers from other levels namely: primary, secondary tertiary level.

References

- Allen, N.J. and Meyer, J.P. (1990), The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization, *Journal of Occupational Psychology*, Vol. 63, pp. 1-18.
- Allen, N.J. and Meyer, J.P. (1996), Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity, *Journal of Vocational Behavior*, Vol. 49 No. 3, pp. 252-76.
- Anderson, R., Greene, M., & Loewen, P. (1988). Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement. *Alberta Journal of Educational Research*, 34(2), 148-165.

- Aremu, A.O. 2005. "A Confluence of Credentialing, Career Experience, Self-Efficacy, Emotional Intelligence, and Motivation on the Career Commitment of Young Police in Ibadan." *Policing: An International Journal of Police Strategies and Management*, 28(4): 609 – 618.
- Ashton, P.T. & Webb, R.B. (1986). *Making a Difference: Teachers' Sense of Efficacy and Student Achievement*. New York: Longman.
- Ashton, P.T. and Webb, R.B. (1986b). *Teachers' Sense of Efficacy, Classroom Behavior, and Student Achievement*. (pp. 125-144). New York & London: Longman.
- Baird, J., Zelin, R., &Marxen, D. (1998). Gender differences in the job attitudes of accountants. *Mid-American Journal of Business*, 13 (2), 35-42.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Bulletin*, 84, 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.
- Bandura, A. (1983). Self-efficacy determinants of anticipated fears and calamities. *Journal of Personality and Social Psychology*, 45, 464-469.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.

- Bandura, A. (1996). *Self-efficacy in changing societies*. New York: Cambridge University Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Dodd-McCue, D. and Wright, G.B.: Men, women and attitudinal commitment: The effects of workplace experiences and socialization. *Human Relations*, **49**: 1065-1089 (1996).
- Evans, E. D., & Tribble, M. (1986). Perceived teaching problems, self-efficacy and commitment to teaching among pre service teachers. *Journal of Educational Research*, 80, 81-85.
- Graddick, M. and Farr, L.(1983) Professionals in Scientific Disciplines: Sex Related Differences in Work Life Commitments. *Journal of Applied Psychology* 68, 641-45.
- Henson, R. K. (2001). *Teacher self-efficacy: Substantive implications and measurement dilemmas*. Paper presented at the Annual Meeting of the Educational Research Exchange, College Station, TX.
- Hoy, A. W. (2000) *Changes in teacher efficacy during the early years of teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Kaldenberg, D., Becker, B., & Zvonkovic, A. (1995). Work and commitment among young professionals: a study of male and female dentists. *Human Relations*, 48 (11), 1355- 1377.
- Miller, D. & Lee, J.(2001).The People Make the Process: Commitment to Employees, Decision-Making and Performance. *Journal of Management*, 27,163 – 189.

- Meyer, J.P. and Allen, N.J. (1984), Testing the Side-Bet Theory of Organizational Commitment: Some Methodological Considerations, *Organizational Behavior and Human Performance*, 17, 289-98.
- Meyer, J.P. & Allen, N.J (1991).A Three-Component Conceptualization of Organizational Commitment. *Human Resources Management Review*, 1, 61 – 89.
- Mowday, R. T., Porter, L. M. & Steers, R. M. (1982).*Organisational Linkages: The Psychology of Commitment, Absenteeism, and Turnover*. San Diego: Academic Press.
- Mowday, R., Porter, L. and Durbin, R. (1974). Unit Performance, Situational Factors and Employee Attitudes in Spatially Separated Work Units. *Organizational Behavior and Human Performance*, 12, 231-248.
- Mowday, R., Steers, R., and Porter, L. (1979). The Measurement of Organizational Commitment. *Journal of Vocational Behavior*, 14, 224-247.
- Multon, K.D., Brown, S.D. & Lent, R.W. (1991). Relation of Self-Efficacy Beliefs to Analytic Academic Outcomes: A Meta-Analytic Investigation. *Journal of Counseling Psychology*, 38, 30-38.
- Nunnally JC (1978). *Psychometric Theory*. 2nd ed., New York: McGraw- Hill.
- O'Reilly, C.A. and Chatman, J. (1986), Organizational Commitment and Psychological Attachment: The Effects of Compliance, Identification, and Internalization on Pro Social Behavior, *Journal of Applied Psychology*, 71, 492-9.

- Pajare, F. & Miller, M.D. (1994). The Role of Self-efficacy and Self-Concept Beliefs in Mathematical Problem Solving. A Path Analysis. *Journal of education psychology*, 86, 1193-203.
- Pajare, F. (1996). Self-efficacy Beliefs in Academic Settings. *Review of Educational Research*, 66, 543-578.
- Porter, L.W.; Steers, R.M.; Mowday, R.T.; & Boulian, P.V. (1974) Organizational Commitment, Job Satisfaction, and Turnover Among Psychiatric Technicians. *Journal of Applied Psychology*, 59, 603-609.
- Raudenbush, S., Rowan, B., & Cheong, Y. (1992). Contextual effects on the self perceived efficacy of high school teachers. *Sociology of Education*, 65, 150-167.
- Ross, J.A., J.B. Cousins & T. Gadalla (1996). Within-teacher predictors of teacher efficacy *Teaching & Teacher Education*, Vol. 12, No. 4, pp. 385-400.
- Schwarzer, R. & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinmanr, S. Wright & M. Johnston (Eds.) *Measures in Health Psychology: A User's Portfolio*. (35-37). Windwor, UK: NFER-NELSONs.