

ORGANIZATIONAL COMMITMENT AMONG THE PRIVATE AND PUBLIC SECTOR UNIVERSITIES' TEACHERS

By
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Abstract

This research was designed to explore the phenomena of organizational commitment among the private and public sector universities' teachers. Study was performed on 500 teachers; 250 from public and 250 from private sector universities located at Rawalpindi and Islamabad. In the sample, 282 were men and 218 women; ages ranged from 25 to 75 years; job experience ranged from 1 to 40 years; income ranged from Rs.10, 000 to Rs.150, 000 and qualification ranged from Master and M. Phil to Ph.D. Research findings reveal that demographic variables such as, age, gender, marital status, qualification, income, type of employment and work experience have significant correlations with organizational commitment and contributed significantly to determine the level of commitment.

Introduction

Commitment is a term that the teachers frequently use in describing themselves and each other. They use this word to distinguish between those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. Some teachers see their commitment as part of their professional identity, it defines them and their work and they 'get a lot of enjoyment from this (Elliott and Crosswell, 2001). Other teachers feel that demands of teaching are significant requiring great personal investment and view it as a job that can 'take over life' (Nias, 1981). These teachers often limit their commitment and engagements with their institution, as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teacher's commitment has been found to be a critical predictor of teacher's work performance, absenteeism, burnout, turnover, having an important influence on student's achievements and attitudes towards their work place (Firestone, 1996; Graham, 1996; Louis, 1998; Tsui and Cheng, 1999).

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Teacher's commitment seems to decrease progressively over the course of their teaching career. At the beginning of a teacher's career, there is an early stage of commitment to the teaching associated with the choice of professional identity, followed by a stage of experimentation and search for new challenges. The teachers often experience a stage of conservatism that can lead to an eventual disengagement. A decrease in commitment level during the course of the teaching career is also problematic in relation to the retention of experienced teachers in the classroom (Fraser, Draper and Taylor, 1998, Huberman, 1993).

Organizational commitment has received considerable attention in past researches due to its significant impact on work attitude, such as job satisfaction, performance, absenteeism and turnover intention. Different scholars, depending on their backgrounds, have defined organizational commitment differently. However, Mowday *et al.*'s (1979) definition has been taken up in this research. They define organizational commitment as the relative strength of the identification of the individual and his involvement with his particular organization.

Three Component Model of Commitment

Organizational commitment has been conceptualized and measured in a variety of ways. Meyer and Allen (1987) contended that various approaches tend to reflect three general themes i.e., affective, continuance and normative commitment. The tricomponent approach maintains that affective, continuance and normative commitment are part of an overall attitudinal commitment. According to this approach, commitment binds an individual to his/her organization and thereby reduces the likelihood of turnover. According to Allen and Meyer (1991), one can achieve a better understanding of an employee's relationship with an organization when all the three forms of commitment are considered together.

The first dimension of organizational commitment is normative commitment which reflects the feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization (Allen and Meyer, 1990). Researchers have overlooked this view of organizational commitment, as relatively few studies explicitly address normative commitment. Normative commitment develops because of the socialization and experiences that emphasize the appropriateness of remains in the organization. Normative commitment is based upon feeling of moral obligation or responsibility towards the organization. An individual

committed to the organization on a normative basis, engaged in activities based on a sense of duty. Employees behave in accordance with organizational goal because they believe it is the right and moral thing to do (Wiener, 1982). Rendell and Cotes (1990) regard normative commitment in terms of the moral obligation the employee develops after the organization has invested in him/ her. They argue that when an employee starts to feel that the organization has spent either too much time or money while developing and training him/her, such an employee might feel an obligation to stay with the organization. For example, an employee whose organization paid his tuition while he/she was improving qualification, might believe he/she can reimburse the organization by counting to work for it. In general, normative commitment is most likely when the individuals find it a difficult reciprocate the organization's investment in them. Normative commitment reflects a sense of duty or obligation or calling to work in the organization and not an emotional attachment. They describe it as the degree to which an individual is psychologically attached to an employing organization through internalization of its goals, values and missions.

The second dimension of organizational commitment is affective commitment, emotion-based view of organization commitment that emphasizes the employee's sense of unity and shared values with the organization. It is affected by personal characteristics, like job features, work experience, job performance, absenteeism and turnover. According to Jex (2002), positive relationship exists between affective commitment and job scope, participative decision-making, job autonomy and perceived competence. In fact, when employees perceive organization as a place where they feel they are important and competent, they develop affective commitment.

Allen and Meyer (1990) refer that affective commitment involves three aspects: the formation of emotional attachment to an organization, identification with the organization and the desire to maintain organizational membership. Allen and Meyer (1990) argue that an individual will develop emotional attachment to an organization when he or she identifies the goals of the organization and is willing to assist the organization in achieving these goals. They further explain that identification with an organization happens when the employee's own values are congruent with organization's values and the employee is able to internalize the values and goals of the organization.

The third dimension of organizational commitment is continuance commitment, which is based on Becker's (1960) side bet theory. This theory states that as individuals remain in the employment of an organization for longer periods, they accumulate investments that become costly to lose the longer an

individual stays. These investments include time, job effort, organization's specific skills that might not be transferable or greater costs of leaving the organization that discourage them from seeking alternative employment, work friendships and political deals. Allen and Meyer describe continuance commitment as a form of psychological attachment to the organization. It also reflects employee's perception of the loss he or she would suffer if they were to leave the organization. Continuance commitment is calculative and exchange-based in nature. Continuance commitment refers to an awareness of the costs associated with leaving or abandoning the respective organization, costs may be both financial and non-financial (Meyer and Allen, 1991).

Organizational commitment is an attitudinal and behavioural point of view. It applies to the organization as a whole. It becomes more stable by the time and day-to-day work events are unlikely to shift it. In this study, organizational commitment is considered as a bond of university teachers to their work place in terms of emotional attachment, identification, feeling of obligation to remain with the organization and cost associated with leaving the organization. It is generally assumed a positive attitude towards the organization. It relates to the behaviour that is favorable to organizational effectiveness (Mowday, Steers, and Porter, 1979).

Rationale of the Study

Industrial, organizational and occupational psychologists (Mueller, Wallace and Price, 1992) have done research on organizational commitment, but little research on organizational commitment has been carried out in the educational settings. Fostering organizational commitment among the academic staff is important to investigate because, employees that are highly committed stay longer, perform better, miss less work and engage in organizational citizenship behaviors. These findings can be generalized to the teachers as well because teachers who are not committed to their work place are likely to put fewer endeavors in the classroom as compared to teachers with high levels of commitment. This would adversely affect student's learning and achievement in particular and standard of education in the country in general. Moreover, high turnover among teachers especially when good teachers desert can have high costs for the education system.

In Pakistan context, fostering organizational commitment among teachers has become imperative for the universities. Possession of high quality faculty, especially faculty with Ph.D.s and foreign degrees, is one of the most important factors used by the Higher Education Commission of Pakistan to evaluate the performance and standard of universities. With the emergence of private sector

universities, the demand for talented teachers has increased and universities are now constantly looking for talented teachers and are willing to pay them very attractive compensation packages. This is likely to make it harder for the universities to retain their academic staff. Because of these changes in the education sector of Pakistani universities will have to work hard to create an environment that would enable them to attract new faculty and retain their best teachers. The teachers who are committed to their respective institutions, are more likely not only to remain with the institution, but are also likely to exert more effort on behalf of the organization and work towards its success and are, therefore, likely to be better performers than uncommitted teachers (Chughtai and Zafar, 2006).

The organizational commitment is very important areas in human resource management. It tends not only to influence one's efficiency, effectiveness, work output but also their personal lives. A direct consequence of low organizational commitment for university teachers is hard to retain qualified teachers, increase health problem and low quality work output. Therefore, it is essential to investigate the role of these variables for better management of human resources and organizational development. Teachers belong to one of the largest professional group in Pakistan. Because of its nature and level of efforts required, teaching profession attracts only those people who are competent, committed, use their knowledge and mental capabilities for enhancing the skills, of their learners. It requires mastery of a considerable use of skills such as leadership, counseling, coaching, effective communication, motivation and above all having up-to-date knowledge of the subject matter. The present study measured commitment in terms of respondent's total score on 15-items OCQ.

Objectives of the Research

The objectives of the present study are as under:

1. To find out differences in the levels and dimension of organizational commitment among the teachers working in the public and private sector universities.
2. To explore the relationship of age, gender, marital status, qualification, income level, type of employment and job experience on the organizational commitment among the teachers working in the public and private sector universities.

Hypotheses of the Research

In order to achieve the objectives of the research, the following hypotheses were formulated:

1. Older teachers are more committed towards their profession than younger ones.
2. Women are more committed towards their profession than men.
3. Unmarried teachers are more committed towards their occupation than married ones.
4. Teachers who have Master degree, their commitment level is higher than teachers having M.Phil and Ph.D. degrees.
5. Teachers with less income experience low commitment than the teachers of higher income groups.
6. Teachers working on contract, experience low commitment than permanent teachers.
7. Employees working on permanent basis are more committed towards their profession than the contract employees.
8. Experienced teachers exhibit more commitment towards their profession than teachers with less experience.
9. Teachers of private sector universities are more committed than teachers of public sector.

Population and its Profiles

For this research, the ideal population includes all the teachers working in the public and private sector universities of Pakistan. Due to limited time and resource, it was not possible to collect data from all of them. Therefore, for the convenience of data collection, universities located at Rawalpindi and Islamabad were selected for the study.

Sample

The total sample of the main study consisted of 500 teachers. In this study, one of the objectives was to make a comparison between the two main groups of population (public and private sector universities) on different demographic and work related variables. Therefore, for this purpose, stratified random sampling technique seemed to be more useful. Therefore, the population of study was divided into two main strata, the private sector universities and the public sector universities. A stratified random sample of 250 university teachers was collected from each stratum, 25 teachers from each university, from morning and evening shifts.

The sample consisted of 282 men and 218 women, the teachers ages ranged from 25 to 75 years and their job experience ranged from 1 year to 40 years. The teacher's qualifications ranged from Master and M. Phil to Ph.D., and their income level ranged from Rs.10,000/- to Rs.150,000/. Other specifications of sample were marital status and type of employment.

Research Instrument

Organizational Commitment Questionnaire

Mowday and Porter developed OCQ in 1979; it is widely use and supported by extensive psychometric tool (Mowday and others, 1979). It has 15 statements and three subscales i.e., Normative Commitment Scale, Affective Commitment Scale and Continuance Commitment Scale, 5 statements in each. These statements represent possible viewpoint that one might have about his or her work place. The respondents have to rate these statements on 5 point rating scale ranging from never (1), sometimes (2), often (3), mostly (4) and (5) always. The higher scores indicate more organizationally committed individuals.

Data Collection

A stratified random sample of 500 teachers was collected from the twenty private public sector universities of Rawalpindi and Islamabad. The respondents contacted at their respective workplace and sufficient information about the purpose of the study was given to them. After that, OCQ was given to them with requested to complete it in one sitting.

The cutoff scores were also determined for OCQ. It ranges from 24 to 79, the score of 49 falls on 25th percentile and considered as low level of commitment. The score of 58 fell on 50th percentile and was considered as moderate commitment, whereas a score of 66 fell on the 75th percentile and considered as a high level of the commitment.

Results

Levels and Percentages of Commitment

Levels and percentages of commitment of each level were also determined on a sample of 500 university teachers.

Table – I
Levels and Percentages of Commitment (N=500)

Levels	n	Percentages
Low Commitment	87	17.4%
Moderate Commitment	200	40%
Higher Commitment	213	42.6%

Table I indicates three dimensions, frequencies and percentages of organizational commitment. It shows that 17.4% teachers fall in the category of

low commitment, whereas 40% respondents fall in the category of moderate commitment and 42.6% respondents fall in the category of higher commitment.

Table – 2
Comparison of Mean and SD of the University Teacher's Scores on three dimensions of OCQ (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD
Normative Commitment	20.29	4.09	17.90	4.26
Affective Commitment	18.06	3.89	21.99	4.41
Continuance Commitment	16.11	4.17	20.14	4.11
Total	54.46	12.15	60.03	12.78

Table 2 shows the mean and SD of the three dimensions of organization commitment of the public and private sector university teachers. Result indicates that overall normative commitment is higher in the public sector universities teachers. Result indicates that overall level of commitment is higher in the private sector (M = 60.03), it further describes that Normative Commitment is higher in the public sector, whereas Continuance and Affective Commitments are higher in the private sector.

Table – 3
Comparison of Mean and SD of the University Teachers Scores on OCQ for Age-wise comparison (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)		Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD	M	SD	M	SD
	25-35 years				35-45 years			
Normative	19.00	4.30	18.94	3.70	18.70	4.84	18.78	4.08
Affective	19.37	3.92	20.02	3.95	17.84	4.56	18.56	4.68
Continuance	13.89	4.20	17.36	3.58	15.79	5.22	16.03	4.14
Total	52.26	12.42	56.32	11.23	52.33	14.62	53.64	12.9
	45-55 years				55 years & above			
Normative	20.13	3.18	17.86	5.79	19.86	3.34	20.11	4.95
Affective	18.36	3.85	18.57	5.20	21.73	3.54	22.69	4.21
Continuance	16.70	4.10	15.59	5.27	22.46	3.2	17.83	4.42
Total	55.19	11.13	52.02	16.17	64.05	10.2	60.63	13.58

Table 3 presents the result of teachers' commitment on the variable age.

The result confirms one of the research hypotheses that commitment increases with age. Overall older teachers of public sector ($M = 64.05$) are more committed towards their profession than younger ones.

Comparison of Gender with Commitment

In order to determine the gender wise differences between the teachers' scores on OCQ, mean and SD were calculated.

Table - 4
Comparison of Mean and SD of the University Teachers Scores on OCQ for Gender (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD
	Men			
Normative	19.08	4.83	19.87	3.81
Affective	19.23	4.28	20.84	4.24
Continuance	16.67	4.42	15.70	3.92
Total	54.98	13.53	52.02	10.78
	Women			
	M	SD	M	SD
Normative	19.48	3.34	17.06	4.49
Affective	20.84	4.24	18.31	4.25
Continuance	17.70	3.92	20.05	4.27
Total	58.41	11.97	55.42	13.01

Table 4 indicates the mean and SD of private and public sector men and women university teachers on OCQ. The result reveals that the level of commitment is higher in women teachers of public sector ($M = 58.41$), whereas commitment is low in men teachers of private sector ($M = 52.02$).

Comparison of Marital Status with Commitment

In order to measure the differences in the responses of married and unmarried university teachers the mean and SD on OCQ were calculated.

Table – 5
Comparison of Mean and SD of the University Teachers Scores on
OCQ for the variable Marital Status (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD
Married				
Normative Commitment	18.86	4.38	17.00	4.40
Affective Commitment	18.65	3.83	18.10	4.60
Continuance Commitment	15.93	4.21	17.10	4.20
Total	53.44	12.42	52.20	13.20
Unmarried				
	M	SD	M	SD
Normative Commitment	19.93	3.53	18.40	3.59
Affective Commitment	19.67	3.92	19.30	3.07
Continuance Commitment	19.38	4.13	19.38	4.13
Total	58.98	11.58	54.90	10.89

Table 5 indicates mean and SD of respondents on the OCQ for the variable marital status. Result reveals that unmarried teachers of both sectors have higher mean score on the total scale of OCQ as compared with married teachers, (M = 58.98, M = 54.90) the overall level of commitment is higher in unmarried public sector teachers.

Comparison of Qualification with Commitment

For the measurement of difference in the scores of the public and private sector university teachers on the variable qualification, mean, SD and Analysis of variance were computed.

Table – 6
Comparison of Mean and SD of the University Teachers Scores on
OCQ for the variable Qualification (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)		Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD	M	SD	M	SD
	Master				M. Phil			
Normative Commitment	19.58	3.89	20.24	3.02	19.26	4.57	18.03	4.23
Affective Commitment	18.39	3.79	21.07	3.42	19.24	4.68	18.92	4.48

Continuance Commitment	16.19	4.18	17.83	3.31	13.79	4.91	17.03	4.29
Total	54.16	11.86	59.16	9.75	52.29	14.16	53.96	13.0

	Ph.D.			
	M	SD	M	SD
Normative Commitment	16.25	3.12	16.63	6.03
Affective Commitment	19.30	4.15	18.85	5.99
Continuance Commitment	17.04	3.32	15.13	5.27
Total	52.59	10.59	50.61	17.29

Table 6 shows the mean and SD of teacher's scores on OCQ for the variable qualification. In both sectors, those qualifications are up to Master level, exhibit highest mean score on OCQ. The mean scores of Ph.D. teachers have low mean score (public M = 52.59 private M = 50.61). Overall Master degree holder of private sector have higher level of commitment (M = 59.16).

Table - 7
Comparison of Mean and SD of the University Teachers Scores On OCQ for Variable Income (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)		Public Sector (n=250)		Private Sector (n=250)	
	M	SD	M	SD	M	SD	M	SD
	Up to Rs15000				Rs15001-25000			
Normative Commitment	15.48	4.0	16.14	4.90	17.0	34.80	19.39	3.66
Affective Commitment	19.56	3.83	17.77	4.24	18.77	4.53	19.97	3.93
Continuance Commitment	16.80	3.55	16.60	4.61	15.08	4.73	17.11	3.72
Total	51.84	11.34	50.51	13.32	50.88	14.06	56.47	11.31
	Rs25001-35000				Rs35001 & above			
Normative Commitment	19.24	3.00	19.57	2.91	19.56	4.40	19.13	5.35
Affective Commitment	19.16	3.20	20.38	2.96	19.78	2.70	21.17	5.97
Continuance Commitment	17.27	4.41	17.36	2.89	16.98	5.41	17.37	5.44
Total	55.67	10.61	57.31	8.76	56.32	12.51	57.67	16.76

Table 7 describes mean and SD of teacher's scores on OCQ for the variable income. It is clear from the result that level of commitment is high in

the higher income groups. This trend is same in the public and private sector.

Comparison of Type of Employment with Commitment

In order to measure the differences between the public and private sector teachers for the variable type of employment, the mean, SD were computed on OCQ.

Table – 8
Comparison of Mean and SD of the University Teachers Scores On OCQ for the Variable Type of Employment (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)		Public Sector (n=250)		Private Sector (n=250)	
	Permanent				Contract			
	M	SD	M	SD	M	SD	M	SD
Normative Commitment	21.23	4.15	21.69	4.70	17.83	3.95	16.92	3.45
Affective Commitment	18.84	3.97	20.34	4.94	16.88	3.70	19.32	2.21
Continuance Commitment	20.03	4.13	20.50	4.39	15.38	4.51	16.61	2.77
Total	60.10	12.25	62.53	14.03	50.09	12.16	52.85	8.43
	Visiting							
			M	SD	M	SD		
Normative Commitment			16.29	1.50	19.00	2.33		
Affective Commitment			18.58	2.15	21.58	2.06		
Continuance Commitment			16.29	1.89	19.50	2.69		
Total			51.14	5.54	60.08	7.08		

Table 8 describes that permanent faculties have higher mean score in private sector on OCQ (M = 62.53), whereas in the public sector the mean scores of contract teacher are lower on OCQ (M = 50.09).

Comparison of Job Experience with Commitment

Differences on the scores on OCQ, due to job experience were measured through mean, and SD.

Table – 9
Comparison of Mean and SD of the University Teachers Scores on
OCQ on Job Experience-Wise (N=500)

Subscales	Public Sector (n=250)		Private Sector (n=250)		Public Sector (n=250)		Private Sector (n=250)	
	1-7 years				7-14 years			
	M	SD	M	SD	M	SD	M	SD
Normative Commitment	18.62	4.02	15.94	4.43	19.45	4.32	19.44	4.61
Affective Commitment	18.94	4.00	16.28	3.97	19.31	3.89	19.57	4.87
Continuance Commitment	16.06	4.09	13.78	3.84	15.73	4.44	16.72	4.41
Total	53.62	12.11	46.09	12.24	54.49	12.65	55.82	13.89
	14-21 years				21 years and above			
	M	SD	M	SD	M	SD	M	SD
Normative Commitment	19.60	4.13	15.97	2.86	19.84	5.02	15.83	5.29
Affective Commitment	18.31	4.51	18.06	3.35	19.44	3.00	21.28	4.81
Continuance Commitment	16.62	2.35	16.53	2.94	16.20	2.90	17.89	4.90
Total	54.53	10.99	50.56	9.15	55.48	10.92	55.00	15.00

Table 9 describes the teachers score on the variable job experience. Result reveals that in both sectors, commitment increases gradually with experience.

Discussion

Using the Mowday and Porter organizational commitment questionnaire (OCQ) developed in 1979, this research demonstrated the level and dimensions of organizational commitment in the private and public sector university teachers. The results largely supported the study's hypotheses.

The score of 49 fell on 25th percentile that was considered as low commitment the score of 58 fell on 50th percentile that was considered as medium level of commitment and score of 66 fell on 75th percentiles considered as high commitment. The level and percentages of commitment were also determined and found that 17.4% teachers had low commitment, 40% teachers had moderate commitment and 42.6 % teachers had high level of commitment.

The first hypothesis was that older teachers are more committed towards their profession than younger ones. Result supported this hypothesis and from the findings, it confirmed that the level of commitment increased with age. Overall, older teachers had more commitment towards their profession.

The second hypothesis was that women are more committed towards their profession than men. The findings of the study supported our hypothesis and overall women were found to be more committed towards their profession than men.

The third hypothesis was that unmarried teachers are more committed towards their occupation than the married ones. The findings displayed that unmarried teachers had higher mean score on the total scale of OCQ as compared to the married teachers.

The fourth hypothesis of the study was that teachers who had Master degree, their commitment level is higher than the teachers having M. Phil and Ph.D. degrees. It was found that an increase in the educational level correlates negatively with the organizational commitment, while those could not seek further education become more committed.

Income is considered as an important factor responsible to regulate human behaviour. At present in private and public sector universities, there is a significant variation in the salary structure. Some universities pay scales are equal to public pay scales whereas some are paying higher salaries to better-qualified teachers. Some public / private sector universities employ Master degree holder lecturers on contract but are paying them salaries as low as Rs. 10,000 per month.

The fifth hypothesis was that the teachers with less income experienced low commitment than the teachers of higher income. Our findings supported this hypothesis, it was found that people with less income experienced low commitment.

The sixth hypothesis, formulated regarding commitment, was that employees working on permanent basis are more committed towards their profession than contract employees. The result revealed that in the public and private sector permanent employees had higher mean score on the total scale of OCQ.

The seventh hypothesis was that experienced teachers exhibited more commitment towards their profession than less experienced teachers. The present research supports literature review and found that experienced teachers exhibited more commitment towards their profession.

The eighth hypothesis of this study was that teachers of the private sector universities are more committed than teachers of public sector. Results of the study supported this hypothesis. The mean score of private sector was higher than mean score of the public sector on OCQ. The sub-scales of commitment were also analyzed. It was found that normative commitment was higher in public sector whereas affective and continuance commitments were higher in private sector.

Conclusions

In the light of statistical analysis and findings of the research, the following conclusions were drawn:

1. Overall level of organizational commitment is higher in private sector university teachers as compared to public sector. The overall level of commitment was low in public sector universities; public sector university management should take necessary steps to enhance it by lucrative service prospects, professional growth and social esteem.
2. Level of organizational commitment is higher in women university teachers.
3. Increase in the level of education correlates negatively with organizational commitment.
4. Teachers with less monthly income experience low commitment.
5. Older university teachers are more committed than the younger ones.

Recommendations

1. The Ph.D. degree holder teachers experienced low commitment than those whose qualifications were up to the Master's level. Highly educated and meritorious teachers should be provided recognition by way of additional remuneration and social respect at all levels of university education. Facilities and benefits can also help to enhance the level of organizational commitment.
2. The importance of a teacher as an architect of our future generations also demands that only best, most intelligent and competent members of our intelligentsia are allowed to qualify for this profession. It is unfortunate to find that generally incapable

people of society find their way to this profession. Anyone who fails to find an opening in any other occupation gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is the poor salaries of the teachers. At present great disparities are found in the pay structure of different groups of the teachers. Attractive pay scales should be provided to all teachers so that talented youth takes teaching profession as the first choice and finds fulfilment in this career. A large number of new contract teachers are frustrated, disinterested and having no employment security and they have to go for extra hours work to meet their basic needs. All teachers should be entitled to better salaries and better facilities when compared to other teachers of same professions. Moreover, majority of the teachers treat their career as a stepping-stone to superior satisfaction elsewhere as teaching is last desperate choice. This sense of instability brings about sub-standard performance. If attractive opportunities and professional cultivation provided to the teachers, a higher level of continuance commitment can be developed among the young university teachers.

3. Government is awarding *Pride of Performance* awards to actors, artists and players but the outstanding achievements of a good teacher go unnoticed and are not welcomed. The notable achievements of the teachers should also be valued at State level and while evaluating them, their academic and research output should be considered. This is an important issue demanding immediate and prioritized attention of government on urgent basis. The electronic and print media can also play a very positive role in this regard. These measures can go a long way towards a better future of our country through encouraging intelligent and competent people to join this profession and by bringing out their true potential.
4. In higher education, teacher education is a continuance process, its pre-service and in-service components are inseparable. In every university programme of teacher continuing education should be started.

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