

Teachers Commitment and Its Dimensions of Educational Colleges

¹**Sharanamma Warad**

¹Research Scholar, Department of Education, Singhania University, Pacheri Bari, Jhunjhunu, Rajasthan

²**Dr. Shiv Kant Sharma**

²Assistant Professor, Department of Education, Singhania University, Pacheri Bari, Jhunjhunu, Rajasthan

ABSTRACT

The research examines the degree of instructors' overall commitment and the level of commitment in each of the three categories of organizational commitment. In this ex-post facto study, descriptive statistics are used to examine the data. Overall, teachers' commitment to official tasks is quite strong, and it's also high across all three aspects of organization commitment. However, it recommends that the government provide funds for teacher training and retraining in order to meet the challenges of ongoing economic and social reforms at a time when State and national resources are diminishing in order to maintain and possibly improve on this high level of commitment among teachers to their duties and to the schools. Our research population comprises of 204 instructors and 380 students of the qualifying secondary level in 29 local public schools of the qualifying secondary cycle in Tangier-Assilah Provincial Directorate of National Education (Morocco). Through the use of an empirical research, our findings reveal that the level of student participation in local public secondary schools in Tangier-Provincial Asimah's Directorate of National Education is positively and statistically significant linked to student academic accomplishment (Morocco).

KEYWORDS Teacher Commitment, Education, Dimensions, Professional commitment

INTRODUCTION

Teaching is the finest of all professions, and teachers are said to be "nation builders" since their success is directly tied to the quality of their students' instructors. However, since a teacher is unable to carry out the duties of any of his or her previous professions, training for teachers has taken on a new relevance. The goal of teacher education is not only to educate the teacher how to teach, but also to instill in him a desire to limit the "Hit and Miss" process to a minimum and save both the instructors and the students time, energy, and money. It would alleviate the teacher's stress and allow him/her to carry out his/her duties more effectively and efficiently. An educational approach for teachers' well-being and the ability to teach has replaced the training process as the primary goal of teacher education. According to NCTE (1998), teacher education programs should place a stronger emphasis on competences and dedication. It necessitates a shift in teacher preparation methods and in how students deal with behavioral problems. The quality of education depends on well-designed programs for teacher education.

In order to raise the standard of teacher preparation, we must not only pay attention to the demographics of the students we accept, but we must also ensure that the teachers themselves are capable and willing to embrace the shift in their position. It is the teacher's responsibility to help students become lifelong learners and educational workers so that we may build a society where everyone has the opportunity to study. The job of teacher educators can only be played successfully if their own education is enhanced and passed on in an appropriate way to the aspiring teachers. Teacher educators play a critical role in the successful implementation of teacher education programs; hence it is essential that they get the appropriate in-service and orientation training.

LITERATURE REVIEW

Celik, Bunyamin & Yildiz, Yunus. (2017). Commitment is a very important characteristic; therefore, it is a paramount need for the profession of teaching. A committed teacher is never satisfied with what she or he already has; rather always seeks for the new ideas and ways to contribute to the students. A committed educator will have the passion and enthusiasm for teaching and learning, as well. As she or he develops himself or herself, this fact will have a direct result on the learners' academic success and personal development. Such a teacher will be successfully able to create authentic and effective learning and teaching and consequently, the learning process as well as the teaching will be facilitated automatically and this will promote both the potential of the students and learners. This study puts a light on the committed teachers and effects of commitment on the process of learning and teaching.

Peretomode, Victor & Bello, Stella. (2018). The study investigates the level of teachers' overall commitment and the level of commitment in each of the three dimensions of organizational commitment. This study which adopts the ex-post facto research design uses descriptive statistics to analyze the data. The findings reveal that the overall level of teachers' commitment to official duties is very high and also high across each of the three dimensions of organizational commitment. It, however, recommends that government should provide funds for training and retraining of teachers so as to meet the challenges of the on-going economic and social reforms in this time of dwindling State and national resources in order to sustain and possibly improve upon this high level of commitment among the teachers to their duties and to the schools.

Aslamiah (2019) Teachers' productivity and quality of work were shown to be influenced by their level of organizational commitment. Teachers' organizational commitment was analyzed for each dimension, as well as between outstanding and low-achieving schools in Banjarmasin, Indonesia, as well as between excellent and low-achieving Banjarmasin schools in urban and suburban locations. Teachers from 247 primary schools in Banjarmasin were among the participants. Teacher commitment was measured using the Organizational Commitment Questionnaire (OCQ). Means, one-way ANOVA, and two-way ANOVA were used for data analysis. Teachers at Banjarmasin's primary schools have a high level of organizational commitment, according to the findings of the study. The mean value of a long-term commitment is higher than that of a short-term one. Economical factors are cited as the cause for the long-term commitment. Organizational commitment has a mean value of 3.93 for great schools and 3.38 for low-achieving schools. The mean organizational commitment of

exceptional teachers in urban schools is 4.11, whereas in suburban schools it is 3.29. When it comes to low-achievement schools, the urban average is 3.71, whereas the suburban average is 3.29. The interaction between high and poor accomplishment schools in urban and suburban locations has a F value of 5.368, which is statistically significant ($p < 0.05$). Teachers at Banjarmasin's best and worst schools have different levels of organizational commitment, regardless of whether they are located in the city's urban or outlying districts.

Abd Razak, Nordin & Darmawan, I Gusti & Keeves, John. (2009). Teachers play an important role in educating the future members of a society through their work in schools. Furthermore, teachers in institutions of higher education, in technical training colleges and in centres of lifelong learning and recurrent education play a critical part in advancing economic and technological development as well as sustaining the well-being of the societies they serve. Consequently, the factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important field of research leading to the introduction of reform and change within classrooms and lecture theatres, schools, institutions and learning centres, and national systems of education. This chapter is not only concerned with the importance of teacher commitment at all levels of education, with conceptualizing teacher commitment and with the dimensions or different types of commitment, but also with the influences of leadership and working conditions on teacher commitment as well as with the development and maintenance of high levels of commitment among teachers. In addition to considering the effects of antecedent personal characteristics of teachers on their levels of commitment, this chapter also considers the effects of social groups, such as the body of teachers within a school or institution on the individual members of the group. Of particular importance are the effects of the operations of the teacher unions within the education systems of Western countries on the commitment of their members who work within schools and institutions.

Balbir Singh Jamwal (2017) The purpose of this study was to examine the connection and differences between professional dedication and teachers in light of a few key elements. This was accomplished via a literature review. Students, teachers, and even educationists in the community helped the researcher gather data for this study by sharing their experiences in the classroom and doing their own research. According to the findings, professional dedication and teaching are strongly linked in most areas. Professional dedication and instructors vary significantly in a few areas, according to the study findings. On the basis of research and the exchange of personal experiences, it can be concluded that professional dedication and instructors have a beneficial connection. In order for teaching to be successful, there must be a high level of professional dedication.

METHODOLOGY

In this research, the ex-post factor design is used to describe the data. All 4568 Edo State secondary school teachers from the state's 587 public secondary schools were included in the study. Proportional stratified random selection was used to choose from the 587 public secondary schools in the state, and 475 teachers from 59 of them were chosen to make up the sample for this research. For the research, however, there were 457 viable questionnaires (96 percent) that were actually utilized. According to Spearman Brown Prophecy(r), a modified

standardized commitment questionnaire named "Teachers Commitment (TCSS)" was utilized to gather data from the respondents. A few basic descriptive statistics were used to figure out the frequency, mean, and standard deviation of the observed data.

The data advanced lead to the hypotheses that:

H1: Antecedents of organizational commitment and antecedents of professional commitment would influence teacher commitment (attitudes and behavior)

H2: Teacher commitment would influence student academic engagement

H3: Students' academic engagement would influence their academic achievement

H4: Teacher commitment would influence students' academic achievement via their academic engagement.

DATA ANALYSIS

Participants and Procedure

With a sample of 204 instructors and 380 pupils at the qualifying secondary level, this research was done in local public schools in Tangier-Assilah (29 high schools). We had 202 responses from educators and 325 responses from students, and each one of them was useful. It was organized as follows:

Table 1: Respondent characteristics (Students)

Respondent characteristics (Students)	Frequency	%
By Gender:		
Male	141	43,38%
Female	184	56,62%
According to grade level:		
Common core	8	2,46%
1st grade high school	160	49,23%
2nd grade high school	157	48,31%

According to our findings, the following people were included in the sample: 57% of Tangierhigh Assilah's school students are male, while 43% of Tangier-high Assilah's school students are female.

Table above shows that 49 percent of high school pupils are in the first grade, compared to 48 percent in the second grade and 3 percent are in Common Core.

As part of our description of the respondents' characteristics, we included information on their age, gender, educational attainment, and previous teaching experience.

Table 2: Respondent characteristics (Teachers)

Respondent characteristics (Teachers)	Frequency	%
By Gender:		
Man	140	69,31%
Women	62	30,69%
By Age:		

20 - 29 years old	12	5,95%
30 - 39 years old	79	39,11%
40 - 49 years old	62	30,69%
50 - 59 years old	48	23,76%
Over 60 years old	1	0,50%
By level of study:		
Bachelor degree	58	28,71%
Master degree	103	50,99%
PhD	37	18,32%
Others	4	1,98%
According to the years of experience:		
Less than 5 years	6	2,97%
5 years - 10 years	60	29,70%
11 years - 15 years	25	12,38%
16 years - 20 years	43	21,29%
20 years and more	68	33,66%

We can observe that 69 percent of high school instructors in Tangier-Assilah (Morocco Provincial)'s Directorate of National Education are males, whereas just 31 percent are women. According to these figures, 69.8% of teachers are between the ages of 30 and 50, while 24% of instructors are beyond the age of 50. Only 5.9 percent are between twenty and twenty-nine years old. There are more instructors between the ages of 30 and 50 than in any other age group, according to the percentages shown (between twenty and twenty-nine years or over fifty years). We can see from the chart below that 51% of instructors in Tangier-Provincial Assilah's Directorate of National Education (Morocco) high schools have a master's degree, 29% are graduates, and 18% have a PhD. In addition, the table shows that 34 percent of teachers in high schools in Tangier-Assilah (Morocco) have more than twenty years of experience, 30 percent have between five and ten years of experience, and finally 21 percent of teachers have between sixteen and twenty years of experience in the classroom.

Results were assessed and presented in accordance with the questions posed in the study.

Research Question 1: In what ways are instructors devoted to their tasks and the management of their schools?

Mean and standard deviation were used to examine the data on teachers' commitment in order to provide an answer to this issue. Table 3 provides an overview of our findings. Scores over 2.50 are regarded high, whilst those below 2.50 are deemed poor by many experts in the academic field.

Table 3: Level of Teachers' Commitment in Edo State Public Schools

Teachers' Commitment	N	M	F	Total Score	Mean	Standard Deviation (sd)
	457	200	257	1515		

Table 1 shows a mean score of 3.31, which indicates that instructors in Edo State public schools have a high degree of dedication. This is an about 84% degree of teacher dedication on a scale of one to four points. Though male and female teachers have a high degree of dedication, it is noteworthy to notice that female instructors have a greater level than their male counterparts (3.56). (3.06).

Research Question Two: How committed are instructors to each of the three organizational commitment dimensions?

Descriptive statistics, such as mean and standard deviation, were used to examine the data on the variable "teachers' organizational commitment" in order to reach this conclusion. Table 4 summarizes the findings of the study.

Table 4: Level of Teachers’ Commitment in each of the Three Dimensions of Organisational Commitment

Variable	Organizational Commitment	N	Total Score	Mean	%	Standard Deviation
Teachers’ Commitment	Affective	180	640	3.55	89	2.76
	Continuance	200	620	3.1	78	1.13
	Normative	77	212	2.75	69	2.35

Table 4 shows that the average score for emotional organizational commitment is 3.55; the average score for continuation commitment is 3.1; and the average score for normative commitment is 2.75. Therefore, the degree of teacher commitment in each of the three aspects of organizational commitment is strong. This suggests that instructors' commitment to the organization is strong on all three dimensions, with emotional commitment having the highest mean of 3.55, followed by continuation commitment of 3.1, and normative commitment of 2.75.

CONCLUSION

Researchers found that Edo State teachers had a high level of organizational commitment across all three components measured in their research. This high degree of dedication among teachers in Edo State makes it more probable that individual instructors would identify with the school and subject matter, show greater motivation to carry out the aims of teaching, be ready to take on the responsibilities given and gain information essential to do the Job. Ed. It was thus most probable that teachers' dedication would help Edo State Schools the most.

Students would get better grades and pass more exams if teachers worked more to be more efficient, productive, and successful in their classrooms and classroom management. It may be argued that schools that create strong organizational commitment to their teachers are better positioned to enjoy the advantages of a more devoted, motivated, timely, and dependable teaching staff.

It is essential to improve teacher commitment by implementing the necessary actions as recommended by the HCETSR, 2019 in order to develop students' academic engagement as well as their academic success in order to prepare an informed and productive citizen equipped

with useful tools and adaptable to the changes he will face in the future and able to contribute to the development and economic growth of the co-op community.

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