

Teacher Commitment at Higher Secondary School in Upper DIR Khyber Pakhtunkhwa

Ghulam Muhammad,

Ph.D. Scholar, Department of Education University of Peshawar
ghulammuhammad2248@gmail.com

Shakil Ahmad,

Ph.D Scholar, Department of Education University of Peshawar
shakilahmadupperdir@gmail.com

Dr. Niaz Ali,

Department of Education Shaheed Benazir Bhutto University Dir Upper
niazvousafzai2000@gmail.com

Abstract

This is a review type study which focuses teachers' commitment towards their job. The authors selected important research studies on teachers' commitment and evaluated to find the gaps and strength to highlight the stated title. Teachers 'commitment is the essence of any educational institute. The purpose of this study to justify the importance of teachers' commitment at higher secondary schools of district upper Dir. It focusses that teachers' commitment to students, teaching, school and profession plays a vital role in achieving organizational goals and objectives. It proceeds that dedication and commitment brings perfection in one's inner self and concerned institute. It was suggested that if there is student, there is teacher, so the job-commitment is very important for the teachers.

Keywords: *Teachers' commitment, dedication, student, teaching, school and profession.*

Introduction

A surprising factor that predicts successful performance as well as the completion of a great education is the presence of a competent teacher. Performance in education places a high premium on this dedication. Dedicated educators are those who factors that influence the educational quality as well as the academic achievement of students or schools. Once upon a time, President Julius Nyerere of Tanzania said, "Children are, because teachers are," which was cited in Lema, Mbilinyi, and Rajani, R. (2004). The international community recognises teachers as the primary agents in the formation of curricula and teaching/learning practises (Duze, 2012). In this sense, the dedication of one's instructors is an important factor in the achievement of educational excellence.

On the other hand, the level of commitment shown by instructors in Tanzania has become a topic of debate as a result of the fact that the desired results from education or schools are not being efficiently delivered. Take, for instance, the poor performance of students and schools that has been experienced over the course of several years (Ali, 2017a,b,c). Also, there has not been a discernible development in kids' fundamental reading, writing, and mathematical abilities (Kapinga, 2017).

According to research conducted by the Teachers Service Department (TSD) in 2007, it was discovered that teachers' dishonesty was one of the most significant factors that contributed to teachers' lack of commitment and to instruction that fell below the required standard. For instance, a report that was published not too long ago (Twaweza, 2016) found that the problem of teacher absenteeism was widespread, with attendance rates in schools and class attendance ranging from 11% to 30% in Kenya.

As a result of this fact, a number of people have raised the topic of whether or not teachers are committed to preparing instructional documents in a professional manner. Are the standards of the teaching profession observed? Are instructors motivated to educate in an efficient manner? Apart from the importance placed on other characteristics, the commitment of instructors to the teaching profession was regarded vital. It is possible to gauge a teacher's level of dedication by seeing the degree to which they fulfil their teaching professional responsibilities.

It is understood that an adequate salary, a positive school climate, and a context and culture conducive to assigned duties would supply instructors with consolation, enthusiasm, and resolution (Nyamubi, 2017). Teachers' enthusiasm, dedication, devotion, and commitment to their teaching and administrative responsibilities contribute to the quality of education and school effectiveness. The heart of every work is how passionate and committed its members are, and teaching is no different (Yang et al., 2019). Teachers' attitudes and behaviors significantly influence how healthy schools function (Mwangi & Njuguna, 2019). Teachers' work satisfaction has a significant effect on the efficacy of a school in terms of teacher commitment and performance (Ali et al., 2017a). Indeed, teachers' commitment and inspiration breathe life into the teaching and learning processes. Indeed, teachers influence the future. Teachers are the primary determinants of a school's effectiveness. Additionally, teachers' commitment to their student's academic success and productivity increases (Mustafa et al., 2020). Likewise, teachers' dedication is the primary motivator for their best efforts. As a consequence, commitment is essential to the success of a school (San et al., 2020).

Literature review

Teachers' commitment affects their efficiency and productivity, which contributes to the efficacy of the school (Onukwu et al, 2020). A teacher devoted to their school will undoubtedly be familiar with its vision and mission and will work to advance it. Teachers' commitment serves as an alternative for their dedication to their students: teachers who are passionate and devoted to their kids will always be hopeful about them (Ali et al., 2017a). They devote all of their efforts to ensuring that classroom activities are engaging and productive. They develop novel methods of instruction.

Teachers' commitment to the classroom: Numerous scholars have examined and defined teachers' commitment to their schools in their nature and influence (Somech & Bogler, 2002). Here, teachers are fervently committed to their schools and actively participate in achieving their objectives and goals, maximizing their productivity and effectiveness. According to Ali (2017a)

the commitment of teachers to the teaching-learning process is a psychological bond that exists between students and their teachers. It was evident in their practical and fruitful education, their zeal and interest in the subject matter, and their dedication and devotion to students by providing additional time (Pranitasari, 2020). The dedication of a teacher to their profession: According to Demir (2020), professional commitment is defined as "one's attitude toward one's job or calling. This also develops an emotional bond with the profession, which concerns a teacher's recognition or gratification. It is intended to serve as a source of inspiration and motivation for work and a spark for improving teaching skills, knowledge, habits, and abilities.

An investigation on the elements that was also carried out by Kalagbor (2016) as part of a research project regarding teachers' commitment. According to the findings of the study, the performance of students including the student-teacher relationship, the student's home background, the relationship between the principal and the teacher, teacher supervision, teaching periods, teacher discipline, teacher-student relationships that are positive, infrastructural facilities, and the welfare of teachers. However, of all of the elements that influence kids' academic success, the most significant one is the instructors that the children have in their schools, while only eighteen percent of secondary school students in private schools agreed in this. This suggests that instructors at Rivers State's public secondary schools have higher levels of professional qualification than those working in the state's are not able to employ the services of skilled instructors since they have larger profit making objectives. This is the reason why this occurs. However, the research indicated that student performance was much greater in private schools compared to that of public schools independent of the number of trained instructors.

According to the findings of the research, the superior performance of students at private schools is attributable to more efficient administration and use of teaching staff, this marks the

effectiveness of leaders in managing teachers' work; and teachers' rates of absenteeism in schools and in the classrooms are minimised; it is beneficial effect on the academic success of their kids.

The results of this research are not dissimilar to what has been seen in Tanzania. Despite the fact that the issue at hand pertains to a different standard to recruit qualified educators by offering competitive salaries to their staff, providing access to a variety of instructional and scholastic materials, maintaining an effective system for monitoring student enrollment, and so on (Twaweza, 2014; Mgonja, 2017).

This is very important because even if instructors have the necessary qualifications, their performance may not be up to par. It was not really apparent if the focus should be on leadership and management or something else. The present research investigated the link between two variables, namely leadership and the effectiveness of instructors, as well as the relevant elements that impact the performance of both groups.

According to research carried out in the setting of the United States, the percentage of incompetent instructors is anywhere from 5 to 10 percent of all teachers who are incapable of instructing (Yariv, 2011). In addition, Ofoegbu criticised educators for having a pessimistic outlook on the teaching profession and for failing to fulfil their obligations as educators. Despite the fact that Adusei, Jacob, Manukure, and Cudjoe (2016) say that Ghana has competent instructors, the country's educational system continues to struggle owing to a lack of motivation.

Rahmatulla (2016) carried out research in Indonesia to evaluate the link between the efficiency of learning, the performance of teachers, and the level of the teachers' competency. Comparing the levels of expertise and performance of educators was the focus of this research. According to the results, there are not enough elements that relate to how well people learn, which is leading

to poor performance on the part of instructors. According to the teachers, teaching on its own is not sufficient. rather, it requires the complementary elements.

The research which found out the teachers' commitment and that were discussed before, it is a problem to guarantee that teachers have the necessary expertise, capacity, and desire to carry out their teaching profession. This support must come from leaders at all levels. As a result, the goal of this research was to conduct an investigation into the same problem in order to determine whether or not the same circumstance is present different schools global wise.

Mkumbo (2012) investigated teachers' levels of dedication to the teaching profession as well as their experiences in six different areas of Tanzania. According to the findings of the research, instructors in Tanzania had a low degree of dedication, which was shown to have a direct correlation with experiencing bad performance among schools and pupils. It was established that the primary contributor to this circumstance was the problem of ineptitude in the teaching profession. It was determined that the vast majority of the instructors lacked the necessary skills for their jobs. For example, a lot of people who become teachers aren't particularly interested in research regarding teachers' commitment have found that mostly, the teachers got their profession by chance and not by choice. However, because it's so easy to get hired in the field and there aren't a lot of requirements to meet, they feel like they have no choice but to go into it. In conclusion, the research suggested that the government and other interested parties take action to enhance the working circumstances of teachers by, among other things, increasing the availability of resources.

There is a need to acknowledge that leadership is one of the most important factors in producing successful results (Ali, 2017b). This aspect of the situation was also not taken into account in the

research. As a result, consideration of this component was included in this research. To put this another way, the efficacy of school leadership would be measured by its ability to ensure the dedication of teachers to the teaching profession Ali et al., 2017a,b).

As of right now, the performance of education is a topic that has been brought up for debate by a variety of scholars (Ali et al., 2020a). This is due to the observed low performance in education all over the globe, particularly in developing nations. Poor academic performance among students is a problem that plagues many developing nations, including Kenya, Uganda, Nigeria, Tanzania, and others. Inequality in educational opportunities is another issue.

Despite the fact that the research was conducted on elementary and primary schools in rural areas, the findings are nonetheless applicable to almost every aspect of education in a great number of nations at every level. In 2011, 54% of pupils who were examined achieved a Division Zero score on the National Form IV Examinations. In all, 3,303 students chose to take use of illegitimate tactics, however only 789 of those students' scores were invalidated for cheating.

A research was concerned which that the teachers would not be able to reach their intended objectives, till they are not committed (Ali et al., 2017a, b). This performance was continually declining and occasionally changing.

As a result of students' failure and low academic performance, as was previously stated, it is possible to draw the conclusion that the attainment of education objectives, even in African nations Tanzania, is still a significant issue. As a direct consequence of this, educators have the issue of being stigmatised with negative descriptors such as inept, lazy, unable, ineffectual, and

unable to educate. According to Mkumbo (2012) and Yariv (2015), a number of factors have been identified as contributing to poor performance in education.

On the other side, one of the most critical factors that might hinder teacher commitment is teachers who engage in inappropriate professional behavior (Ali et al., 2020b). The teaching profession is a principled one, and one of the fundamental aspects of discipline for teachers' professional responsibility is the need that they behave appropriately both within and outside of the classroom. According to the United Republic of Tanzania's (Tanzania's) Uniform Requirements for Teachers (URT), Education Act No. 8 of 2002, teachers are accountable for their charge.

In this context, educators are tasked with the responsibility of facilitating a successful interaction between the students and teachers. while also adhering to a professional code of ethics and behaviour. Nevertheless, a number of studies point to unethical concerns as the primary challenge faced by teachers in today's society. For instance, the Teachers' Services Department (TSD) in Tanzania, which handles disciplinary issues relating to teachers' professional misconduct, is responsible for dismissing between 200 and 300 teachers each year for a variety of misbehavior (Mfaume & Bilinga, 2016).

Teachers' Commitment to Students

Teachers' dedication to kids is predicated on their Secondary performance and confidence (Kunter et al., 2013). Khushman stated that the school's devotion to students is not limited to kids alone but includes the teaching and student development vision and mission. According to Ohlson, "when we uncover and pursue our passions for teaching and learning and share them with others, doors open, and the possibilities are limitless (2009, p.305)". The commitment of

teachers to students persuades them to address students' ongoing difficulties and issues and stay informed about students' progress and accomplishments . Thus, a teacher's commitment to students is defined as the teacher's involvement and obligation in students' learning.

Commitment to teaching

A teacher who is committed to their students will always be able to make a substantial contribution to the exceptional accomplishments and performances of their students. According to what the researchers Mbilinyi and Rajan (2004) found in their study, "Children are because instructors are." Teachers are thought to be persistently dedicated, devoted, and committed to their schools if they are always involved in school activities to realize the school's goals and vision, invest a significant amount of energy, and keep in continual communication with the organization. This is because it is believed that teachers who are committed to their schools always realize their goals and vision. Therefore, a teacher's commitment can be characterized as an unwavering loyalty to the ideals and goals of the school, as well as strong leanings toward becoming a permanent functional employee at the institution. In addition, a teacher's commitment may also be characterized as a strong desire to teach for the duration of their career.

Commitment to school

A dedicated educator always has the school's best interests at heart. Children and pupils look up to their teachers as pioneers and models to emulate (Mbilinyi & Rajan, 2004). It is believed that teachers who have an unbreakable commitment, dedication, and dedication to their schools are always active in the activities of their schools in order to realise their objectives and vision for the school, expend a lot of energy, and maintain contact with the business. Therefore, the definition of a committed teacher is someone who has an unyielding passion to the ideals and purposes of the institution where they teach as well as a strong desire to remain employed there indefinitely.

Commitment to the profession

Teaching is much like any other profession in that it requires a certain amount of passion, commitment, and zeal from its practitioners in order to be successful, and this degree of commitment is directly proportionate to how effective the teaching profession is. According to

Bleu (1985), a person's level of professional devotion may be summed up by their "attitude toward one's career or vocation." [Citation needed] What we mean when we talk about "dedicating oneself to one's job" is that an individual should strive to achieve their professional goals via the kind of hard work and commitment that is required to realise those goals (Bishop, 1990). It is a term that is used to describe the intuitive and logical connection that exists between the work that a person does or the profession that they pursue and the person themselves. It achieves the objective of making instructors happy while also boosting the marketability of teachers' talents and communication abilities (Ali et al.,2017b). Educators that are committed to their job will continually seek to expand their pedagogical expertise, subject matter expertise, and interpersonal communication abilities. The enthusiasm that teachers bring to the classroom is an essential component in the overall success of their institutions.

Conclusion

Teachers are important for numerous reasons, but one of the main ones is that they have the power to influence student accomplishment. The zeal and commitment of teacher can enhance the standard of instruction in the classroom. Whereas, commitment of teachers is the essence of students 'development and quality education (Mustafa et al., 2020).A committed teacher always focuses the holistic accomplishment of his students. They give their perfect efficacy and performance in every educational activity. Teachers 'commitment create spark in the students to achieve their targets and goals. Through their work in schools, teachers contribute significantly to training society's future leaders.

Committed teachers engage in communication with their pupils, take into account their growth, and meaningfully work to build their aptitude for a variety of ways (Day, 2008).The very

commitment to students, teaching, school and profession keep the educational environment evergreen and productive.

Recommendations

This study recommends the following recommendations for further investigation.

1. Teachers' enthusiasm should be explored to maintain quality education.
2. Teachers' commitment should be ensured on all level in educational discipline.
3. Teachers' dedication play a vital role in pursuing the desired goals which should be reckoned in the remaining districts of Khyber Pakhtunkhwa.
4. Training should be conducted to create intrinsic motivation among teachers and instructors.

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