

The Existing Level of Teachers' Commitment Performing in Community Schools in Lalitpur District

Surendra Kumar Ghimire

Faculty of Education, Graduate School of Education, Tribhuvan University, Kathmandu, Nepal

Email address:

skghimire332@gmail.com

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Abstract: Community schools are considered as the base of school education. Various efforts have been made for the advancement of the situation of community schools in Nepal. However, there is a query in the significant progress in students' achievement. Therefore, this study entitled "*The existing level of teachers' commitment for performing in community schools in Lalitpur district*" investigated the three levels of teachers' commitments such as commitment towards organization, towards profession, and towards students' learning. To achieve this, the study adopted quantitative research design followed by the survey method. The respondents consisted of 226 teachers working in the various community secondary schools (n=45) in Lalitpur district. The data obtained was processed using SPSS-15 and then analyzed employing descriptive statistics. The findings were then interpreted and discussed linking with literature, theories and my personal experiences, and reflections. The findings of the study highlighted that the level of commitment among the teachers was high. It contributes to the enhancement of an educational institution by encouraging head teachers and teachers' to create a more effective and viable institutional environment. Similarly, cordial relationships among the stakeholders are a must for academic enhancement. This study also contributes to school leaders to ensure better academic performance, teachers' commitment, and demonstrate their transformational and pedagogical leadership capacity.

Keywords: Teachers' Commitment, Community Schools, Teachers', Head Teachers

1. Introduction

Community schools are considered as the base of school education in Nepal. Various efforts have been made for the advancement of community schools. However, there is a query regarding the progress of students' achievement. Considering the key task, this study examined the practices teachers' commitment in community schools in Lalitpur district. Once I came across a statement expressed by A. P. J. Abdul Kalam, "Teaching is a very noble profession that shapes the character, caliber, and future of an individual" [5]. At a glance, out of total schools conducted from grade I to XII, 83.7% (29,133) in Nepal are community schools as mentioned by Department of Education Flash- II [9]. Similarly, out of total enrollment 74, 88,248 from grade I to XII in the academic year 2014/15, 83.3% of students are enrolled in community schools. The above mentioned fact indicates that community schools of Nepal provide services throughout the country. However, an analysis of the result of

School Leaving Certificate (SLC) or Secondary Education Examination (SEE) (in the section and forward from this; SLC and SEE are considered as similar and written as SEE) showed the poor performance of community schools. The Ministry of Education (MOE) expressed that the total pass result of SEE was 47.35%, where only 33.74% students out of total passed students from the community schools [30]. These facts made me more curious to know the possible causes of this pathetic situation of community school education. In fact, education is not a linear product affected only by a single variable. Head teachers' leadership styles, teachers' quality and commitment, attitude and participation, teaching pedagogy, parents' concerns and involvement, students' motivation and commitment, school management, and so on are some variables which impact on the educational performance. Creating a healthy educational environment is fundamental for better achievement of school, which is possible only with cooperation of stakeholders. So, acknowledgement of the stakeholders and their involvement

in school activities is vital to create a proper conducive teaching learning environment. In a study [19] highlighted that education is a global agenda as well as an important issue in the progress of various aspects of a person, an institution and for the whole nation. Furthermore, Komala, P. M expressed that school leadership styles and teachers' commitment are the major components to achieve the common objectives [22]. For this, proper plan, its implementation, monitoring, and evaluating system of a school leads towards its success, which is possible through proper vision and collective effort of stakeholders as viewed by [38]. Therefore, coordination, co-operation, interaction among the stakeholders, and sharing of ideas assist head teachers as well as teachers' in addressing the problems. Wahab, J. A., Faud, M., Fuzlina, C., Ismail, H., and Majid, S. stated that good relationship and co-operation of head teachers with their staff and creation of the situation of better commitment in job helps to strengthen the organizational performance [50]. Davies, B. stated the major challenges of the school as to regulate in a short-term planning approach which is associated with short term targets [7].

In my personal experience too, regulating an organization in a systematic way is a challenging job. However, studies on teachers' commitment to community schools in Nepal have been neglected so far. Meanwhile, Kafle, N. P. mentioned that the study on educational leadership practice in Nepal is very few [21]. Similarly, Subedi, B. P. stated that very few studies have been conducted regarding school climate, teachers' commitment and school leadership in Nepal [47]. In the international context, most of the previous studies reviewed so far were focused on leadership styles, job satisfaction, teachers' commitment and so forth. Though there are few studies regarding practices of teachers' commitment conducted in developed countries. Therefore, this study concentrated on the three dimensions of teachers' commitment components such as commitment towards organization, commitment towards profession, and commitment towards students' learning which might be relevant to the recent situation with current data of community schools. This gap further encouraged me to come up with research findings related to this issue. Also, this study provides an opportunity to have in depth perception of the underpinning factors contributing practices of teachers' commitment in community schools. Such knowledge might be relevant to the educational administrators and the Ministry of Education Science and Technology (MOEST), Nepal in their endeavor to increase competitiveness of community schools.

1.1. Statement of Research Problem

On the basis of relevant study, performance of the most of the community schools is interrelated with teachers' commitment. Being in the same profession; I am also familiar with various components of community schools which are related with teachers' duties, responsibilities, commitments, students' performance and relationship between various components of teachers, students, and head teachers. So, the performance of school depends upon the team spirit, which is guided by head teachers'. Chuang, S. F.

expressed that managing an organization is a global challenge [6]. In the Nepali context, Bhatta, S. D. highlighted that there are two major problems in Nepal's public education which include inadequate quality and disparity in accessibility to quality education [4]. Likewise, Sharma, T. N. highlighted that Nepal had projected a plan to increase literacy rate and educational quality in a gradual way after the establishment of democracy in 1951 (2007 BS) [45]. In short history, the country has made various improvements but is still unable to reach its desired goals. As highlighted by [27], in SEE results of ten years (1995 to 2004) average unsuccessful rate of community schools was 60%. The above statistical data indicates that educational performance of community schools is very low.

In a study, Dharel, M. R., Dangol, N., Rai, S., and Maharjan, K. G. argued that teachers' trade union leaders also realized that some of the teachers were not discharging their duties but were taking benefits from their political parties which affect teachers' regularity in school duty, accountability, and professional commitment, and so forth [8]. In this context, Mathema, K. B. highlighted that teachers' morale in community schools declined due to various reasons like politicization, lack of professional support, inefficient school administration, insufficient resources, and incompetent school leadership [27]. Furthermore, head teachers, SMC members, and school supervisors are responsible key persons but they seem less responsible. And they lessen the feeling of belongingness of teachers to the school ultimately making them unaccountable for quality and performance. In addition to this, Shah, J. B. pointed out some issues of teachers' irresponsibility towards their job as most of the teachers in community schools of Nepal do not go to school [43]. Sometimes, if they go to schools, they do not enter the classrooms. If they enter the classroom, they do not teach full duration. If they teach full time, they do not teach appropriately. The criticized that community schools of Nepal are like playgrounds of political parties where they divide teachers into various political functions [44]. In addition, MOE reported that student achievement in primary level and SEE of community schools in Nepal is very low [31].

On the basis of relevant study, most of the problems in community schools are related to leadership styles and teachers' commitment. Being in the same profession, I am also familiar with various problems of community schools which are related with teachers' duties, responsibilities and commitments, students' performance and relationship between various components of teachers, students and head teachers. So, the performance of school depends upon the team spirit, which is guided by head teachers' leadership styles.

This study began with questions like: Are all the teachers aware of their duties and responsibilities? Is teachers' commitment a key component for effective teaching and learning activities? During this dilemma, a study done by [46] stated that in challenging situations, regulating educational institutions is easier on involvement, cooperation, and

commitment to support their staff and, wherever possible, assisting professional improvement for institutional betterment. Therefore, this study mainly focused on the teachers' commitment which is crucial in the current educational scenario. In the Nepali context, very few studies have been carried out related to school leadership, teachers' commitment, and job satisfaction as mentioned by [44]. However, studies regarding this issue focusing on major dimensions teachers' commitment have been neglected so far, especially in the Nepali context. A country like Nepal needs to be aware of the key dimensions of teachers' commitment for enhancing better teaching and learning environments. Based on the preceding paragraphs, a key gap found in the literature therefore a comprehensive study was felt urgent to address this gap.

1.2. Literature Review

The thematic, empirical and policy review of related literature has been organized based on the topic, definition and issues relevant to teachers' commitment.

1.2.1. Teachers' Commitment

In a study, Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., and Azeez, M. I. K. highlighted that teacher commitment is the behavior which directs the dedication towards professional responsibility, institutional welfare, and students' learning achievement [17]. Furthermore, proper and effective functioning of the school system mostly depends on leadership styles of head teachers and teachers' commitment. Mowday, R. T., Steers, R. M., and Porter, L. W. stated three components of the teachers' commitment such as commitment towards organization, commitment towards teaching profession, and commitment towards students' learning [34].

(i). Commitment Towards Organization

Commitment towards organization deals with institutional goals and values which are agreeable to various actions of the institution as the major components of commitment towards organization. Mowday, R. T., Steers, R. M., and Porter, L. W. claimed that commitment towards organization is the condition in which every person of institution has positive motivation towards institutional activities [34]. Allen, N. J., and Meyer, J. P. expressed that affective commitment is about regular connection with organization [1]. Similarly, continuance commitment refers to an individual who cannot afford to leave the organization, i.e. bond between employee and organization whether regular to work or leave the organization. Similarly, normative commitment specifies a feeling of obligation to persist in the employment. Furthermore, James, K. T., Mann, J., and Creasy, J. mentioned that collaboration and teamwork are the most essential components for the success of an organization as per the teachers' commitment [18].

(ii). Commitment Towards Teaching Profession

According to Ling, S., and Imrahim, M., commitment

towards the teaching profession is the condition in which each individual of the institution might have positive connections to their duties and responsibilities [24]. In addition, Thien, L. M., Razak, N. A., and Ramayah, T. highlighted that commitment towards teaching is the psychological attachment between teacher and their profession [48]. Furthermore, it determines the continuity of a teacher in the teaching profession.

(iii). Commitment Towards Students' Learning

GON expressed that commitment towards students learning is the condition in which the devotion of teachers is towards the students' teaching learning activities as well as other various components [13]. Thien, L. M., Razak, N. A., and Ramayah, T. highlighted that commitment towards students' learning does not only focus on students but also on students' achievement at school [48]. Hussen, A. A., Awgichew, S., and Teshome, T. Z. indicated that teachers might create a peaceful and caring atmosphere where students believe in teachers to frame the high individual aims in a resourceful mindset [16].

1.2.2. Policy Review

Education is one of the fundamental rights of every citizen. Every citizen shall have the right to access to basic education as declared by the Government of Nepal in the Constitution of Nepal [13]. The Constitution of Nepal declared that every citizen of the country shall have the right to compulsory and free basic education up to secondary level (1, 2). Furthermore, it mentioned that all the physically impaired and citizens who are economically poor shall have the right to free education (3). In addition, declared visually impaired persons shall have the right to free education with the medium of braille script as well the right to acquire education in mother tongue to every Nepali community up to basic level [13]. The Education Regulation Act 2017 [32], 9th amendment] had been reviewed and mentioned the functions, responsibilities, duties and powers of SMC and head teachers. Even though the act is soundless with regard to the role of head teacher in building public relation, teacher development, resource mobilization, making school development plans, and setting performance criteria except to recommend to the SMC. MOE has taken different actions for the betterment of existing educational services [29]. The School Sector Reform Plan (SSRP) was considered as one of the most important policy guidelines for the solution of contemporary challenges, demands, and expectations within the allocated financial resources to improve the quality and relevance of school level education. It has given more emphasis on quality, efficiency, and effectiveness in school educational services for strengthening teachers' competency, leadership skills, commitment and focuses on strengthening teacher licensing practices. It had given more emphasis on minimum basic qualification of head teachers as B Ed and M Ed for basic and secondary level schools respectively. MOE focused on a short term and long-term career development program as a Teacher Professional Development (TPD) program [29].

MOE highlighted that; the major goals of education are equity, equality, efficiency, governance, management, and resilience [31]. School Sector Development Plan ([SSDP], 2016-2023) also focuses on TPD, performance-based teachers' management, strengthening inclusive education, building human, and institutional capabilities, decentralized management and institutionalization of an improved Education Management Information System (EIMS), and so forth which will provide and analyze the real situation of educational institution with proper leadership and school commitment of teacher. However, SSDP (2016-2023) stated some challenges on teachers' management and professional development. Some problems include teachers' absenteeism, inadequate monitoring system of teachers and school management, insufficient transfer and implementation of knowledge/skills learned from training in the classroom, lack of teachers' career path and incentives, insufficient reward for teachers' work, insufficient public support and lack of motivation towards the job.

However, SSRP (2009-2015) had already been phased out. Now the country is functioning under the agenda of SSDP (2016-2023) to promote educational activities which are supportive administratively as well as leadership point of view to enrich the quality education [31]. Despite this, there are many more challenges in regulations to uplift the quality of community schools even though SSRP and SSDP both are the supportive strategic plans to enrich community schools academically, financially and administratively and so forth. But, policies could not function as per their objectives due to difficulties in implementation. As a result, there is a gap between the objectives of plans and implementation. MOEST high level national education commission report pointed out the effectiveness of school regulation and coordination among stakeholders as head teachers, SMC members and teachers to create a better educational environment [33]. It revealed that the community schools are declining day by day in quality as well as overall management due to ineffective and incapable leadership (head teacher) in most of the community schools. The report suggested that the promotion of teachers and overall facilities need to be interrelated with job performance and educational achievement in their own subject. MOE (2015) stated that SMC, locally elected political leaders, and intellectual personalities are accountable for the overall management of schools [31]. SMC supports day to day internal functions and management of schools, Parent Teachers' Association (PTA) also participates in the internal evaluation and monitoring of schools. Head teachers focus on internal technical functions and day to day regulations, particularly teacher's regularity, performance, time management, capacity building, classroom regulations, educational achievement, and so forth.

1.3. Theoretical Intent

In this section, the theoretical concepts of study in the area of teachers' commitment are discussed. Theoretical intent

expresses the relationship among the components of the study.

1.3.1. Transformational Leadership Theory

Odumeru, J. A., and Ogbonna, I. G. stated that a transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes [37]. Transformational leaders change followers, are attentive to individual developmental issues of followers, and inspire them to achieve common goals. According to, Ross, J. A., and Gray, P., transformational leadership styles promote the growth of organizational members to enrich their commitment [41]. So, each and every teacher behaves as transformational leaders to enrich their commitment for the betterment of the institution. To measure the teachers' commitment; teachers' commitment questionnaires developed by [16] as well as [48] have been modified and contextualized as per our Nepali requirements. Firestone, W. A., and Rosenblum, S. stated three components as the teachers' commitment such as commitment towards organization, commitment towards teaching profession, and commitment towards students' learning [12]. Furthermore, Ross, J. A., and Gray, P. argued that TL promotes the growth of organizational members to increase their commitment as institutional objectives, and values, and being agreeable to various actions of the institution as the major components of commitment towards organization [41]. Likewise, Ling, S., and Imbrahim, M. expressed the condition in which each individual of an institution might have positive connections to their duties and responsibilities as commitment towards organization [24]. Furthermore, the condition in which the commitment of teachers towards the students' teaching learning activities as well as other various components related with commitment towards teaching profession.

1.3.2. Contingency Leadership Theory

Fiedler, F. E. mentioned that contingency theory of leadership consists of two variables such as effectiveness, leadership styles and degree of leadership able to influence the situation [11, 26]. She further explained that Fiedler's concept of situational favorability, ease of task structure, and maintaining the position of powers help to influence followers and strengthen leader member relationships. Similarly, [14] stated that the contingency model of leadership is known as a particular difference in leadership which stated that management and leadership are relative terms because they cannot promote without each other. Before the 18th century, leadership was less focused; and industrial management believed that leadership is an association between leader and follower that varies with the behavior of the leader [40]. The contingency theory of leadership explains that leadership might adopt a different policy and attitude on the basis of situation and environment.

1.4. Purpose and Research Questions

The purpose of the study was to examine the existing level of three dimensions of teachers' commitment such as

commitment towards organization, commitment towards teaching profession, and commitment towards students' learning. To study more specifically, the following research questions were formulated: what is the existing level of teachers' commitment in community schools?

2. Methodology

Quantitative research design has been adopted for this study which quantifies the collected data on the basis of schedule surveys guided by research objectives and has been quantitatively analyzed to derive the findings. The survey design is based on post-positivism, and it is also based on analytic and empiricist philosophy which originated with Aristotle, Francis Bacon, John Locke, Auguste Comte and Immanuel Kant, and so forth [28]. Survey design is based on a sample, which represents the large population in numeric form which describes the trends of large numbers (population) of individuals. Therefore, the survey method is mostly common in educational research and depends on the quality of the survey related to performance, purpose and nature of data collection [28]. The pilot testing also helps to ensure the quality of the questionnaire for necessary modifications. So, field-based survey design was applied to fulfill the requirements of the research question. The survey was carried out taking representative samples from the population of the community secondary school teachers and evaluated teachers' commitment.

Study area of this research was Lalitpur district which is composed of three distinct geographical diversities such as remote hilly area, urban area and ¹Kanth area. The teachers working in different community schools of the district with various cultural, religious and ²ethnic diversities are the target population of the study. So, the sample is more representative with the help of proportionate stratified random sampling method. Being a teacher of community schools of Lalitpur, I am also a part of it. So, I examined the facts of teachers' commitment. The finding of this study might be beneficial for further educational activities. The entire number of teachers i.e. 411 teachers of 74 community secondary schools of Lalitpur district was the target population of this study. The sampling frame was constructed by collecting the school wise name list of all teachers working as the secondary level teachers and approved by the District Education Office (DEO) or Education Development and Coordination Unit (EDCU). There were mainly permanent teachers, temporary teachers, and ³Relief quota teachers. So the population of this study was 411 teachers and the sample was 226 teachers.

To measure the level of teachers' commitment, the required questionnaires were modified as per our Nepali context from [22]. Teachers' commitment questionnaires developed by [16] as well as [48] have been modified and

contextualized as per our Nepali requirements. There were 45 items; which were suitable tools to measure teachers' commitment among them 15 items for organization, 15 items for towards profession and 15 items for towards students learning. The items were composed of 5-point Likert scale items such as: Strongly Agree -5, Agree - 4, Undecided -3, Disagree - 2, and Strongly Disagree -1. The collected data was processed through the statistical software SPSS. For the analysis and interpretation of the data, descriptive statistics was used. Frequency distribution, percentage, means, standard deviations were used to draw ideas about the level of teachers' commitment.

The internal consistency of the survey instrument was 0.917 (Cronbach's Alpha value of teachers' commitment). Subedi, B. P. provides the following rules of thumb: If alpha is > 0.9 - Excellent, > 0.8 - Good, > 0.7 - Acceptable, > 0.6 - Questionable, > 0.5 - Poor and < 0.5 - Unacceptable. So, the alpha value of the instrument was appropriate as per stated the rule of thumb [47]. Criteria for understanding the mean score levels of teachers' commitment are determined on basis of Best's criteria [20] which are as follows: (3.68 - 5.00) - High, (2.34 - 3.67) - Moderate, and (1.00 - 2.33) - Low.

3. Findings

The findings of the study on the basis of above data analysis are derived as per the requirement of research questions related to teachers' commitment.

3.1. Demographic Situations

The findings reveal that 77.9% (n=176) teachers were male which implies poor participation of females in the teaching profession. Likewise, teachers were Master's degree holders and most of them graduated from the education stream. On the basis of teacher type, 64.2% (n=145) of the teachers were permanent. Similarly, 42.5% (n=96) of the teachers were working less than 5 years in their current school. However, few teachers 4.4% (n=10) were working in the current school for more than 26 years.

3.2. Practices of Teachers' Commitment

As mentioned in research question, the findings of the teachers' commitment towards organization on the statements, "I really care about the betterment of school" had the highest mean values (M= 4.72) with high level of commitment, whereas on the statements "I am inspired for better performance by the management of the school" and "I found school policies on some important matters relating to teachers beneficial for the teachers like us" with the lowest mean values (M= 3.88), even though they showed high level of commitment. Similarly, teachers' commitment towards their profession, the result showed on the statement "I am working heartily to increase my performance" with the highest mean values (M= 4.59), whereas on the statement "Sometimes I lie awake at night thinking ahead to the next day's work" with the lowest mean value (M= 3.83) and but

¹Katnharea - Places near the urban area.

²Ethnic diversities- Newars, Tamangs, Bramans, Chhetri and Magars and so on

³Relief quota teachers - Teachers appointed by government in fixed quota

showed high level of commitment. The teachers' commitments towards students' learning on the statements, "I encourage students to formulate work as well as set high individual goals in the development of their intellectual growth" (M=4.50), "I respect students' rights with sympathy for their positive attitude towards learning" (M=4.50), "I cooperate with my students in their problems" (M=4.58), "I interact with students for active learning environment" (M=4.51), "My mission is to ensure the success of all students" (M= 4.60) and "I ensure good relationship with students" (M= 4.56), whereas on the statement "I manage students' individual behaviors for better learning achievement" with the lowest mean value (M= 4.30) with high level of commitments. The finding reveals that all the components of teachers' commitment showed a high level of commitment. Since the mean value of teachers' commitment towards students' learning (M= 4.45) was the highest, whereas the mean value of teachers' commitment towards organization (M= 4.20) was the least. However, the level of commitment on all components was high.

The findings of teachers' commitment on the basis of different demographic variables include mean value of teachers' commitment towards organization (M= 4.21), and teachers' commitment towards students' learning (M= 4.48) were the highest among permanent teachers, whereas mean value of teachers' commitment towards teaching profession (M=4.30) was the highest among relief quota teachers. Similarly, on the basis of gender; mean values of teachers' commitment towards organization (M= 4.31), teachers' commitment towards teaching profession (M=4.42), and teachers' commitment towards students' learning (M=4.54) among female teachers' were the highest. On the basis of age group, the mean values of teachers' commitment towards organization (M=4.24) of the teachers with age group 51 and above years, teachers' commitment towards profession (M= 4.50) among the teachers with age group below 25 years and teachers' commitment towards students' learning (M= 4.55) were higher among the teachers with age group 31-35 years with high level of commitment. According to educational qualification, the mean values of teachers' commitment towards organization (M=4.25) with qualification Master's or equivalent, teachers' commitment towards profession (M= 4.40) among the teachers with qualification MPhil, and teachers' commitment towards students' learning (M= 4.49) among teachers with qualification Master's or equivalent were higher. On the basis of teaching experience, the mean values of teachers' commitment towards organization (M= 4.25), teachers' commitment towards teaching profession (M=4.35) among teachers having teaching experience 1-5 years and teachers' and commitment towards students' learning (M=4.50) among teachers with teaching experience 11-15 years were the highest with high level of teachers' commitment. On the basis of duration of teaching in current school, the mean value of teachers' commitment towards organization (M= 4.40), teachers' commitment towards teaching profession (M=4.35) among teachers working in current school regularly 11-15 years are higher. Likewise,

teachers' commitment towards students' learning (M=4.63) among teachers working in current school regularly 21-25 years was the highest. Even though the number is small (n=19), the mean value of teachers' commitment towards organization (M=4.00) among teachers working regularly in current school less than 1 years was the least but with a high level of teachers' commitment. On the basis of findings of demographic variables, all types as well as groups of teachers showed high levels of teachers' commitment.

4. Discussion

What Makes the Level of Teachers' Commitment High?

Based on the findings, showed a high level of practices of teachers' commitments for performing in community schools. Job commitment is the entirety of working staff' communal and spiritual well-being comparative to job performance [25]. It leads to acceptable personal relations, large range of welfare, economic rewards, decision-making, free networks of communication, and staff improvement among others [35]. This inspires members to work hard for maximum productivity. However, commitment is essentially the loyalty and connection to the institution. In the school context, it is the extent to which the teachers pinpoint their organization and wish to continue working or supporting the vision of school [49]. Balfour, D. and Wechsler, B. mentioned three organizational commitments, namely affective, continuance, and normative commitments [3]. In addition, affective commitment is the emotional feeling, identification, and participation with the organization with strong confidence and acceptance of the goals and values of the organization. Furthermore, normative commitment is the extent to which the members trust the organization and show the readiness to make significant efforts for the advantage of the organization. Among determinants of job commitment, leadership is viewed as an essential predictor and plays a crucial role and employee job satisfaction depends upon the leadership styles of leaders [15].

Ling, S., and Imrahim, M. highlighted that teacher commitment is the behavior which directs the dedication towards professional responsibility, institutional welfare and students' learning achievement, proper and effective functioning of the school system which mostly depends on leadership styles of head teachers and teachers' commitment [24]. Furthermore, Ross, J. A., and Gray, P. argued that transformational leadership promotes the growth of organizational members to increase their commitment as institutional objectives, values, and being agreeable to various actions of the institution as the major components [41]. Likewise, Ling, S., and Imrahim, M. expressed the condition in which each individual of an institution might have positive connections to their duties and responsibilities as commitment towards organization [24]. Furthermore, the condition in which the commitment of teachers towards the students' teaching learning activities as well as other various components related to teaching learning activities are related with commitment towards teaching profession. Additionally,

Rajbhandari, M. M., mentioned that motivation factors of teachers are essential for enriching educational achievement [39]. Surveying 443 teachers in 131 Missouri high schools, Koustelios, A. D., found that articulating a vision and providing a model had greater effects on teachers' job commitment than instructional leadership did [23]. Although these studies pointed to the values of transformational inspiration, neither of them examined changes in teacher activity. Yahaya, R., Chek, I. T., and Samsudin, N. conducted a series studies analyzing the effects of transformational leadership on organizational environments and student engagement in Canada and exposed that organizational environments revealed both broader school conditions related to decisions taken outside of the classroom to support student learning and classroom conditions directly interrelated to learning in the classroom [51]. Furthermore, they highlighted that student engagement had a psychological or affective component measured by the degree to which students identified school and a behavior component specified by the degree to which students participated in school activities. Once again, direction setting activities related to creating future goals explained the ultimate amount of inconsistency in teachers' commitment [10].

In Nepal DOE (2015) focused on short term and long-term career development programs as a Teacher Professional Development (TPD) program [9]. Furthermore, SSRP also has given more emphasis on quality, efficiency, and effectiveness in school educational services for strengthening teachers' competency, leadership skills, commitment, and focuses on strengthening teacher licensing practices. The finding revealed that teachers' commitment like participation on their institution, job assignment, coordination among stakeholders, enhancing better performance of the school, enjoying job, and so forth were the positive reflections of participants as their commitment towards organization were the key factors of teachers' commitment which practiced properly among the teachers of Lalitpur. On the basis of findings the teachers showed a high level of practices of teachers' commitments for performing in community schools. Similarly, Asgari, A., Mezginejad, S., and Taherpour, F., expressed that favorable work atmosphere, appreciation of achievement and involvement, development and support from management, leadership styles, and so on are important factors in enhancing organizational commitment of teachers [2, 36]. Thus, lack of understanding of teachers' satisfaction, the absence of appropriate policies and directions by the head teachers will affect the teachers' commitment in school [42].

5. Conclusion

Teacher's commitment attributes towards organization such as teachers had vision to care for the betterment of their school, their institutional goals, values, and are agreeable to various actions of the institution, participation on their institution, job assignment, and coordination among stakeholders, enhancing better performance of school,

enjoying job, and so forth are the positive reflections of teachers as commitment towards organization. Teacher's commitment attributes towards teaching profession such as for the betterment of the institution, each individual has positive connections to their duties and responsibilities, their professional development, vision towards their profession, satisfaction on their facilities, considering the profession as an ideal job, planning habits, and so forth are positively responded by teachers. Teacher's commitment attributes commitment towards students' learning such as encourage students to formulate work as well as set high individual goals in the development of their intellectual growth, respect students' rights with sympathy for their positive attitude towards learning, cooperate with students in their problems, interact with students for active learning environment, mission is to ensure the success of all students, ensure good relationship with students, and mission is to ensure the success of all students are positively responded by teachers.

It is concluded that practices of teachers' commitments are accomplished better in community secondary schools. It is concluded that teachers' commitments have a vital role for the effective regulations of schools. Additionally, teachers' duties, responsibilities, commitments, students' performance, and relationship between various components of teachers, students and head teachers are essential for the better achievement of school. Furthermore, performance school depends upon the team spirit, which is guided by head teachers' leadership styles and teachers' commitment. It can be concluded that teachers are to be committed for implementing their day to day duties for highly positive organizational commitment, commitment towards their teaching profession and commitments towards students' learning.

6. Implementation

Analyzing the entire study, it could have some implications. This study will provide the knowledge for encouragement and motivation to increase teachers' commitment for achieving the school goals. This study will provide a conceptual framework with key components based on transformational leadership theory and contingency theory of leadership for enhancing the teaching learning environment through teachers' commitment. Similarly, it may provide key components of head teachers as well as teachers' commitment in Nepali community school. The study might be helpful for the Education Development and Coordination Unit (EDCU), Metropolitan city, Municipalities, and Rural Municipalities in making local level plans, policies, and programs for head teachers' and teachers' management. This study might be supportive for educational competencies like planning, workshop and training for educational professionals with leadership skills and knowledge of teachers and head teachers. This study might be helpful for teachers to identify various motivational factors. This study might be helpful to get new ideas of teaching learning activities to increase the interest of the students.

Appendix

Table 1. Teachers' Commitment towards Organization (N=226).

Statements	Mean	SD	Level
I really care about the betterment of school	4.72	0.50	High
I talk about my school among my friends as a great institution to work	4.41	0.59	High
I feel very loyal to this school	4.30	0.81	High
I would accept almost any type of job assignment in my school	4.11	0.82	High
I co-ordinate among the stakeholders for more work	4.19	0.63	High
I feel proud to tell other that I am part of school	4.39	0.67	High
I like to work in this school	4.10	0.80	High
I am inspired for better performance by the management of school	3.88	0.86	High
I got learning environment/sharing ideas among teachers in school	4.03	0.72	High
I found school policies on some important matters relating to teachers beneficial for teachers like us	3.88	0.73	High
I feel, this school is the best among schools of my access	3.94	0.79	High
I feel my values and my school values are very similar	3.99	0.77	High
I work with my heart to enhance better performance of my school	4.57	0.53	High
I appreciate this school as a great institution	4.34	0.64	High
I am enjoying the work in this school	4.30	0.67	High

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 2. Commitment towards Teaching Profession (n=226).

Statements	Mean	SD	Level
I am extremely glad that I chose teaching profession as my life career	4.14	0.94	High
I am much committed to my job as a teacher	4.44	0.67	High
I love teaching because of its motivational factors	4.12	0.86	High
I am working heartily to increase my performance	4.59	0.57	High
I properly use my time for professional development	4.45	0.59	High
I study academic research findings of others for my professional development	4.13	0.71	High
I consider myself as a responsible member in the profession	4.39	0.58	High
I believe teaching as the ideal of service to humankind rather than other services	4.50	0.66	High
I enjoy teaching	4.48	0.53	High
The best decision I have ever made is to become a competent teacher	4.28	0.73	High
I am more ambitious about my work	4.03	0.84	High
Sometimes I lie awake at night thinking ahead to the next day's work	3.83	0.86	High
I would prefer teaching profession to other jobs even if they provide better facilities	3.86	0.92	High
If I am disappointed once from my job, again I will restart teaching differently	3.90	0.91	High
I feel proud to be in teaching profession	4.36	0.66	High

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 3. Commitments towards Students Learning (n=226).

Statements	Mean	SD	Level
I create a relaxed as well as supportive environment for teaching	4.31	0.56	High
I encourage students to formulate work as well as set high individual goals in the development of their intellectual growth	4.50	0.52	High
I respect students' rights with sympathy for their positive attitude towards learning	4.50	0.55	High
I recognize individual difference among pupils and seek to meet their individual needs	4.36	0.61	High
I inform guardians about the students' educational needs	4.25	0.66	High
I encourage students to express their difficulties	4.51	0.55	High
I co-operate with my students in their problems	4.58	0.54	High
I interact with students for active learning environment	4.51	0.59	High
I create the environment for students to expose their competency	4.44	0.54	High
I manage students' individual behaviors for better learning achievement	4.30	0.57	High
I engage as well as encourage students for enhancing learning outcomes	4.42	0.56	High
My mission is to ensure the success of all students	4.60	0.59	High
I ensure good relationship with students	4.56	0.63	High
I mostly use student-centered learning strategies in class	4.44	0.54	High
I mostly use joyful learning strategies in my class	4.45	0.55	High

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 4. Averages of Teachers' Commitment Components (n=226).

Teachers' commitment	N	Mean	SD	Level
Commitment (in Total)	226	4.29	0.334	High
Commitment towards Organization	226	4.21	0.376	High
Commitment toward Profession	226	4.27	0.517	High
Commitment towards students' Learning	226	4.45	0.499	High

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 5. Teachers' Commitment According to Teacher Type (n=226).

Teacher Type		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
Permanent (n=145)	Mean	4.21	4.25	4.48
	SD	0.39	0.53	0.50
Temporary (n=35)	Mean	4.19	4.25	4.34
	SD	0.34	0.44	0.48
Relief (n=46)	Mean	4.20	4.30	4.43
	SD	0.36	0.51	0.50

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 6. Teachers' Commitment According to Gender (n=226).

Gender		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
Female (n=50)	Mean	4.31	4.42	4.54
	SD	0.35	0.53	0.50
Male (n=176)	Mean	4.18	4.22	4.42
	SD	0.37	0.50	0.49

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 7. Teachers' Commitment According to Age Group (n=226).

Age Group		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
Below 25 years (n=2)	Mean	3.96	4.50	4.00
	SD	0.14	0.70	0.00
26-30 Years (n=27)	Mean	4.23	4.33	4.37
	SD	0.37	0.48	0.49
31-35 Years (n=38)	Mean	4.24	4.31	4.55
	SD	0.39	0.57	0.50
36-40 Years (n=43)	Mean	4.20	4.27	4.37
	SD	0.33	0.45	0.48
41-45 Years (n=45)	Mean	4.20	4.24	4.53
	SD	0.43	0.57	0.50
46-50 years (n=38)	Mean	4.15	4.23	4.42
	SD	0.34	0.48	0.50
51 and above (n=33)	Mean	4.24	4.18	4.45
	SD	0.38	0.52	0.50

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 8. Teachers' Commitment According to Highest Qualification (n=226).

Highest Qualification		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
B Ed (n=21)	Mean	4.09	4.00	4.09
	SD	0.32	0.44	0.30
Bachelor or equivalent (n=17)	Mean	4.24	4.35	4.47
	SD	0.41	0.49	0.51
M Ed (n=96)	Mean	4.20	4.30	4.48
	SD	0.39	0.50	0.50
Master or equivalent (n=79)	Mean	4.25	4.25	4.49
	SD	0.35	0.54	0.50
M Phil (n=10)	Mean	4.14	4.40	4.40
	SD	0.48	0.51	0.51
PhD (n=3)	Mean	4.17	4.33	4.66
	SD	0.25	0.57	0.57

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 9. Teachers' Commitment According to Teaching Experience (n=226).

Teaching Experience		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
Less than 1 year (n=1)	Mean	3.86	4.00	4.00
	SD	0.00	0.00	0.00
1-5 years (n=39)	Mean	4.25	4.35	4.43
	SD	0.39	0.53	0.50
6-10 years (n=34)	Mean	4.13	4.23	4.35
	SD	0.40	0.49	0.48
11-15 years (n=54)	Mean	4.24	4.31	4.50
	SD	0.35	0.46	0.50
16-20 years (n=38)	Mean	4.17	4.23	4.44
	SD	0.35	0.48	0.50
21-25 years (n=29)	Mean	4.19	4.17	4.55
	SD	0.38	0.65	0.50
26 and above (n=31)	Mean	4.24	4.22	4.41
	SD	0.38	0.49	0.50

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

Table 10. Teachers' Commitment According to Working Duration in Current School (n=226).

Duration of Teaching in Current School		TC towards Organization	TC towards Teaching Profession	TC towards Students' Learning
Less than 1 year (n=19)	Mean	4.00	4.15	4.31
	SD	0.32	0.37	0.47
1-5 years (n=96)	Mean	4.21	4.30	4.45
	SD	0.39	0.56	0.50
6-10 years (n=40)	Mean	4.13	4.20	4.37
	SD	0.34	0.40	0.49
11-15 years (n=31)	Mean	4.40	4.35	4.61
	SD	0.42	0.55	0.49
16-20 years (n=19)	Mean	4.18	4.21	4.26
	SD	0.28	0.53	0.45
21-25 years (n=11)	Mean	4.16	4.27	4.63
	SD	0.26	0.46	0.50
26 and above (n=10)	Mean	4.34	4.20	4.60
	SD	0.33	0.63	0.51

Mean Score Level: Low = 1.00- 2.33; Moderate = 2.34- 3.67; and High = 3.68 - 5.00

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