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TEACHERS' TEACHING COMMITMENT AND ITS EFFECT ON STUDENTS' SELF-REGULATION AT SECONDARY LEVEL

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Abstract:

Teacher commitment inspires them to devote time and energy for the betterment of learners and to involve in teaching learning process for academic achievements enthusiastically. This devotion may develop a relationship between students and teachers which helps in creating conducive learning environment. The self-regulation process helps students to use their cognitive and mega-cognitive capabilities to activate, plan, monitor and evaluate their learning progress systematically. Being vigilant to their learning strategies, they display excellent learning skills and adequate involvement in learning process as they value their learning greatly. In this study an effort has been made to investigate effect of teachers' teaching commitment and students' self-regulation. The results indicated that teacher teaching commitment and students' self-regulation are significantly correlated. Comparatively, female teachers are more committed than male teachers and female students are more regulated than female students. Data were collected from 1638 students of 24 secondary schools students across Punjab province through questionnaire. Pearson 'r' correlation and regression analysis was conducted to analyze data with the help of SPSS 26.

Keywords

Commitment, teachers' teaching commitment, organizational commitment, self-regulation, self-regulated learning, student' self-regulation

Introduction

In recent days, teachers have to be more innovative, critical, creative, logical, and committed to meet a variety of academic needs of learners in this technologically ever developing era where teachers' role is important. The committed employees are considered as an asset to organization who exerts their maximum efforts to achieve organizational goals and realization of its dreams (Suharto, Suyanto, & Hendri, N. (2019). It is an admitted fact that the concept of teacher's commitment is deeply rooted in the organizational commitment and hence teachers' commitment is parallel to organizational commitment (Sabir & Bhutta, 2018). In the same context, Salleh, (2016) urges that teachers' organizational commitment increases their output and enhance teaching performance. Helmke (2015) stated that teaching is an incentive offered to the students that supports students to comprehend learning and increase motivation. Rapidly changing and multifaceted educational scenario demands students' self-regulation and monitoring at every stage of learning. Woolfolk, A. (2009) by quoting Zimmerman, elaborated Self-Regulated Learning SRL as a process that activates and encourages students' cognition which regulates their attitude and behavior comprehensively to achieve learning targets. Education sector influences to promote and up bring the economy of any country (Cabauatan & Manalo, 2018), learning resources (Jeong, & Hmelo-Silver, 2010), infrastructure (Khan & Iqbal, 2012), authentic text books (Mahmood, 2011) and introducing modern technology as essential ingredients for learning process but the teachers' teaching commitment excels from all these factors.

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Vol. 5No.3 2021
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Zimmerman and Schunk, (2011) described that SRL helps learners to activate, maintain cognitive abilities that affect attitude personally and systematically to reach academic goals. In the same vein, Bin Jwair, (2018) and Sletten, (2015) confirmed that students exhibit their SRL skills by using variety of strategies, Both cognitive and meta-cognitive to regulate and control their learning process in accordance with their learning situation. Likewise, Rahimi et al., (2015) rightly asserted that the selection and utilization of learning strategies is very crucial factor for the attainment of desired learning outcomes. Talbert, (2017) pointed out that self-regulated students need not teachers' guidance to select or change strategy but they are disciplined enough to device or alter learning strategies as per requirement of the learning situation being self-regulated. The higher level of teacher commitment convinces students to become active learners as Aksit, Niemi & Nevgi, (2016) stated that students' active learning promotes SRL among students that enable them to monitor, control and regulate their own learning whereas teachers' commitment guarantees students successful academic performance and achievement of learning objectives (White & Bembenutty, 2013).

Teachers' Teaching Commitment (TTC)

Delfino & Persico, (2009) stated that society, parents and schools have raised high expectations from teachers and students. To accept this challenge, teachers have to orchestrate all their cognitive abilities and capacities to produce a creative learning environment and scaffolding for learners to exert efforts for the achievement of constructive learning. Teachers' commitment is the most significant factor that outlines the future of learners as well as nation. Thien, Razak & Ramayah, (2014) asserted teachers' teaching commitment is similar to organizational commitment (school). Committed teachers are identified by the excitement they have to acquire new knowledge, skills and ideas, the utilization of their intellectual capacities for teaching-learning process and their passion for the remarkable success of their students. Wright, B. E., Christensen, & Isett (2013) stated that teachers scarify and show compassionate attitude due to their teaching commitment. Being the most important resource, organizations always acknowledge the worth of their employees and make considerable efforts to attract, retain and maintain them in organization (Aguiar-Quintana et al., 2020; Anggreyani et al., 2020; Ibrahim, 2020). Commitment develops employee's interest, involvement, trust and sense of ownership for organization where shared decisions are made devoid of discrimination between administration and employees (Andika & Darmanto, 2020). Loan (2020) investigated that commitment strengthen the feelings to stay in organization which is related to the associated with all the three types of commitment such as affective continuance and normative commitment (Boehman, 2006; Brooks et al., 2020). . In the same thread, Kontoghiorghes, (2016) expressed that intrinsic motivation and commitment are closely related to each other. Putra, Cho, & Lin, (2017) asserted that intrinsic motivation boosts teachers' commitment and students' involvement in learning that results in students' self-regulation. Focusing on the same pattern, Aban, C. I., Perez, V. B., Ricarte, & Chiu, (2019) investigated that affective commitment raise job satisfaction among employees. Progressive institutions always try to optimize and enrich job characteristics by setting realistic achievable goals that energizes employees to meet challenges with commitment through provision of sufficient resources (Bakker & Demerouti, 2017; Demerouti & Peeters, 2018; Holman

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

& Axtell, 2016). On the other hand, Bakker & Wang, (2019) described that stressed and unsatisfied employees become demoralized and their commitment vanishes.

Self-Regulation (SR)

Persico, Milligan, and Littlejohn (2015) describing Zimmerman views said that SRL is a continuous process of planning, implementing, monitoring, self-evaluating and controlling of self that helps to make constructive decisions through exerting continuous effort. Self-regulated learners become adaptive lifelong learners being regulated individuals (Gallego-Arrufat and Gutiérrez-Santiuste, 2015). This perception increase SR among students and they become able to perform as an active learner consciously keeping a solid resolution about their capacities and practices to perform well in class (Vrieling-Teunter et al.2012). Students are required to be efficient and responsible about the selection of learning experiences for their effective learning (Lai & Hwang, 2016; Sletten, 2015). Self-regulation has been elaborated as an intentional process of directing actions, thoughts and feelings of an individual towards goal achievement (Carver & Scheier, 2011). The importance and urgency of difference of goals, determines the level of commitment (Şenel et al., 2018).

SR helps students to accomplish and carry out their leaning activities for strengthening students' learning capabilities, self-monitoring and self-evaluating to improve their academic performance. Being, self-motivated and self-regulated learners, they become self-dependent and develop their own skills to use, alter or adjust learning strategies effectively for their academic success (Cleary & Zimmerman, 2004). These strategies are responsible to produce independent learners whereas, Lai & Hwang, (2016) and Sun et al., (2017) inferred that being deficient in SRL strategies some students do not perform well. Al-Zahrani, (2015) described that improper and irrelevant guidance (Chen et al., 2015) within class or out of the class demoralize students. With the passage of time, the concept of self-regulation is getting new horizons. Currently self-regulation is connected with emotion regulation, intelligence and educational success (Finders et al. 2021). The success of self-regulation, requires deep motivation for targeted task with wanting behavior and enjoyable attitude (Berkman, 2016). Focusing on the other aspects of self-regulation, Usher & Schunk, (2018) stated that self-regulation is an umbrella term that includes emotion regulation, conscientiousness, monitoring, self-control, accepting delayed pleasures, willpower, discipline, executive functions and sportsmanship.

Pintrich, (2000) asserted that self-regulation helps learners to set goals and create commitment to achieve that goals.

Purpose of Research Study

Teachers' commitment inculcates learning among students and resultantly they regulate their learning activities to maximize their educational output. Teachers' commitment is manifested in the form of students' success and academic performance. But it has been often noted that despite of equal academic background and teaching commitment of teachers, difference exists the academic achievements and self-regulation of both male and female students. Then question arises, whether teacher commitment or students' self-regulation discriminates their academic performance and how these affect each other. This complex phenomenon has been investigated in this study.

Objectives of the study

Following were the objectives of this research:

(i) To determine the relationship of teachers' teaching commitment with their students' self-regulation in English Secondary Classes.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

(ii) To find out the effect of teachers' teaching commitment on their students self-regulation in English Secondary Classes.

Hypotheses

Ho1: There is no significant relationship between teachers' teaching commitment and with their students' self-regulation in English Secondary Classes.

Ho2: There is no significant relationship between male and female teachers' commitment with their students' self-regulation in English Secondary Classes.

Ho3: There is no contribution of teachers' teaching commitment on their students' self-regulation in English Secondary Classes.

Ho4: There is no contribution of male and female teachers' teaching commitment on their students' self-regulation in English Secondary Classes.

Methodology

The study at hand was designed to determine the relationship between teachers' teaching commitment and students' self-regulation: Gender based comparison at secondary level. The effect of variables i.e. Teachers' Teaching Commitment and students' Self-Regulation, in present research was observed in natural setting therefore, it was a non-experimental quantitative research (Wiresma & Jurs, 2009) which is termed as ex-post facto research. Ex-post facto research tries to examine existing cause and effect relationship in present situation (Cooper & Schindler, 2001). To determine the relationship, analysis for simple correlation (Pearson "r"), Standardized Regression Weights β, Multiple Correlation R^2, and Regression was conducted by using SPSS 26

Sample of the study

Sample data was collected from 1638 male and female students of 24 randomly selected schools from tehsil Kharian, Okara and Bahwalpur of district Gujrat, Okara and Balwapur respectively as the population of the study included all public sector male and female high school across the Punjab province, Pakistan. Multistage stratified random sampling technique was utilized to collect data through survey method.

Instrumentation

Teacher Commitment Scale (TCS) by Ayotunde Samuel Akinwale, Department of Educational Management, Obafemi Awolowo University, Ile-Ife, Nigeria and Academic Self-Regulation Scale ASRS by Dr. Javed Hassan Akhtar, Head of the Department of Education, Ghazi University Dera Ghazi Khan, Punjab, Pakistan were adopted and validated. Preliminary (ASRS) scale consisted of 20 items. Principal Component Analysis was made and finally 15 statement were included in final instrument with two components, Self-Planning (SP) and Self-Instruction (SI).The component (SP) retained 8 item while (SI) 7. The reliability coefficient of (ASRS) was 0.844 and it was considered statistically significant.

Similarly, 12 items were included in final (TCS). Two components Teachers' Teaching Commitment (TTC) and Commitment to Teaching Profession (CTP) were extracted through Principal Component Analysis. The correlation between components (TTC) and (CTP) ranged from .461 to .774 which denoted as high level of correlation. Chronbach alpha reliability coefficient of (TCS) was calculated 0 .761 which determined it as a valid instrument.

Results

In this section, hypotheses of the study were analyzed and their results have been reported.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

Ho1: There is no significant relationship between teachers' teaching commitment and with their students' self-regulation in English Secondary Classes.

Table 1.1

Relationship of teachers' teaching commitment and students' Self-Regulation

Variables	Mean	S.D.	Pearson-r	Sig. (2-tailed)
Teachers' Teaching Commitment	4.05	0.56	0.497	0.000
Students' Self-Regulation	4.08	0.45		

n =1638

Table 1.1 reflects that there exists a significant relationship ($r=0.497$, $\alpha=0.01>p=0.000$) between teachers' teaching commitment and students' Self-Regulation. Strength of relationship is moderate.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

Table 1.2

Relationship between factors of students' perceptions about teachers' commitment towards teaching and students self-regulation in English Secondary Classes

ASRQ Factors	TCS Factors TCT		TCP	
	r	Sig.	r	Sig.
Self-Planning	0.438	0.000	0.445	0.000
Self-Instruction	0.389	0.000	0.370	0.000

n=1638

Table 1.2 indicates that there exists a significant correlation between different factors of ASRQ and TCS i.e. Self-Planning ($r=0.438$, $p<0.01$) and ($r=0.445$, $p<0.01$) with TCT and TCP whereas, Self-Instruction ($r=0.389$, $p<0.01$) and ($r=0.370$, $p<0.01$) with TCT and TCP respectively. All the relationships are of moderate strength.

Ho2: There is no significant relationship between male and female teachers' commitment with their students' self-regulation in English Secondary Classes.

Table 1.3

Relationship between students' perceptions about teachers' teaching commitment and students' Self-Regulation in English Secondary Classes

Variables	**Gender**	**Mean**	**S.D.**	**Pearson-r**	**Sig. (2-tailed)**
Teachers' Teaching Commitment	Male	3.995	0.600	0.501	0.000
Students' Self-Regulation		4.049	0.468		
Teachers' Teaching Commitment	Female	4.108	0.509	0.489	0.000
Students' Self-Regulation		4.100	0.427		

Male =792, Female =846

Table 1.3 reveals that there exists a significant relationship between male ($r=0.50$, $\alpha=0.01>p=0.000$) and female ($r=0.489$, $\alpha=0.01>p=0.000$) in respect of TTC and students' SR. The mean score of male teachers for TTC ($\bar{x} = 3.995$) and SR is ($\bar{x}=4.049$). Similarly, The mean score of female teachers for TTC ($\bar{x} = 4.049$) and SR is ($\bar{x}=4.100$) which indicates that female teachers are comparatively more committed than male teachers and female students are more self-regulated than male students and male. Strength of relationship is moderate.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

Table 1.4

Relationship between factors of students' perceptions about teachers' commitment towards teaching English and self-regulation in English Secondary Classes

Gender	ASRQ Factors	TCS Factors			
		TCT		TCP	
		r	Sig.	r	Sig.
Male	Self-Planning	0.434	0.000	0.431	0.000
	Self-Instruction	0.411	0.000	0.394	0.000
Female	Self-Planning	0.438	0.000	0.457	0.000
	Self-Instruction	0.360	0.000	0.339	0.000

Male =792, Female =846

Table given above reflects that there exists a significant relationship among factors of ASRQ and TCS i.e. Self-Planning ($r=0.434$, $p<0.01$) and ($r=0.431$, $p<0.01$) with TCT and TCP whereas, Self-Instruction ($r=0.411$, $p<0.01$) and ($r=0.394$, $p<0.01$) with TCT and TCP for male teachers. Similarly, there exists a significant relationship between factors of ASRQ i.e. Self-Planning ($r=0.438$, $p<0.01$) and ($r=0.457$, $p<0.01$) with TCT and TCP whereas, Self-Instruction ($r=0.360$, $p<0.01$) and ($r=0.339$, $p<0.01$) with TCT and TCP for female teachers respectively. All the relationships are of moderate strength as the value computed is less than 0.7.

Ho3: There is no contribution of teachers' teaching commitment in their students self-regulation in English Secondary Classes.

Table 1.5

Standardized Regression Weights β, Multiple Correlation R, and Regression for Relationship between Two Dimensions of Academic Self-Regulation Questionnaire ASRQ (Self-planning and Self-Instruction) and Factors of Teaching commitment Scale TCS (Teachers' Teaching commitment and Teachers' Commitment toward Profession)

TCS Factors	ASRQ Factors					
	Self-Planning		Self-Instruction		Self-Regulation	
	β	Sig.	β	Sig.	β	Sig.
TTC	0.178	0.004	0.334	0.000	0.306	0.000
TCP	0.279	0.000	0.058	0.358	0.200	0.001
Multiple Correlation R	0.450	0.000	0.389	0.000	0.498	0.000
Regression R^2	0.202		0.152		0.248	

n=1638

Table 1.5 shows that there existed a significant relationship among all factors of TCS i.e. TTC ($\beta=0.178$, $p<0.01$) and ($\beta=0.334$, $p<0.01$) in respect of SP and SI respectively and TCP ($\beta=0.279$, $p<0.01$) in respect of Self-Planning but TCP in respect of Self-Instruction ($\beta=0.058$, $p<0.01$) indicates insignificant result. Similarly, overall Teacher commitment scale TCS reflects significant relationship between its factors i.e. TTC ($\beta=0.306$, $p<0.01$) and TCP ($\beta=0.200$, $p<0.01$) in respect of students' self-regulation. The results of multiple correlation show that there exists a significant relationship among factors of TCS and ASRQ i.e. SP ($R=0.450$, $p<0.01$), SI ($R=0.389$, $p<0.01$) and Overall Self-Regulation ($R=0.498$, $p<0.01$). . The R^2 value indicates that 20.2%, 15.2% and 24.8% of the variance in teachers' teaching commitment was attributable to the students' perceptions' about SP, SI and overall SR respectively.

Ho4: There is no contribution of male and female teachers' teaching commitment in their students' self-regulation in English Secondary Classes.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

Table 1.6

Standardized Regression Weights β, Multiple Correlation R, and Regression for Relationship between Two Dimensions of Students' Self-Regulation (Self-planning and Self-Instruction) and Factors of TCS

Gender	TC Factors	ASRQ Factors Self-Planning		Self-Instruction		Self-Regulation	
		β	Sig.	β	Sig.	β	Sig.
Male	TCT	0.249	0.007	0.338	0.000	0.347	0.000
	TCP	0.198	0.031	0.077	0.406	0.162	0.067
	Multiple Correlation R	0.439	0.000	0.412	0.000	0.502	0.000
	Regression R^2	0.193		0.169		0.252	
Female	TCT	0.103	0.204	0.326	0.000	0.260	0.001
	TCP	0.362	0.000	0.037	0.664	0.239	0.003
	Multiple Correlation R	0.459	0.000	0.360	0.000	0.489	0.000
	Regression R^2	0.210		0.130		0.239	

n=1638

Table 1.6 indicates that there exists a significant relationship between factors of TCS i.e. TTC (β=0.249, p<0.01) and (β=0.338, p<0.01) and (β=0.347, p<0.01) in respect of SP, SI and overall SR respective, whereas TCP (β=0.198, p<0.01) and , (β=0.077, p<0.01) and(β=0.162, p<0.01) in respect of SP, SI and overall SR respectively for male teachers. The multiple correlation for Self-Planning SP (R=0.439, p<0.01), Self-Instruction SI (R=0.412, p<0.01) and Overall Self-Regulation (R=0.502, p<0.01) indicate significant association between all factors of TCS and ASRQ. The R^2 value indicates that 19.3%, 16.9% and 25.2 % of the variance in TTC was attributable to the students' perceptions' about SP, SI and overall SR respectively.

The values of standardized beta weights for female teachers are reported in table 1.6 show that there exists a significant relationship among factors of TCS i.e. TTC (β=0.103, p<0.01) and (β=0.326, p<0.01) and (β=0.260, p<0.01) in respect of SP, SI and overall SR respectively, whereas Teachers' Commitment towards Profession TCP (β=0.362, p<0.01)), (β=0.037, p<0.01) and(β=0.239, p<0.01) in respect of SP, SI and overall SR respectively. The results of analysis uniquely accounts for significant amount of variance among students' in learning English except TCP for female teachers which is in significant. The female teachers multiple correlation for Self-Planning SP (R=0.459, p<0.01), Self-Instruction SI (R=0.360, p<0.01) and Overall Self-Regulation (R=0.489, p<0.01) indicate significant association between factors of TCS and ASRQ. The R^2 value indicates that 21.0%, 0.130 % and 23.9 % of the variance in female teachers' commitment towards teaching English was attributable to the students' perceptions' about self-planning, self-instruction and overall self-regulation respectively

Findings

1. There exists a significant relationship (r=0.497, α=0.01>p=0.000) between teachers' teaching commitment and students' Self-Regulation. Furthermore, a significant correlation is also found between different factors of ASRQ and TCS i.e. Self-Planning (r=0.438, p<0.01) and (r=0.445, p<0.01) with TCT and TCP whereas, Self-Instruction (r=0.389, p<0.01) and (r=0.370, p<0.01) with TCT and TCP respectively. All the relationships are of moderate strength. (Table1.1, 1.2)

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

2. There existed a significant and moderate relationship between TTC and students' SR for male (0.50) and female (0.489) teachers. Comparatively, female teachers are more committed. Similarly, The mean score of female teachers for TTC ($\bar{x}$ = 4.049) and SR is ($\bar{x}$=4.100) which indicates that female teachers are comparatively more committed than male teachers and female students are more self-regulated than male students and male. Moreover, a significant relationship is found between different factors of ASRQ and TCS i.e. SP (r=0.434, p<0.01) and (r=0.431, p<0.01) in respect of TTC and TCP whereas SI (r=0.411, p<0.01) and (r=0.394, p<0.01) in respect of TTC and TCP respectively for male teachers. In the same way, a significant and moderate relationship is found among factors of TTC and ASRQ i.e. SP(r=0.438, p<0.01) and (r=0.457, p<0.01) in respect of TTC and TCP whereas, SI (r=0.360, p<0.01) and (r=0.339, p<0.01) in respect TTC and TCP respectively for female teachers. (Table 1.3, 1.4)
3. A significant amount of variance on students' SR was found for factors of TCS i.e. TTC with (SP) (β=0.178, p<0.01), (SI) (β=0.334, p<0.01) and SR (β=0.306, p<0.01) and TCP with (SP) (β=0.279, p<0.01)) and (SI) (β=0.058, p<0.01) and SR (β=0.200, p<0.01). The multiple correlation for SP (R=0.450, p<0.01), SI (R=0.389, p<0.01) and SR (R=0.498, p<0.01) indicate significant association between all factors of TCS and ASRQ. The R^2 value indicates that 20.2%, 15.2% and 24.8% of the variance in TTC was attributable to the students' perceptions' about SP, SI and SR respectively. (Table 1.5)
4. A significant amount of variance on students' self-regulation was found for factors of TCS i.e. TTC in respect of SP (β=0.249, p<0.01), SI (β=0.338, p<0.01) and SR (β=0.347, p<0.01) and TCP in respect of SP (β=0.198, p<0.01) show significant amount of variance. The values of multiple correlation for SP (R=0.439, p<0.01), SI (R=0.412, p<0.01) and Overall SR(R=0.502, p<0.01) indicate significant association between all factors of TCS and ASRQ. The R^2 value indicates that 19.3%, 16.9% and 25.2 % of the variance in teachers' teaching commitment was attributable to the students' perceptions' about self-planning, self-instruction and overall self-regulation of male teachers respectively.

   Similarly, A significant amount of variance on students' self-regulation was found for factors of TCS i.e. for TTC (β=0.103, p<0.01), (β=0.326, p<0.01) and (β=0.260, p<0.01) in respect of SP, SI and SR whereas TCP (β=0.362, p<0.01), (β=0.037, p<0.01) and (β=0.239, p<0.01) in respect of SP, SI and SR respectively for female teachers. Multiple correlation results for Self-Planning SP (R=0.459, p<0.01), Self-Instruction SI (R=0.360, p<0.01) and Self-Regulation (R=0.489, p<0.01) indicated significant association between all factors of TCS and ASRQ. The R^2 value indicated that 21.0%, 0.130 % and 23.9 % of the variance in female teachers' commitment towards teaching was attributable to the students' perceptions' about SP, SI and SR respectively. (Table 1.6)

Conclusions

1. Teacher commitment and students' self-regulation are closely related and they affect each other. Teacher teaching commitment boosts students' self-regulation as well as self-planning and self-instruction.

Vol. 5No.3 2021
ISSN Online : 2709-4030
ISSN Print : 2709-4022

2. Male and female students are influenced significantly from teacher commitment and self-regulation. Female teachers are more committed than male teachers and female students are more self-regulated than male students comparatively.
3. Students Self-Planning play relatively important role in students' self-regulation then self-instruction and the effect of teachers' teaching commitment excels than teachers professional commitment in making students self-regulated.
4. Teachers teaching commitment increase self-regulation in both male and female students. Comparatively, female students are more influenced by teachers' teaching commitment.

Discussion

Data analysis results regarding Teaching Commitment and Students' Self-Regulation: A Gender Based Comparison at secondary level " revealed that a significant relationship is found between teachers teaching commitment and students self-regulation as Crosswell, (2006) defined that teachers' commitment involves the learners to achieve school organizational goals. Similarly Hendri, (2019) considered that committed teachers are an asset for and educational organization who exerts their maximum efforts for achievement of organizational goals. Aksit, Niemi & Nevgi, (2016) stated that students' active learning promotes SRL among students that enable them to monitor, control and regulate their own learning which is possible through teacher commitment. The result of the study indicated that students' self-planning and self-instruction were significantly correlated with teachers' teaching commitment and their commitment to teaching profession which indicated that teachers' commitment supports students to regulate their learning process. The results of the study justified Winchester & Winchester, (2014) research who revealed that teachers' reflective practices, commitment and students' self-regulation are empirically connected constructs. Furthermore, factors of self-regulation have been explored by some previous studies in connection with teachers' commitment (Boulton, 2014; Oakley, Pegrum & Johnson, 2014; van Wyk, 2017) which indorsed the results of present research. A strong positive correlation was found for male teachers in respect of teachers teaching commitment towards teaching English and students' self-regulation in learning English. Salleh , (2016) found that teachers' professional commitment increases students output and they become more regulated. Teachers' commitment towards profession manifests their personal psychological intension for teaching profession. Bin Jwair, (2018) and Sletten, (2015) study confirmed that students use a variety of self-regulating strategies, both cognitive and meta-cognitive to regulate and control their learning process in the presence of committed teachers efforts. This research results indicated a significant correlation of moderate strength for female teachers in respect of teaching commitment and students' self-regulation in learning English. Female teachers comparatively excel from male teachers in respect of teaching commitment and students' self-regulation. The results of this research testify the Beri & Beri, (2016) study which indicated that female teachers are comparatively more inclined towards teaching profession than male teachers. Similarly, Çekceoğlu, (2019) found a significant difference between male female in commitment level at secondary level that endorses present research. Solangi, Qaisrani & Mughal, (2015) and Shukla, (2009) research indicated that female teachers were more highly committed than male teachers towards teaching. This might be due to the female natural loving and motherly attitude towards children and their inclination towards teaching profession. On the other hand, Goswami and Choudhury (2016) revealed that a great number of male teacher indicated

ISSN Online : 2709-4030
ISSN Print : 2709-4022

professional commitment in contrast with female teachers. The results of study show that a significant amount of variance is found for all factors of teaching commitment scale and factors of ASRQ students' self-regulation that meaning students' self-regulation is significantly affected by teachers teaching commitment and commitment to profession as Laurillard, (2008) described that teaching and learning are co-related entities which have ultimate common objective of students' academic development. Different studies are evident that self-regulation influences teachers' commitment which plays an important role to develop organizational commitment (Dee, Henkin, and Singleton 2006) that is responsible to progressive educational change (Achua and Lussier 2013; Tingle, Corrales, & Peters 2019). Similarly, Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, (2009) researched that teachers' professional development and students' perception of self-regulated are associated psychologically. A Gender based studies indicated that females perceive self-regulation comparatively higher than males (Gömleksiz & Demiralp, 2012; Kaplan, 2014). Self-planning and self-instruction are significantly and positively correlated with teachers' teaching commitment and commitment to their profession for both male and female teachers. Female students are more regulated as compare to male students in respect self-planning whereas male students are more active in respect of self-instruction and become more independent as compare to female students. Billinnsgley (1998) opined that academic performance is linked with teachers' commitment. Similarly, the low level of commitment of teachers, results in low level of performance of the students. Celep (2000) submitted that teachers' commitment is highly associated with teachers' performance which influences students critically. Also, Cagri et al (2017) stated that committed teachers extensively contribute to the self-regulation of students and their academic success. It is pertinent to draw attention towards results of previous empirical studies that found female teachers as compared to male teachers, were more committed toward teaching and teaching profession(Singh & Billingsley (1998); Dee, Henkin; Singleton (2006). Furthermore Öntürk et al., (2018) study indicated that females are more committed than males.

On the other hand, Fresko, Kfir,& Nasser (1997) mentioned that no significant difference was found in teacher commitment between male and female teachers . So, contextual influence of gender based teacher commitment needs further research due to enormous induction of female teachers in teaching profession (Adams 2018).

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