

## THE ROLE OF TEACHER COMMITMENT IN SHAPING PSYCHOSOCIAL LEARNING ENVIRONMENT IN SECONDARY SCHOOLS

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#### **Abstract:**

*Teacher commitment urges teachers to exert their maximum efforts for students' academic achievement, enthusiastically to realize the dreams of students' learning success. The role of teachers in teaching commitment and learning environment for students' academic success cannot be underestimated. Teachers' commitment and devotion help them to create a supportive learning environment, which undoubtedly influences students' learning outcomes. This constructive relationship of teachers' teaching commitment and students' learning environment encourages students to put their maximum efforts to develop their capabilities to achieve academic requirements, and teachers to utilize their utmost potential to impart knowledge through efficient teaching. A supportive learning environment enhances teachers' teaching commitment. In this way, students' learning is supported by providing them a child-friendly environment where they are free to discuss, cooperate, learn, share, participate, and have an equal opportunity to interact with teachers and peers. The population of the study included all public sector secondary schools for males and females in Punjab province. The Data sample was gathered from 899 male and 946 female students of 48 randomly selected schools from the districts of Okara, Gujrat, and Bahwalpur. Pakistan. A multistage stratified random sampling technique was employed to collect data through a survey method. This study was ex post facto research in nature. Correlational quantitative research design was used to observe the relationship of existing variables of the study. The results indicated that teacher teaching commitment and students' psychosocial learning environment are significantly correlated. Descriptive statistics, Pearson 'r' correlation and regression analysis was conducted to analyze data with the help of SPSS 26.*

**Keywords:** Commitment, teachers' teaching commitment, environment and psychological learning environment,

#### **Introduction**

This is an age of ever-growing knowledge and a technologically advanced era. Teachers, worldwide face modern diversified challenges and are pushed to update their knowledge and skills continuously. Teachers must be more inventive, committed, critical, imaginative, rational, and resourceful to meet the academic needs of learners presently. It is acknowledged that teachers' teaching commitment is associated with teachers' professional commitment (Sabir & Bhutta, 2018). Teachers'

Teaching Commitment is a psychological attachment that urges them to exercise their maximum efforts towards their teaching responsibility to achieve learning objectives (Rusbult, Agnew & Arriga, 2011). The psychological life of individuals is narrowly connected with the spectacle of commitment, which forecasts human behavior in diverse phenomena. Commitment increases the cooperation of learners, and the contributions of the entire group facilitate the eager achievement of structural goals (Michael & Pacherie, 2014). Similarly, Cheema et al. (2017) described that allegiance, dedication, eagerness, motivation, devotion, and attentiveness of teachers to bring the desired results of students' learning is denoted as teachers' teaching commitment. It flourishes confidence, trust, and cooperation and promotes understanding among colleagues and students (Chang, 2020). Committed teachers perform their professional obligations in deliberately formed social environment to get ultimate goals of learning (Liu and Yu, 2024; Wang, 2024). Commenting on the reciprocal effect of commitment and psychosocial learning environment, Teng (2019) stated that the commitment of teachers depends on a conducive classroom learning environment. Teachers use inventive instructional approaches to realize the extraordinary performance of students during classroom activities. Atteh et al. (2020) indicated that an efficient instructional process is closely related to teachers' involvement and commitment towards the classroom teaching-learning environment. In the same context, Wang and Pan (2023) explored that institutional environment is corresponding to the teaching commitment that facilitates teachers to utilize a variety of teaching methodologies to cope with intricate instructional challenges. Likewise, Buhari et al. (2020) stated that the dynamic relationship between professional commitment and psychosocial learning environment enhances students' learning.

### **Literature review**

Zone of Proximal Development (ZPD) emphasizes handling perplexing learning issues through quality teaching and scaffolding strategies (Vygotsky, 1978). The study of Vialle, Lysaght & Verenikina (2005) indicated that students' collaborative involvement in learning activities enables teachers to support learners to groom their cognitive skills for further advancement in learning. Bandura (1997) optimized that teachers' dedication and favorite learning environment urge learners to use their maximum potential for academic achievement. This notion suggested that teaching commitment is a valid construct that entices teachers to maintain a social and supportive learning environment during class work. Supportive psychosocial learning environment motivates students to utilize effective and efficient use of their learning potential in a well-equipped classroom. Being intrinsically motivated, committed teachers expect a notable academic performance from students in the presences of the psychosocial learning environment. Students' conversion from elementary to secondary school is a fundamental change that significantly influences teachers' teaching style. At this stage, students need more attention and focus from their teachers. Fokkens-Bruinsma & Canrinus (2012) discovered that teaching commitment improves teachers' contribution towards the obligatory disposal of their professional responsibilities.

### **Teachers' teaching commitment**

The commitment phenomenon is closely related to human social life, which tries to forecast human behavior in different challenging situations. Commitment enhances cooperation and strengthens individuals and group dynamics to achieve goals. Teachers' commitment to teaching urges them to show their devotion to the school

and their learners (Frenzel, 2014). Commitment towards teaching enables teachers to accept challenging learning tasks and try to overcome them by utilizing their capabilities and competence. Such efficacious devotion fosters intrinsic curiosity and profound concentration among students during learning activities. By endorsing this fact, Cleveland & Fisher (2014) highlighted that the psychosocial environment is a valid source of dynamic and autonomous learning and a higher level of achievement of learning at the secondary level. Teachers' teaching commitment facilitates acquisition of knowledge and construction. It is an accepted fact that a successful teaching process promotes learning. Teachers' professional commitment urges teachers' connectedness, inside or outside of school that determine them to carry out responsibilities efficiently. Committed teachers set demanding targets and try to achieve them through robust commitment. They amplify their commitment for effective and productive teaching as per opportunity. This type of teachers' devotion relies on students' interaction, participation, involvement, and learning environment (Ahmad, Shaharim, & Abdullah, 2017). In the same vein, researchers stated that a positive learning environment is closely related to teachers' teaching commitment (Gasser, Grütter, Torchetti, & Buholzer, 2017). Competent teachers have an ability to make classroom learning environments beneficial for learners (Bucholz & Sheffler, 2009). Students happily interact with their teachers and peers in a learning friendly environment. Raman et al. (2015) confirmed that professional commitment for teaching helps teachers to realize organizational goals, and being dedicated and committed, they always strive for the effectiveness of the learning. The evaluation of students' performance in classroom is determinant of teachers' competence and commitment towards the teaching profession (Ahmad, Osman, & Halim, 2014). Highly committed teachers not only indulge in their professional responsibilities but also boost students' academic achievement positively by creating encouraging classroom environment for students' facilitation (Liu and Yu, 2024; Wang, 2024). Teachers' commitment tactics influence students' psychological aspects and learning environment. This constructive and fearless interaction motivates students to explore new horizons of knowledge in a supportive learning environment (Ahmad et al., 2017). Teachers' commitment coordinates students' diligence and curiosity in acquiring knowledge in psychologically supporting learning environment (Gasser & Althof, 2017). The environment of a school fosters possibilities of learning for learners (Hinduja, 2012). The long-lasting teaching commitment is hand in glove with learning environment that supports students' collaborations and cooperation and teachers' participation in the teaching-learning process, which further boosts the morale of teachers for effective teaching (Troman, 2013). Analyzing the relation between learning environment and commitment, Luthans et al., (2010) explored that teachers' teaching commitment reinforces teachers' dedication towards the teaching-learning process which can enhance their psychological determination for students to overcome different educational encounters. Wang and Pan (2023) explored that organizational environment is liable to outline the professional commitment and flexibility among teachers to deal with instructional challenges.

### **Psychosocial Learning Environment**

Moss and Trickit., (1974) explored that a psychosocial learning environment is a dynamic scenario where students' participation in learning activities is ensured and teachers' constructive guidance makes students more eager and dynamic for the achievement of desired learning outcomes. Psychosocial learning environment deals with the social characteristics of teachers and students such as beliefs, attitudes, behaviors, socio economic status, diversity of culture, personality development,

individual and group dynamics, teachers' classroom management strategies, teaching and learning styles, mutual communication, teaching and learning methodologies etc (Cleveland & Fisher, 2014). In the same context, Abe (2005) declared that sociological, psychosocial, and physical environments play a dynamic role in learning within a classroom. In contrast, the psychosocial learning environment ensures students' constructive, positive, and mutual understanding among teachers and students (Anderson, 2007). Psychosocial learning environment stimulates valid communication, interest, convenience, confidence, reciprocal trust, and continuous optimism, requiring psychological patterns of interaction among teachers and learners. This particular setting formulates a small community where community members influence each other to develop encouraging behavior through the constructive guidance of committed teachers. Instructional strategies and curriculum play a pivotal role in the learning process, but the importance of the learning environment cannot be reduced. As Godlesky (2018) added that the classroom learning environment facilitates learners and teachers to complete their assigned work more professionally and cooperatively which revitalizes students' dedication and teachers' commitment for successful teaching-learning activity. Dumdie et al. (2020) described that the school environment is a multi-dimensional phenomenon that enhances quality education. Students augmented involvement and their openness in the classroom, indicate the existence of a psychosocial learning environment (Kamaruzzaman & Tazilan, 2013). Furthermore, Don et al. (2021) stated that the psychosocial school environment includes teachers and students' interaction, collaboration, communication, and participative decision-making for innovative teaching-learning strategies. A conducive learning environment at school reinforces loyalty and enhances the teaching commitment of teachers (Shirzadi et al., 2013). The school environment is correlated with students' achievement, management, and teachers' dedication and commitment. Daily et al. (2019) described that teachers' teaching commitment should promote facilitation for students' adjustment in the school environment to bridge learning gaps. Teng (2019) explored that a classroom conducive learning environment depends on teachers' teaching commitment who use innovative instructional strategies for the better performance of students in classrooms during teaching-learning process. Atteh et al. (2020) indicated that an efficient instructional process is closely related to teachers' involvement and commitment in classroom teaching endeavors. Likewise, Buhari et al. (2020) stated that the dynamic relationship between professional commitment and psychological learning environment enhances students' learning. Psychosocial learning environment comprises on both psychological and social aspects of students that develop new talent in them. Kulakow & Raufelder (2020) critically researched that a supportive environment fosters motivation among students. Konold et al. (2018) suggested that an effective learning environment supports school management and promotes discipline in the school. It also helps to develop efficient personal and social relationships among students and teachers, which results in better academic achievement of learners.

### **Teachers Teaching Commitment and Psychosocial Learning Environment**

A well-managed classroom guarantees learners efficient involvement in learning process to achieve expected learning outcomes and targeted learning objectives through teachers' teaching commitment (Emmer & Saborine, 2015). Similarly, Raman (2015) suggested that teachers' teaching commitment and school environment shape the personality of learners. Teachers have different forms of commitment and psychological association with students that brings teachers close to

students (Ibrahim et al., 2013) as teaching commitment is a highly effective element to develop a psychosocial environment in classrooms. Payne (2018) stated that teacher commitment and psychosocial learning environment both are responsible to realize organizational ultimate targets. Likewise, Ebrahimi et al. (2014) found that teachers' constructive involvement in classroom activities and classroom positive psychosocial environment helps to achieve organizational goals. Well-managed learning experiences become more effective and effective teaching exert an everlasting effect on student learning ability in the existence of a psychosocial learning environment. Fraser (2012) designated that teachers' teaching commitment and students' motivation towards learning are unswerving examiners of the constructive classroom learning environment. Berris & Miller (2011) opined that teachers teaching commitment plays a vital role in creating a conducive learning environment through mutual respect, understanding, cooperation, constructive relationship, reinforcement, evaluation and frank discussion which are solid pillars for intellectual development and encouragement of learning. This commitment develops teachers to cope with the students' demanding requirements of learning and helps them to create more supportive environment for learning. Cleveland & Fisher (2014) described that a psychosocial learning environment deals with aspects of students' and teachers' social beliefs, interactions' behaviors, social position of learners, personality, diversity of culture, mutual communication, group, classroom administrative approaches, learning styles of students and teaching-learning methodologies. A responsive and polite teacher can generate an encouraging psychosocial classroom environment by focusing on learners' educational, social, and emotional needs and learning interests through keeping in mind the social background and individual differences of learners in a friendly way (Quin, 2017). A psychosocial classroom learning environment creates a safe, friendly and thrilling educational environment where the sense of ownership, appreciation, recognition and mutual respect prevails (Ahmad & Ahmad, 2018). Teachers' teaching commitment, competence, teaching approaches, style, behavior, and students' strategies toward learning all affect the psychosocial environment significantly. Vandembroucke et al. (2018) argue that the school environment is affiliated with learners' holistic educational development and teachers' teaching commitment is a valid source to improve the quality of education, enhancement of student satisfaction, promotion of maximum involvement of learners in the teaching-learning process, fostering academic resilience, and creating a better learning environment (Kim et al., 2021).

### **Purpose of study**

Teachers' teaching commitment is a prominent research construct that positively affects students' learning and it has a significant effect on learning environment which is an integral entity of learning process. Teachers' teaching commitment exercises its potential to develop students' better academic achievements. But it is often commonly noted that despite of teachers' teaching commitment a wide range difference exists in academic performance of both male and female students. There an interrogation is required, whether teachers' teaching commitment influences psychosocial learning environment of the students and whether teachers' teaching commitment and psychosocial learning environment influence each other. This intricate spectacle has been examined in this research.

### **Objectives of the study**

The following are the objectives of this research:

- i) To find out the teachers' teaching commitment at the secondary level
- ii) To measure the psychosocial learning environment at the secondary level

- iii) To determine the relationship between teachers' teaching commitment and psychosocial learning environment at the secondary level.
- iv) To find out the effect of teachers' teaching commitment on psychosocial learning environment at the secondary level.

**Research Questions:**

- i. RQ 1: What is the mean perceived level of students about their teachers' commitment at the secondary level?
- ii. RQ2: What is the mean perceived level of students' psychosocial learning at the secondary level?

**Hypotheses**

- i) Ho1: There is no significant relationship between teachers' teaching commitment and psychosocial learning environment at the secondary level.
- ii) Ho3: There is no significant contribution of teachers' teaching commitment on students' psychosocial learning environment at the secondary level.

**Research design**

Teachers' teaching commitment and psychosocial learning environment were variables in this research paper. The effect of the independent variable, i.e., teachers' teaching commitment, was examined on students' psychosocial learning environment, which was observed in a natural setting. Therefore, it was non-experimental quantitative research, which is termed an ex post facto study. This type of research examines the cause-and-effect relationship by observing the current scenario with no manipulation. Best (2011) highlighted that Ex-post facto research perceives the influence of independent variables that have taken place earlier.

**Sample of the study**

The population of the study included all public sector secondary schools for males and females in Punjab province. The Data sample was gathered from 899 male and 946 female students of 48 randomly selected schools from the districts of Okara, Gujrat, and Bahwalpur. Pakistan. A multistage stratified random sampling technique was employed to collect data through a survey method. Firstly, three districts from Punjab, Pakistan, were randomly selected. Secondly, sixteen schools from each selected district were randomly selected, and subsequently, all students from these schools were included as a sample for the study. The sample size of the study consisted of 1845 secondary school students from 48 schools of three district randomly selected schools.

## Sample description

**Table 1.1**

*Sample of the Study:*

District	Rural			Urban			Total
	Male	Female	Total	Male	Female	Total	
Bahawalpur	135	144	279	147	167	314	593
Okara	161	167	328	203	199	402	730
Gujrat	123	136	259	130	133	263	522
Total	419	447	866	480	499	979	1845

## Instrumentation

Teachers' Commitment Scale (TCS) by Ayotunde Samuel Akinwale, Department of Educational Management, Obafemi Awolowo University, Ile-Ife, Nigeria and (PLES), Urdu version of English Language Classroom Learning Environment Scale (ELCES) developed by Saeed, (2012) was adapted which was based on WIHIC (*What Is Happening In This Class*) developed by Fraser, Fisher & McRobbie (1996). Two components of the Teachers' Commitment Scale (TCS), Teachers' Teaching Commitment (TTC) and Commitment to Teaching Profession (CTP), were extracted through Principal Component Analysis. Factor-wise reliability coefficient, i.e., (CTT) is 0.67 and (CTP) is 0.84, making this instrument statistically reliable for collecting data for the study. The Cronbach's alpha reliability coefficient of (TCS) was calculated as 0.76, which determined the validity of the instrument. Similarly, factors of (PLES) i.e. Students Cohesiveness (SC) Teacher Support (TS) and Involvement (IN) and Cooperation (CO) emerged from Principal Component Analysis with reliability coefficient (SC) 0.71, (TS) 0.74, (IN) 0.83 and (CO) 0.62 respectively. The value of reliability coefficient determines that this instrument statistically reliable for data collection. The reliability of these factors varied from 0.62 to 0.83.

## Data Analysis

**Table 1.2**

Descriptive Statistics of Teacher Commitment at Secondary Schools in Punjab

Variables	N	Min	Max	Mean	S.D.
Commitment towards Teaching	1845	1.00	5.00	4.07	0.57
Commitment towards Profession	1845	1.29	5.00	4.05	0.54
Teacher Teaching Commitment	1845	1.14	5.00	4.06	0.54

The table given above indicates that the mean score ( $\bar{x} = 4.06$ , S.D. = 0.54) for the Teachers' Teaching Commitment (TTC) scale is approved and reflects students' higher perception of TTC. Additionally, the mean scores of commitment towards teaching ( $\bar{x} = 4.07$ , S.D. = 0.57) and their commitment towards profession ( $\bar{x} = 4.05$ , S.D. = 0.54) are also above the average and relatively indicate students' higher perception of (CTT) and (CTP). The results show that students rate commitment towards teaching as comparatively higher than commitment towards the teaching profession.

## Descriptive Statistics

**Table 1.3**

*Psychosocial Classroom Learning Environment at Secondary Schools in Punjab*

Variables	N	Min	Max	Mean	S.D.
Student Cohesiveness	1845	2.20	5.00	4.39	0.46
Teacher Support	1845	2.00	5.00	4.52	0.50
Involvement	1845	1.00	5.00	3.90	0.71
Cooperation	1845	1.00	5.00	4.31	0.61
PLES	1845	2.25	5.00	4.28	0.42

The above table reflects that the mean score ( $\bar{x} = 4.28$ , S.D. = 0.42) for overall (PLES) is agreed upon and showing higher perception of students about (PLES). Moreover, the mean scores of Students' Cohesiveness ( $\bar{x} = 4.39$ , S.D. = 0.46), Teachers' Support ( $\bar{x} = 4.52$ , S.D. = 0.50), Involvement ( $\bar{x} = 3.90$ , S.D. = 0.71), and Cooperation ( $\bar{x} = 4.31$ , S.D. = 0.61) are above than average and relatively indicating students' higher perception of (PLES). The mean score of Teachers' Support is rated higher than other factors of the psychosocial learning environment.

## Correlation between teachers' Commitment and Psychosocial Learning

**Table 1.4**

*Correlations between Teachers' Commitment and Psychosocial Learning Environment*

Correlations					
Variables	Students' Cohesiveness	Teachers' Support	Involvement	Cooperation	PLES
Commitment towards Teaching	0.35*	0.30*	0.39*	0.34*	0.48*
Commitment towards Profession	0.35*	0.28*	0.38*	0.32*	0.46*
Teachers' Teaching Commitment	0.35*	0.30*	0.40*	0.34*	0.48*

\*Correlations are significant at  $p < 0.01$

The values of simple correlation (Pearson's  $r$ ) computed for factors of (PLES) indicate Students' Cohesiveness ( $r = 0.35$ ,  $p < 0.01$ ), Teachers' Support ( $r = 0.30$ ,  $p < 0.01$ ), Involvement ( $r = 0.40$ ,  $p < 0.01$ ), and Cooperation ( $r = 0.34$ ,  $p < 0.01$ ) and overall ( $r = 0.48$ ,  $p < 0.01$ ) in respect of (TTC). Similarly, Students' Cohesiveness to Commitment towards Teaching (CTT) ( $r = 0.35$ ,  $p < 0.01$ ), Teachers' Support ( $r = 0.30$ ,  $p < 0.01$ ), Involvement ( $r = 0.39$ ,  $p < 0.01$ ), and Cooperation ( $r = 0.34$ ,  $p < 0.01$ ) and for overall (CTT) is ( $r = 0.48$ ,  $p < 0.01$ ). Furthermore, Cohesiveness of the students towards Commitment towards Profession (CTP) ( $r = 0.35$ ,  $p < 0.01$ ), Teachers' Support ( $r = 0.28$ ,  $p < 0.01$ ), Involvement ( $r = 0.38$ ,  $p < 0.01$ ), and Cooperation ( $r = 0.32$ ,  $p < 0.01$ ) and for overall (CTP) is ( $r = 0.46$ ,  $p < 0.01$ ). The results indicated that involvement of the students in classroom activities ( $r = 0.39$ ,  $p < 0.01$ ) and ( $r = 0.38$ ,  $p < 0.01$ ) concerning CTT and CTP, respectively, is relatively more effective for learning than other factors of PLES. The analysis indicated that commitment towards teaching ( $r = 0.48$ ,  $p < 0.01$ )

is highly correlated with commitment towards profession ( $r=0.46, p<0.01$ ) in respect of (PLES). Furthermore, the analysis reflects a significant and positive correlation among all (PLES) and (TCS) factors. These relationships are moderate in strength.

RQ2: What is the mean perceived level of students' psychosocial learning at the secondary level?

**Table 1.5**

*Standardized Regression Weights  $\beta$ , Multiple Correlation R, and Regression for the Relationship between Two Dimensions of Teacher Commitment and Factors of (PLES)*

PLES) Factors	(PLES) Factors						Overall PLES			
	Students' Cohesiveness		Teachers' Support		Involvement Cooperation					
	$\beta$	Sig.	$\beta$	Sig.	$\beta$	Sig.				
Commitment towards Teaching	0.195*	0.01	0.296**	0.000	0.272**	0.000	0.271**	0.000	0.356**	0.000
Commitment towards Profession	0.164**	0.008	0.006	0.923	0.130*	0.030	0.069	0.251	0.128*	0.026
Multiple Correlation R	0.352		0.302		0.396		0.338		0.478	
Regression R <sup>2</sup>	0.124		0.091		0.157		0.114		0.229	

N = 1845 \* $p<0.05$ , \*\* $p<0.01$

The values of standardized beta weights reported in table 1.4 show that all factors of (PLES) viz. Students' Cohesiveness ( $\beta=0.0195, p<0.01$ ), Teachers' Support ( $\beta=0.296, p<0.000$ ), Involvement ( $\beta=0.271, p<0.000$ ), Cooperation ( $\beta=0.272, p<0.000$ ) and overall ( $\beta=0.356, p<0.000$ ) determine considerable amount of variance on teachers' commitment towards teaching (CTT) at secondary level. Similarly, the values of standardized beta weights show that all factors of (PLES), viz. Students' Cohesiveness ( $\beta=0.0164, p<0.008$ ), Teachers' Support ( $\beta=0.008, p<0.006$ ), Involvement ( $\beta=0.923, p<0.130$ ), Cooperation ( $\beta=0.69, p<0.251$ ) and overall ( $\beta=0.128, p<0.026$ ) determine considerable amount of variance on teachers' commitment towards their profession (CTP) at secondary level. The multiple correlation of Students' Cohesiveness ( $R=0.352, p<0.01$ ) Teachers' Support ( $R=0.0302, p<0.01$ ) Involvement ( $R=0.396, p<0.01$ ) Cooperation ( $R=0.338, p<0.01$ ) and overall ( $R=0.478, p<0.01$ ) indicates that there exists significant association between all factors of (PLES) and teachers' commitment towards teaching commitment. The R<sup>2</sup> value points out that 22.9 % of the discrepancy in students' learning to teaching commitment at the secondary level was attributable to their perceptions about the psychosocial learning environment.

## Results

- i) It was found that students positively perceive teachers' teaching commitment (TTC) ( $\bar{x} = 4.06$ ) while (CTT) ( $\bar{x} = 4.07$ ) and (CTP) ( $\bar{x} = 4.05$ ). Students rate commitment towards teaching ( $\bar{x} = 4.01$ ) comparatively higher than commitment towards profession learning English. (Table 1.2)
- ii) The analysis indicated that students positively perceive all factors of PLES ( $\bar{x} = 4.28$ ) i.e., Students' Cohesiveness ( $\bar{x} = 4.39$ ), Teachers' Support ( $\bar{x} = 4.52$ ), Involvement ( $\bar{x} = 3.90$ ), and Cooperation ( $\bar{x} = 4.31$ ) and the mean score of Teachers' Support ( $\bar{x} = 4.52$ ) comparatively better than other factors of PLES and it plays more positive role in learning of students at secondary level in respect of Teachers teaching commitment.
- iii) It was found that there exists a significant, positive and moderate correlation among all factors of (PLES) and (TCS). The values of Cohesiveness of students ( $r = 0.35$ ,  $p < 0.01$ ), Teachers' Support ( $r = 0.30$ ,  $p < 0.01$ ), Involvement ( $r = 0.40$ ,  $p < 0.01$ ), and Cooperation ( $r = 0.34$ ,  $p < 0.01$ ) and overall ( $r = 0.48$ ,  $p < 0.01$ ) in respect of (TTC) and Students' Cohesiveness ( $r = 0.35$ ,  $p < 0.01$ ), Teachers' Support ( $r = 0.28$ ,  $p < 0.01$ ), Involvement ( $r = 0.38$ ,  $p < 0.01$ ), and Cooperation ( $r = 0.32$ ,  $p < 0.01$ ) and overall (CTP) is ( $r = 0.46$ ,  $p < 0.01$ ) in respect of CTP.
- iv) A significant correlation between (TCS) and four dimensions of (PLES) i.e., Students' Cohesiveness ( $\beta = 0.0195$ ,  $p < 0.01$ ), Teachers' Support ( $\beta = 0.296$ ,  $p < 0.000$ ), Involvement ( $\beta = 0.271$ ,  $p < 0.000$ ), Cooperation ( $\beta = 0.272$ ,  $p < 0.000$ ) and overall ( $\beta = 0.356$ ,  $p < 0.000$ ) determine that there exists a significant correlation between (PLES) and its all factors and Teachers' teaching commitment. It found a considerable amount of variance on teachers' commitment towards teaching (CTT) at secondary level. The multiple correlation of Students' Cohesiveness ( $R = 0.352$ ,  $p < 0.01$ ) Teachers' Support ( $R = 0.0302$ ,  $p < 0.01$ ) Involvement ( $R = 0.396$ ,  $p < 0.01$ ) Cooperation ( $R = 0.338$ ,  $p < 0.01$ ) and overall PLES scale ( $R = 0.478$ ,  $p < 0.01$ ) also confirmed that there exists significant correlation among the factors of TCS and all factors of (PLES) at secondary level and teachers' commitment influence of psychosocial environment yields positivity for learning.

## Discussion

Data analysis results regarding teaching commitment and classroom psychosocial learning environment, at the secondary level, revealed a significant relationship between teachers' teaching commitment and psychosocial learning environment of classroom students. The result of the study acknowledged the reality that teachers' teaching commitment is undoubtedly associated with teachers' professional commitment (Sabir & Bhutta, 2018). Similarly, Hendri (2019) stated that committed teachers are the real worth of an educational institution, where they utilize their maximum potential for the betterment of learners. Similarly, the research of Fokkens-Bruinsma & Canninus (2012) is aligned with present research, which states that teaching commitment improves teachers' contribution to the fair disposal of their professional responsibilities. Frenzel (2014) found that teachers' commitment to teaching creates devotion among teachers towards learners' betterment. Hence, they remain ready to meet challenging learning tasks willingly. Such efficacious devotion fosters intrinsic curiosity and profound concentration among students during learning activities. By endorsing this fact, Cleveland & Fisher (2014) highlighted that the

psychosocial environment is a valid source of dynamic and autonomous learning and a higher level of achievement of learning at the secondary level.

The results of present study affirms the findings of Liu and Yu (2024) and Wang (2024) who urged that highly committed teachers not only indulge in their professional responsibilities but also boost students' academic achievement positively by creating encouraging classroom environment for the facilitation of students.

Troman (2013) sated that teaching commitment is critical and supporting phenomena that controls learning environment for students' collaborations and cooperation for effective teaching. Ahmad et al., (2017) study indicated that teachers' teaching commitment strategies influence students' psychological aspects and learning environment which helps to coordinate to teachers' commitment and students' diligence to learn efficiently. Wang and Pan (2023) explored that environment of a school fosters possibilities of learning for learners. Furthermore, Gasser and Althof (2017) investigated the organizational environment as liable to outline teachers' professional commitment and flexibility in dealing with instructional challenges.

Endorsing the results of the study at hand, Godlesky (2018) added that the classroom learning environment facilitates learners and committed teachers for successful teaching-learning activity. Dumdie et al.'s (2020) research is aligned with Daily et al.'s (2019), who discovered that teachers' teaching commitment promotes facilitation for s' adjustment in the school environment to bridge learning gaps. Similarly, Teng (2019) explored that a classroom conducive learning environment relies on teachers' teaching commitment who manipulate innovative instructional strategies during teaching-learning process. The present research results go side by side with the findings of Atteh et al. (2020), who described that an efficient instructional process is closely related to teachers' commitment in classroom teaching endeavors. The findings of the present research are also associated with the exploration of Buhari et al. (2020), who opine that the dynamic relationship between professional commitment and psychological learning environment enhances students' learning significantly. Konold et al. (2018) suggested that the relationship between an effective learning environment and discipline in school can develop efficient personal and social associations among students and teachers, which results in better academic achievement of learners. Furthermore, Payne (2018) stated that teacher commitment and psychosocial learning environment both are responsible to attain and realize organizational ultimate targets. Kim et al., (2021) argue that the school environment provides opportunities for learners' holistic educational development and teachers' teaching commitment play pivotal role for fostering academic resilience, and creating a better learning environment

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