

Impact Of Learning Institution On Teachers' Commitment

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ABSTRACT

The conventional educational structure falls short in imparting students with the essential knowledge, skills, and mind-set needed to excel in a constantly evolving and dynamic global environment. The goal of this study was to determine the school as learning institution using a case study of higher secondary schools in the Province of Khyber Pakhtunkhwa to find its impact on teachers' commitment. Objectives of study were to (a) To find key dimensions of school that is learning institution (b) To find association between learning institution and teachers' commitment, and (c) To investigate how commitment of teachers is affected by the learning institution. The following hypothesis was tested in the Khyber Pakhtunkhwa Region, there is a positive impact of schools as learning institution on teachers' commitment at the higher secondary education level. 30 higher secondary schools for boys and girls were taken in the different cities of Khyber Pakhtunkhwa. The number of respondents included that 250 male and females SSTs were chosen of higher secondary education level who were taken as a sample. Data were gathered through questionnaire by means of cluster sampling. The questionnaire was based on the literature with two primary factors: learning institution and teachers' commitment. Sub-variables included for learning institution i-e Culture, Structure, Opportunities, and Leadership of learning institution. Various statistical methods, including mean, percentage, Pearson's correlation, and ANOVA were used, it was found that learning institution had a favourable effect on teachers' commitment. The study suggested that appropriate tools should be created for gathering suggestions from teachers, educators, parents, and students to further strengthen the educational system, and that information received from various institution should be documented for future guidance.

Keywords: Learning Institution, Teacher Commitment.

INTRODUCTION

The learning institution shows the meaning of advancing by individuals and relationship for predictable enhancement and flexibility to the consistently developing cultural. Yet taking in affiliation thought began from business settings, it was thusly moved up to educational organization, particularly to schools (Kala, Retna, and Pak, 2016).

Learning institution in many cases considered as one of the significant establishments for mechanical, logical, and

financial turn of events. Institution for learning is also related to the Learning organization and is a continual and endless interaction. In this manner, learning institution i-e learning organization is a collaboration and hierarchical cycle as opposed to a person. Where workers picked a vocation for their expert turn of events and are more steadfast and committed to their occupation. The learning institution is the huge part that organization needs to grasp in school to overhaul the obligation of delegates towards the affiliation subject to the belief that learning more will help people perform

better as they get older. The exploration concentrates on investigated that there is a need to recognize connection between learning institution and commitment of workers' responsibility (Gil and Carrillo, 2018).

The modern school is viewed as an institution for learning in the turbulent twenty-first century, and the educators as information laborers. The quickly varying climate takes constrained the institute to learn and constantly restart toward answer the partners' requests for the fresh period viable understudies' abilities through refreshed educational programs and state of the art instructing procedures. Learning attitude works with a school to transformation, improve, and promote its viability and substitutes' learning results (OECD, 2016; Schleicher, 2012) in this way gives an institute a feasible upper hand.

Detail scrutiny of the writing uncovers the aspects deciding learning institution influence the institute and employee performance outcomes (Bhaskar and Mishra, 2017) like upgraded hierarchical responsibility (Massingham and Diment, 2009) expanded professional development (Calisir et al., 2013; Zhou et al., 2015) hierarchical execution then worked on understudy's results. The customary idea of organized tutoring is lacking to outfit the understudies with much-required information, abilities, and disposition to prevail in a continually changing and violent climate. The present learning institute need to furnish learning with the necessary ascribes for the 21st century (Schleicher, 2012).

The present establishments should plan people with the information, abilities, and capacity should thrive, persistently evolving tomorrow. In response, expanding group of researcher, policymakers and educationists, are putting forth the defense that learning institution can answer expediently to differing outward framework, embrace advancements in inward association, lastly increment information on

educating and growing experience (Johnston, and Hawke, 2002; Gil and Mataveli, 2016).

Commitment of teachers is the main consequence of learning institution as it straightforwardly influences the dedication, performance and learning results and outcomes. According to literature review show that teacher's commitment influences the teaching and learning accomplishments, execution of institutional approaches, and nature of institute life (Ackerman et al., 2006; Tsui and Cheng, 1999; Malien and Linakyla, 2001). Be that as it may, to teaching is definitely not a simple work, it takes to much of responsibility and difficult work with respect to a teacher for effective and quality instructing. The teacher needs to put investment in learning and improvement with respect to subject information, homeroom the board, teaching method, inspiration procedures, evaluation strategies, and utilization of innovation to clarify the assorted requirements of the learning (Louis and Smith, 1990). A teacher nature of educating mirrors of employee obligation to work, school, organization, and profession (Firestone, 1996; Tsui and Cheng, 1999).

Commitment of employee and teacher matches the school's objectives to their own priority. The commitment of teacher is a multifaceted concept. The importance of commitment necessitates that school teachers cultivate and develop it. According to Awasthy & Gupta (2011), there is some basic concept in the literature regarding teachers' perceptions of the fundamental aspects of a school as a learning institution, such as learning i-e cultures, structures, leaderships, and opportunities due to the purpose of continuous learning, teamwork and improvement (Goh, 2003).

Despite unwavering backing and spontaneous support for schools as learning institutions, the current concept only made modest progress either research or practice. Part of the reason for this lack of progress is that there

isn't a general consensus regarding the school's role as institution for learning. This be able to fix by doing more research and talking to different stakeholders when it comes to education. A learning school learns, changes quicker and gives its instructors' chances to obtain current capabilities to commitment on the nature of their work and boost the learning results. As an institution for learning, a school can work on accomplishments, educators' responsibility, and employee commitment and in general school development. Universally, It has been observed that teachers are attempting to make the school is learning institution and because of certain benefits (Silins, Mulford, and Zarins, 2002; Senge et al., 2000).

STATEMENT OF THE PROBLEM

The researcher conducted a study to investigate the impact of fundamental aspects of learning institutions on teachers' level of commitment.

OBJECTIVES OF THE STUDY

The aims of this research were formulated as follows:

1. To find key dimensions of school that is learning institution.
2. To find association between learning institution and commitment of teachers.
3. To investigate how commitment of teachers is affected by the learning institution.

METHODS AND PROCEDURES

POPULATION

All SSTs Higher Secondary Schools Teachers working in Khyber Pakhtunkhwa were population of the study.

SAMPLE

To select sample size for study, 250 male and female SSTs from higher secondary school were chosen. Using the cluster sampling technique data were distributed and collected personally.

RESEARCH INSTRUMENT

Framework of institution for learning that is school as a learning organization served as the sole basis for data collection (Gil et al, 2019). While rest of the survey questionnaire was constructed by utilizing the aforementioned literature.

A questionnaire with two main variable school as a learning institution and commitment of teachers was used as the research instrument. As a learning institution had sub variables like learning (opportunity, leadership, structure, culture). Different parameters pertaining to the commitment of teachers were taken. Data were gathered with the assistance of colleagues and personal visits. For collection of data 250 questionnaires were distributed, but only 200 responses were collected and then analyzed using various statistical techniques, including mean, percentage, Pearson correlation and ANOVA, and it was found that learning institution had positive and favorable effect on the commitment of teachers.

RELIABILITY OF THE RESEARCH TOOL

Table No. 1 Reliability analysis Research instrument

Reliability of the instrument	
Cronbach's Alpha	.882
The Cronbach's Alpha computation method that relies on standardized items.	.868
Quantity of items	55

According to Table No.1, the survey instrument demonstrated strong reliability as indicated by Cronbach's Alpha value of 0.882 falling within the range of 0 to 1. This value signifies that the questionnaire is highly dependable for consistent performance throughout the survey.

DATA ANALYSIS

To investigate how the commitment of teachers is affected by learning institution at higher secondary school in the province of Khyber Pakhtunkhwa, data was analysed by using percentage, mean, and correlation and regression analysis.

Relationship between learning institution and teachers' commitment

Table No.2 Description of data analysis that Independent Variables learning institution (Leadership, Structure, Culture, Opportunities) and Dependent Variable that is commitment of Teachers.

		Learning L_Mean	Learning S_Mean	Learning O_Mean	Learning C_Mean	CT Mean
Learning L Mean	Pearson Correlation	1.00				
	Sig. (2-tailed)					
	N	200				
learning S Mean	Pearson Correlation	.601**	1.00			
	Sig. (2-tailed)	.000				
	N	200	200			
learning O Mean	Pearson Correlation	.312**	.291**	1.00		
	Sig. (2-tailed)	.001	.002			
	N	200	200	200		
learning C Mean	Pearson Correlation	.393**	.270**	.097	1.00	
	Sig. (2-tailed)	.000	.000	.155		
	N	200	200	200	200	
CT Mean	Pearson Correlation	.627**	.551**	.493**	.446**	1.00
	2-tailed significant level	.000	.000	.000	.000	
	Total number	200	200	200	200	200

The correlation has achieved significance at a 2-tailed level of 0.05, while the significance level for correlation is 0.01 at a 2-tailed level.

Table No.2 presented a bivariate Pearson's product-moment correlation analysis that examined the correlation between learning institutions, including Leadership, Structure, Culture, and Opportunities, with teachers' commitment. The findings revealed a positive association between Learning Leadership and teachers' commitment ($r = 0.627$, $p =$

$0.000 < 0.05$), Learning Structure ($r = 0.551$, $p = 0.000 < 0.05$), Learning Opportunity ($r = 0.493$, $p = 0.001 < 0.05$), and Learning Culture ($r = 0.446$, $p = 0.000 < 0.05$). The results support the study's second objective, which aimed to investigate the connection between learning institutions and teachers' commitment.

“Table No.3 Description and Analysis of the relationship between learning institution and commitment of teachers’

		CT Mean	Learning Institution
CT Mean	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	200	200
Learning Institution	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Table No. 3 showed the significant positive correlation between the learning institution and teachers' commitment ($r = 0.798$, $p = 0.0000.05$ at the 0.05 alpha level). Therefore,

the objective is verified how the commitment of teacher is affected by the learning institution.

Impact of School as a learning institution on Commitment of Teacher

Table No.4 ANOVA-based detailed analysis of the effects of independent variables on the dependent variable

Statistical test ANOVA						
Model		Sum of Squares of a test	Df of a test	Mean Square of a test	F of a test	Sig level of a test
1	Regression	18.226	4	4.587	54.321	.000 ^b
	Residual	16.845	198	.098		
	Total	42.958	199			
a. Commitment of Teachers Mean (Dependent Variable)						
b. Predictors: learning Institution (Constant),						
c. Learning Institution i-e (Learning L. Mean, Learning O. Mean, Learning S. Mean, and Learning O. Mean)						

The fourth table presents the results of the ANOVA analysis on the correlation between learning Institution and teacher commitment. The study aimed to investigate whether "Are our schools as learning Institution affects the

commitment of teachers?" (Table No. 5, with an r square value of 0.582). The findings suggest that learning Institution has a significant impact on teacher commitment.

Table No.5 Summary of the independent and dependent variables' predictors.

Summary of the variables					
Model	R of the test	R Square of the test	Adjusted R Square of the test	Std. Error of the Estimate of the test	Durbin-Watson of the test

1	.787 ^a	.582	.574	.28052	1.639
a. Commitment of Teachers Mean: Dependent Variable:					
b. Predictors: Learning Institution (Constant),					
c. Learning Institution i-e Learning L. Mean, Learning O. Mean, Learning S. Mean, Learning O. Mean)					

According to Table 5, the correlation coefficient (r square) value of 0.582 indicates that the factors under consideration exhibit significant levels of association. Additionally, the Durbin Watson value of 1.639 falls within the acceptable range of 0-2, which supports the claim that our school is a learning institution. Therefore, the research question of whether our schools are learning institutions can be answered affirmatively.

DISCUSSION

There has been a significant lack of effort in transforming schools into learning institution, both in practice and research. Although some progress has been made in recognizing schools as learning institutions. The present development was reliant on the investigation carried out by Gil, Carrillo, and Fonseca-Pedrero in 2019 on the issue connected with learning organization model according to teachers, educators' viewpoint. By taking into account the school as learning institution a model which assists with creating learning environment, learning culture, learning opportunities of the institution and furthermore helps in further developing learning structure which likewise support some past literature (Sicilia and Lystras, 2005; Opengart, 2015; Gil and Carrillo, 2016; St Nick and Nurcan, 2016). This model included a variety of key dimensions, including opportunities for learning and features like culture, leadership, structure, and values.

The concentrate additionally uncovered that different factors might influence the learning institution and authoritative outcomes likewise as upheld by the exploration (Bhaskar and Mishra, 2017). The finding of the deliberate in accordance

with the investigation of (Sackmann et al., 2009), in which he expressed that learning institution and educators become committed in the event that they have a model of learning institution for learning and determination for it. Subsequently, the review found to consider the school to be institution for learning and its effect on commitment of teachers at higher secondary schools of Khyber Pakhtunkhwa.

FINDING AND CONCLUSION

1. The study found a significant positive correlation between the factors of Learning leadership, structure, opportunities, and culture within an educational institution and the commitment of its teachers. The results indicated a high relationship between Learning leadership and teacher commitment ($r = 0.627$, $p = 0.000 < 0.05$), Learning structure and teacher commitment ($r = 0.551$, $p = 0.000 < 0.05$), Learning opportunity and teacher commitment ($r = 0.493$, $p = 0.001 < 0.05$), and Learning culture and teacher commitment ($r = 0.446$, $p = 0.000 < 0.05$).
2. The findings indicated a significant and favorable association between the educational institution and the dedication of the teachers ($r = 0.798$, $p = 0.000$ at a confidence level of 0.05 alpha level), consequently, the objective is verified how the commitment of teachers is affected by the learning institution. According to the ANOVA test results, learning institution had a positive effect

on teachers' commitment. Autonomous factors connected with institution for learning were emphatically decidedly connected with the commitment of teacher i-e (Durbin Watson esteem = 1.639).

3. The conclusion of a thorough analysis of how a learning institution affects teachers' commitment. Next, the research question, which is., "Are our schools as learning institution affect the commitment of teachers?" where (R square worth = 0.582) checked that the learning institution itself emphatically affects the commitment of teacher in any learning institution or organization.
4. The most extreme respondents were insistently concurred with the assessment that learning and preparing exercises generally become the value of the instructive foundations for learning institution.
5. The most extreme respondents were concurred, with the assessment that learning is being considered as the essential component for the improvement of the instructive organization and learning institution.

RECOMMENDATIONS

1. The finding suggested that legitimate components should be made for taking ideas from the educator, guardians, and stakeholder to further develop the school system, information gathered from different associations should be recorded for future direction.
2. It is suggested that educators should be given preparation about the recent trends in training so they might be carried creative tasks into the organization or schools to become learning institution.
3. It is suggested that a few explicit exercises should be a piece of the

educational program so that some time might be used to do the preparation exercises.

4. It is prescribed to investigate the elements about professional stability in instructive associations to create strong learning institution.
5. It is suggested that ideas from the other learning organization should be kept up with as a specific record so later on an instructive organization or learning institution might be aligned with the cutting-edge arrangement of schooling.

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