

**Abida Abdul Aziz<sup>1</sup>, Dr. Khalid Rasheed<sup>2</sup>****Abstract**

The study proposes that teacher commitment to students is positively related to student's social development. Furthermore, the study suggests that gender moderates the relationship between teacher commitment and students' social development, such that the relationship was stronger for females than males. The study employed a questionnaire to collect cross-sectional data from 459 data from SSE/SST teachers and 10<sup>th</sup> grade students from high schools in Punjab, Pakistan. Analyzing data using structural equation modeling in Amos 24 revealed that all the hypothesized relationships were supported. The study found a significant relationship between teacher commitment to students and positive social development, suggesting that teacher commitment can help students positively enhance their social development. Furthermore, the study found that the relationship between teacher commitment to students and students' social development was significant for female students and insignificant for male students. The study contributes to the literature on teacher commitment and students' social development and offers novel practical insights.

**Keywords:** Teacher commitment, students' social development, Gender, structural equation modeling

**1. Introduction**

Teaching is a complicated profession that requires proficiency and intense dedication. Teaching is a prophetic profession. It is a sensitive responsibility to build the nation. Teachers' commitment to the organization is defined as an objective and purposeful attachment to the organization's goals and worth. Commitment works as a tool for the smooth functioning of the organization. Moreover, committed teachers strive for the welfare of the organization. Committed teachers pay much attention to achieving the goals of the school organization. Similarly, committed teachers try hard to determine and maintain the organization's value in its surroundings. They possess work-related attitudes towards the organization and try to take it towards excellence by enhancing its working quality (Gökyer, 2018; Rasheed, 2020).

Commitment is an essential element of successful teaching. Committed teachers play a significant role in the whole process of teaching and learning. Commitment is the only tool to keep the teachers on the right track. Committed teachers teach critical thinking and develop students' interest in learning. Committed teachers play a significant role in students' balanced personality. Teachers' commitment has an everlasting impact on the personality of the students. Likewise, committed teachers keenly focus on all the aspects of the student's personality (Albrecht, 2011). Similarly, committed teachers play a significant role in achieving educational goals. Committed teachers work as a tool for the achievement of educational organizations (Bibiso, Olango & Bibiso, 2017).

Gyeltshen (2021) stated that teachers' organizational commitment can be seen in terms of teachers' attachment to the organization and trying to utilize all their efforts to accomplish the organizational goals. Various studies have been conducted on teachers, such as gender education, teachers' teaching experience, teachers' teaching methods, teachers' qualifications, etc. Still, teachers' commitment was essential for enhancing students' performance and enthusiasm in the school. Committed teachers play a vital role in their workplace. Committed teachers work as an indicator of the future success of the schools. It is closely related to student personality development (O'Malley 2000). Teachers' commitment has the following factors: (a) show concern about teaching, (b) come well prepared in class, (c) attend students' queries and satisfy them, (d) time tuned, (e) caters to individual differences, (f) remain updated, (g) subject command, (h) face with confidence.

Adolescence is a developmental stage that starts with youth and ends with the transition to adulthood (ages 13–19). During the adolescent stage, social development is observed in the context of peer groups, adopting social values, friendship selection, and identity. It develops a sense of acceptance, rejection, and adjustment within society (Riaz & Safdar, 2018; Simpkins et al., 2020). The time of adolescence is crucial as the child moves from childhood to adulthood. According to the United Nations, the children whose age fall below 15 years was 35.4% (World Population Prospects, 2011). Children in the adolescence stage are a very important part of the population. So, the adolescent years are considered sensitive.

Adolescence is when the child becomes a victim of stress in his/her social development. That is why the child encounters many behavioral problems. So, the child's social development demands keen interest and extra attention from the school organization, teachers, parents, and society (Rizvi & Najam, 2015; Mahmood & Naz, 2018). Adolescence is a precarious stage for the child's whole personality. Social development is the adjustment to the social environment. Similarly, it is the growth and development of the child in their environment. A child's maladjustment creates many problems in school. It creates hurdles in work, peer, and family adjustment. So, to avoid maladjustment of the child in society, he/she must be brought up in healthy schools.

Given the vital role of teachers' commitment in shaping and developing different aspects of the students, the present study aims to investigate the influence of teachers' commitment on students' social development. Furthermore, the prior literature highlights that teacher commitment may vary across gender (Jules & Kutnick, 1997; Katz, 2017). With this line of reasoning in mind, the present study examined the role of gender as a moderator on the relationship between teachers' commitment to the students and student social development.

**2. Literature Review**

The concept of organizational commitment was discussed in the early 1950s. At that time, organizational commitment and organizational behavior were thought to be the same. Organizational behavior highlights the important aspects of the organization and considers people as important as the organization. Organizational behavior helps in understanding the managerial task. Initially, organizational behavior was considered an organizational commitment (Griffin, Phillips & Gully 2016). Later on, organizational

<sup>1</sup> Corresponding Author, Department of Education, Faculty of Social Science, The University of Lahore, Pakistan, [abidaaziz50@gmail.com](mailto:abidaaziz50@gmail.com)

<sup>2</sup> Department of Education, Faculty of Social Science, The University of Lahore, Pakistan, [khalid.rashid@ed.uol.edu.pk](mailto:khalid.rashid@ed.uol.edu.pk)

commitment became a topic of discussion by the researchers. After getting lots of attention, this concept was attached to the organization.

Whitley and Kite (2012) elaborated on organizational commitment related to the academic field. Whyte discussed that commitment came with retaining the teachers within the school. Staying within the organization is related to the benefits of the teachers. Organizational commitment has different forms. It has been discussed because of job commitment and commitment to decision-making to achieve the organization's objectives (Oyinlade, 2018; Iqbal & Nasir, 2018).

Teachers' commitment is important for enhancing and maintaining the organization's performance. Committed teachers are the need for a healthy school. Committed teachers influence the whole process of teaching and learning. The growth and development of schools depend upon the commitment of teachers. Committed teachers are essential for students as they impart knowledge and skills to students. Teachers enrich students with life skills and modes of life. Committed teachers always welcome their students and wish to see them thriving. Committed teachers serve the organization by all means and intend to work on quality (Ismail & Mydin, 2019). Teachers commit to the organization when they emotionally invest in its mission and share its ideals. A teacher's commitment may be defined as the intensity of their feelings for their profession. Therefore, it is widely accepted that a teacher's dedication to the students is among the most essential components of successful education. Thus, teachers who are very invested in their pupils' success can make a difference (Khan, 2018; Freeman & Fields, 2023).

Social development is a continual process that necessitates constant adaptation and innovation. Social development is necessary to keep up with the ever-evolving requirements of individuals and societies. Developmental processes start at the important developmental stage of adolescence. During this growth stage, an individual deals with significant physiological, psychological, and social changes (Risi, Vigneau, Bohn & Wickert, 2023). Modern technology, enhanced communication, ongoing study, and increased community awareness have made adolescents a fundamental element of society. Increased interest in and understanding children's rights and safety has created new avenues for thinking about their growth and development (Mawarni, Munandar, Harto & Suryana, 2022).

Understanding how individuals and communities grow and evolve is the focus of the several subfields that make up the discipline of social development. Health, education, poverty, gender, the environment, culture, and human rights are just some topics discussed. The impact of various policies and interventions on social change and transformation is another area of study in the field of social development. In the last 20 to 30 years, child and adolescent psychopathology has gotten significant attention due to growing interest and increased knowledge. The number of stresses that adolescents experience increases quickly from middle to late adolescence, and as a result, most behavioral issues develop in adolescence (Mawarni, Munandar, Harto & Suryana, 2022).

To meet these challenges, there is a need to take a more comprehensive and coordinated approach to adolescents' social development, which values their uniqueness, encourages their growth, and protects their safety and well-being. Adolescents, communities, families, government, NGOs, the commercial sector, and even the adolescents themselves would all need to work together for this strategy to be effective (Danns & Danna, 2022). The UN Convention on the Rights of the Child (CRC), (Raz & Almog, 2023), the UN Strategy for Adolescent Girls (UNSGA), (Shankland, Hyson & Barford, 2022), the Global Accelerated Action for the Health of Adolescents (AAHA), (World Health Organization 2016), the Global Partnership to End Violence Against Children (GPEVAC), (Bissell & Steven, 2022), Generation Unlimited (GenU), (Pertiwi & Purwanti, 2023), and the Sustainable Development Goals (SDGs) are all international initiatives and frameworks that support the social development of adolescents (George, Jacobs, Ved, Jacobs, Rasanathan & Zaidi, 2021).

### **2.1. Relationship between Teachers' Commitment and Student Social Development**

Teacher commitment can play a profound role in shaping student social development within educational settings. A teacher's unwavering dedication and investment in their students' growth and well-being create a nurturing environment conducive to healthy social interactions (Altun, 2017; Dewaele & Li, 2021). When educators are deeply committed to fostering a supportive classroom atmosphere, students feel valued, respected, and encouraged to engage with their peers meaningfully (El Kalai, Kirmi & Lhassan, 2022). A committed teacher serves as a role model, exhibiting empathy, patience, and understanding traits, significantly impacting how students perceive and navigate social relationships (Altun, M. 2017; Dewaele & Li, 2021).

Furthermore, a committed teacher often goes beyond the curriculum to address the holistic development of students, including their social skills. Educators help students build essential social competencies through consistent support and guidance, such as communication, teamwork, conflict resolution, and empathy (Frelin & Fransson, 2017). Teachers committed to nurturing a positive classroom community provide ample opportunities for collaboration, group discussions, and activities that promote mutual respect and understanding among students (Altun, 2017; Dewaele & Li, 2021). This commitment not only enhances the social skills of individual students but also contributes to a cohesive and inclusive learning environment where students feel comfortable expressing themselves, forming friendships, and learning from diverse perspectives, all of which are vital components of healthy social development (Frelin & Fransson, 2017; El Kalai, Kirmi & Lhassan, 2022). Against this backdrop, the study proposes the following hypothesis.

H1: Teachers' commitment to students is positively related to students' social development.

### **2.2. Gender as a Moderator on the relationship between Teachers' Commitment to students and Student Social Development**

Gender can moderate the relationship between teachers' commitment to students and student social development in various ways. The impact of teachers' commitment might differ for male and female students due to differences in interaction dynamics. Male students may respond more positively to certain styles of teacher support, enhancing their social skills and development. In contrast, female students might benefit more from emotional support and relational commitment, fostering different aspects of their learning and development (Tarabashkina & Lietz, 2011). Additionally, male and female students might perceive and interpret teachers' commitment differently; female students may view a committed teacher as a role model for social interactions, while male students might see the same commitment as encouragement for social leadership (Jules & Kutnick, 1997).

Behavioral responses to teachers' commitment can also vary by gender, with male students potentially showing improved social development through increased participation in group activities and leadership roles (Jules & Kutnick, 1997; Katz, 2017). In contrast, female students might demonstrate enhanced social skills through collaboration and empathy. Cultural and social expectations regarding gender roles further influence how students respond to teachers' commitment (Katz, 2017). Thus, the relationship between teachers' commitment and student social development is moderated by gender, with the impact of teachers' commitment potentially being stronger for female students than male students.

### 3. Research Method

#### 3.1. Data Collection Procedures

The research randomly enlisted 1000 SST/SSE teachers and 1000 students enrolled in 10<sup>th</sup> grade in the 108 high schools in Punjab. Access to this sample was facilitated through personal and professional references. Initially, the study contacted 1000 SST/SSE teachers and 1000 students to obtain participation consent by reaching out through personal and professional networks. The participants were briefed on the study's objectives, with an assurance of confidentiality and anonymity for their responses. Out of the initially approached 1000 SST/SSE teachers and 1000 students, the study successfully secured consent from 683 SST/SSE and 715 students who expressed willingness to participate in data collection. Following the receipt of consent, the researcher distributed surveys to the 683 SST/SSE and 715 students, containing surveys related to the study variables, including organizational health, teacher commitment to students, and student social development. Ultimately, the study received 507 complete responses from the SST/SSE teachers and 531 from the students.

Upon conducting the missing data analysis of teachers' and students' data, it was found that 27 teachers' and 31 students' responses had missing data and were consequently eliminated from their respective datasets. In addition, the current study employed the Mahalanobis distance squared test to identify any outliers from the teachers' and students' data. The Mahalanobis distance test identified 21 teachers' responses and 23 students' responses as outliers due to inadequate completion by the respondents and were excluded from their respective datasets. Similarly, this resulted in a valid sample of 459 teachers' responses and 477 valid students' responses. To analyze data, the study equated both data sets and randomly removed 18 responses from the dataset to obtain 459 students' responses. In brief, the study used 459 responses to test the hypothesized relationships.

#### 3.2. Measures and Variables

##### *Teachers' Commitment to Students*

Teachers' commitment to students was assessed using a seven-item scale from Shi, Yu, and Zheng (2020) and Li, Zhu and Li (2022). Sample items include "It is my responsibility to ensure good social relations among my students" and "I believe that being an educator makes me responsible for my students' integration in the classroom."

##### *Students' Social Development*

A scale developed by the researcher for measuring the social development of students at the adolescence stage was also refined under the guidance of different experts and then finalized with the final approval of the supervisor. Sample items include "I share my experiences carefully" and "I express feelings of empathy and compassion on occasions of distress."

### 4. Analysis and Results

Table 1 affirms that the correlations observed among the studied constructs align with the theoretical framework. Teachers' commitment to students positively correlates with student social development, consistent with the anticipated theoretical direction. These findings validate the theoretical expectations, providing confidence in aligning the observed correlations with the conceptual underpinnings of the study.

**Table 1: Means and Correlations**

Construct	Means	SD	2	3
2. Teacher commitment to students	3.00	1.11	-	
3. Students' social development	4.05	.98	.25**	-

Note. N=459. \* p <.05. \*\* p <.01 level (2-tailed).

#### 4.1. Measurement Model

Confirmatory Factor Analysis (CFA) was employed to evaluate the measurement model, encompassing organizational health, teachers' commitment to students, and social development. The fit indices -  $\chi^2$  (733) = 1506.52,  $\chi^2/df$  = 2.05, RMSEA = .05, IFI = .94, CFI = .94, TLI = .94 - indicate that the measurement model demonstrates an acceptable fit with the data. Furthermore, the factor loading scores underscore that all suggested factors exhibit robust loadings exceeding .60, affirming their optimal contribution to the model.

Hair et al. (2010) proposed criteria to assess the goodness of fit and badness of fit indices with recommended cut-off values. According to their guidelines, the goodness of fit indices should be equal to or greater than .90. In contrast, the badness of fit indices should be equal to or less than .08. Hair et al. (2010) introduced distinct categories for evaluating model fitness and badness, encompassing absolute fit indices, incremental fit indices, and parsimonious fit indices.

#### 4.2. Validity and Reliability

Validity assesses the precision of the measuring scales employed in the data collection process, offering insights into their accurate functioning. Achieving validity for instruments is often perceived as a challenging endeavor compared to ensuring reliability, as emphasized by Hair et al. (2010). The validation of instruments is crucial, as a valid tool is essential for obtaining accurate and reliable findings in a research study. It underscores the importance of ensuring that the measuring scales employed accurately and effectively capture the intended constructs, ultimately contributing to the credibility and robustness of the research outcomes.

Reliability, as a metric, gauges the stability of a construct over time and across repeated instances in consistent conditions (Carmines & Zeller, 1979). While various methods are available to assess the reliability of a construct, internal consistency is often regarded as the most straightforward approach, particularly when employing a Likert-type scale for data collection (Whitley & Kite, 2012; Robinson, 2010). This method focuses on the consistency of responses within a set of items measuring the same construct, providing a parsimonious and effective means to evaluate the reliability of the measurements.

Reliability holds immense significance in research and is critical in determining findings' trustworthiness and applicability for informed decision-making and policy formulation. Prior research highlights that Cronbach's alpha coefficient is widely employed to measure the internal consistency of a construct, with a recommended threshold of  $\alpha > .70$  to assert a satisfactory level of reliability (Robinson, 2010). In alignment with these established criteria, the current study has diligently met all conditions necessary to ensure the reliability and validity of each construct under investigation, as reflected in the values presented in Table 4.6. This rigorous approach enhances the credibility and utility of the study's outcomes.

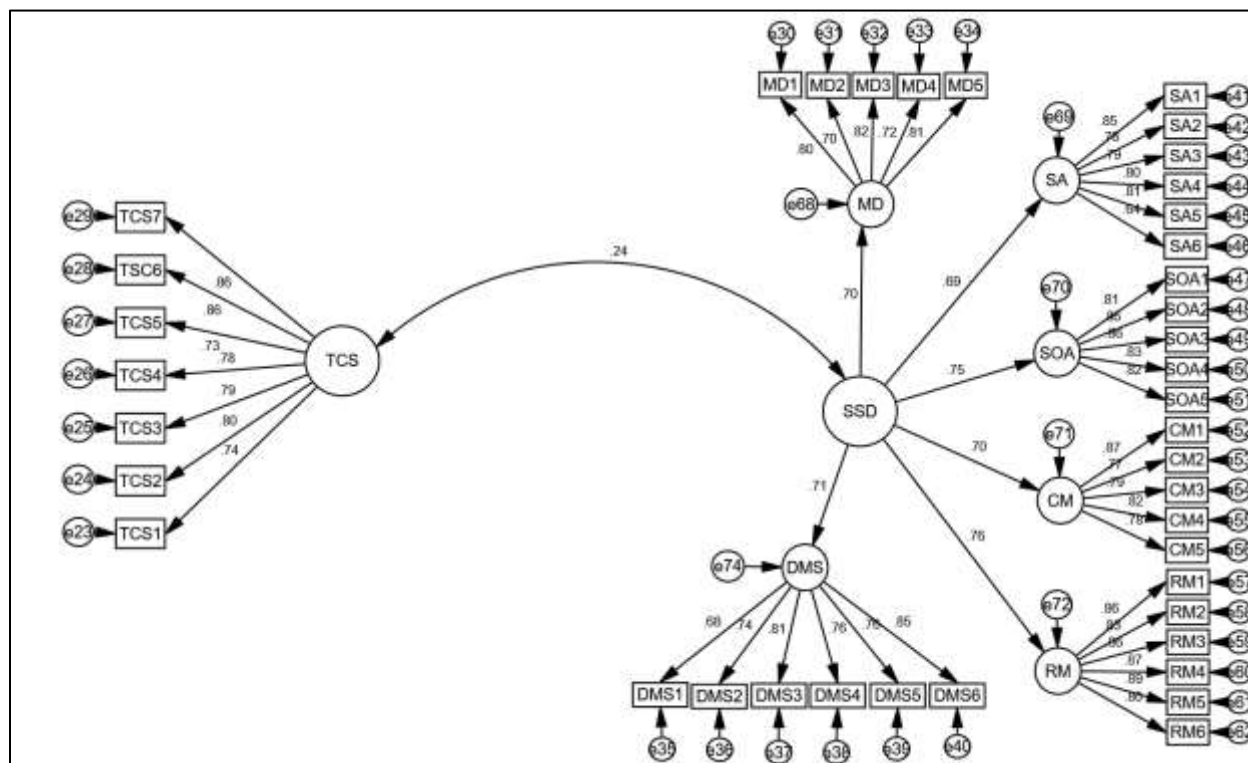


Figure 1: Measurement Model

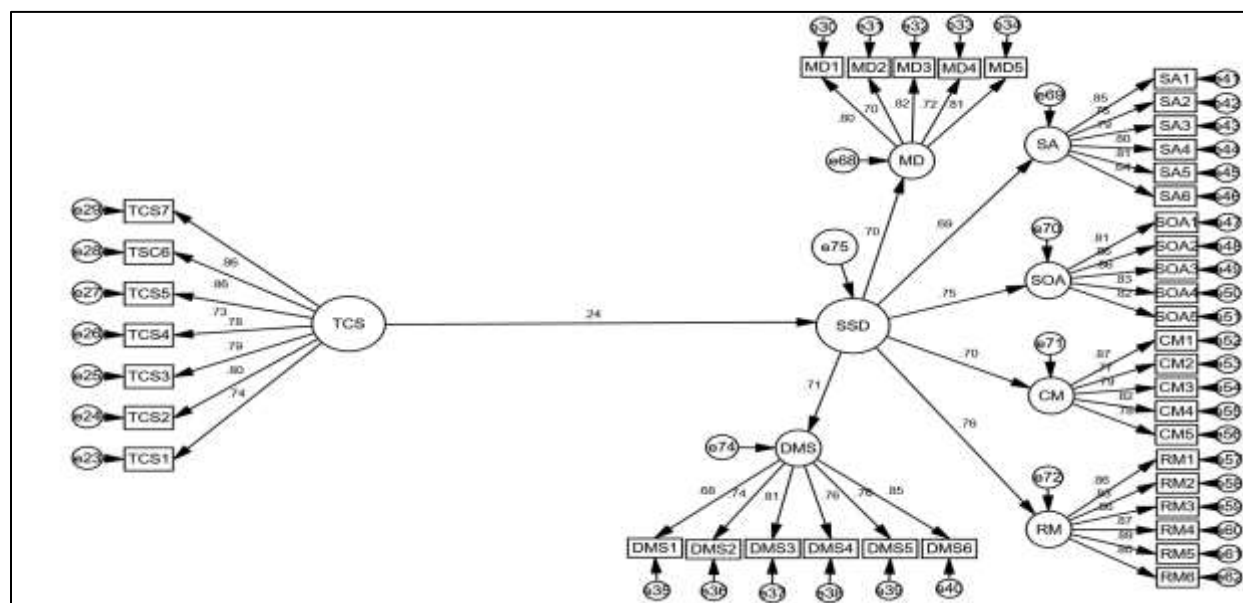


Figure 2. Structural Model: Teachers' Commitment to Students and Students' Social Development

Notes: SSD = Student social development, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media, TCS = Teachers' commitment to students

**Table 2: Factor Loadings**

Constructs	Factor Loadings	Criteria
1. Teachers Commitment to Students		
TCS1	.744	Factor Loading > .60 Hair et al. (2010)
TCS2	.802	
TCS3	.793	
TCS4	.776	
TCS5	.733	
TCS6	.864	
TCS7	.861	
2. Students' Social Development Dimensions		
1. Self-awareness		
SA1	.853	Factor Loading > .60 Hair et al. (2010)
SA2	.759	
SA3	.788	
SA4	.801	
SA5	.816	
SA6	.645	
2. Social Awareness		
SOA1	.808	Factor Loading > .60 Hair et al. (2010)
SOA2	.860	
SOA3	.860	
SOA4	.825	
SOA5	.818	
3. Conflict Management		
CM1	.868	Factor Loading > .60 Hair et al. (2010)
CM2	.770	
CM3	.785	
CM4	.823	
CM5	.783	
4. Relationship Management		
RM1	.861	Factor Loading > .60 Hair et al. (2010)
RM2	.827	
RM3	.861	
RM4	.871	
RM5	.886	
RM6	.803	
5. Decision-Making Skill		
DMS1	.680	Factor Loading > .60 Hair et al. (2010)
DMS2	.738	
DMS3	.811	
DMS4	.762	
DMS5	.760	
DMS6	.854	
6. Media		
MD1	.804	Factor Loading > .60 Hair et al. (2010)
MD2	.701	
MD3	.821	
MD4	.724	
MD5	.808	
Higher order construct		
Student Social Development		
SA	.693	Factor Loading > .60 Hair et al. (2010)
SOA	.748	
CM	.706	
RM	.756	
DMS	.711	
MD	.698	

Notes: OH= Organizational health, TCS = Teacher commitment to students, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

Table 3 displays essential parameters such as Average Variance Extracted (AVE), Maximum Shared Variance (MSV), Average Shared Variance, and Cronbach's alpha ( $\alpha$ ). The table shows that the value of  $\alpha$  surpasses the suggested threshold of .70. Furthermore, it was noted that the square root of the Average Variance Extracted (AVE) for each variable exceeded its inter-construct correlations, as stated in Table 3. Furthermore, the research shows that the Average Shared Variance (ASV) value is lower than that of MSV, and both MSV and ASV are lower than the AVE value. These results collectively confirm that the measurement scales used in the current investigation have sufficient internal consistency, discriminant validity, and convergent reliability for the studied variables.

**Table 3: Discriminant Validity, Convergent Validity, and Internal Consistency**

Construct	1	2	$\alpha$	CR	AVE	MSV	ASV
1. Teachers' commitment to students	.75		.86	.87	.57	.06	.05
2. Students' social development	.25	.72	.85	.87	.52	.06	.04

Notes. n = 459. MSV = Maximum shared variance. ASV = Average shared variance

### 4.3. Structural Model for Hypotheses Testing

#### 4.3.1. Support for Hypothesis 1

To test hypothesis 1, the study conducted a structural model consisting of teacher commitment to students and students' social development. The fit indices— $\chi^2(733) = 1540.52$ ,  $\chi^2/df = 2.05$ , RMSEA = 0.05, IFI = 0.94, CFI = 0.94, TLI = 0.94—indicate a satisfactory fit of the structural model with the collected data. The results revealed a statistically significant positive relationship between teacher commitment to students and students' social development ( $\beta = 0.24$ , SE = 0.06,  $p < 0.01$ ), indicating that teacher commitment to students plays a crucial role in shaping and nurturing students' social development. Thus, hypothesis 1 was supported.

#### 4.3.2. Support for Hypothesis 2

To test gender as a moderator on the relationship between teacher commitment to the students and students' social development, the study employed multi-group analysis using Amos 24. To undertake a multi-group analysis, the current study separated data into two models: Male (1) and Female (2). AMOS was used to extract data for both male and female respondents. Moving further, the current study evaluated the path coefficients of the structural model using data for male and female respondents. Upon running the structural model for male and female respondents, the results revealed a strong relationship for female students ( $\beta = 0.34$ , SE = 0.05,  $p < 0.01$ ) as compared to male students ( $\beta = 0.16$ , SE = 0.07,  $p < 0.05$ ). Thus, hypothesis 2 was supported, suggesting that the relationship between teacher commitment to the students and students' social development was stronger for females than males.

## 5. Discussion

The study proposes that teacher commitment to students is positively related to student's social development. Furthermore, the study suggests that gender moderates the relationship between teacher commitment and students' social development, such that the relationship was stronger for females than males. The study employed a questionnaire to collect cross-sectional data from 459 data from SSE/SST teachers and 10<sup>th</sup> grade students from high schools in Punjab, Pakistan. Analyzing data using structural equation modeling in Amos 24 revealed that all the hypothesized relationships were supported. The study found a significant relationship between teacher commitment to students and positive social development, suggesting that teacher commitment can help students positively enhance their social development. Furthermore, the study found that the relationship between teacher commitment to students and students' social development was significant for female students and insignificant for male students.

### 5.1. Theoretical Contributions

The study contributes to the existing literature in many ways. First, by revealing a significant positive relationship between teacher commitment to students and students' social development, the current research study contributes to the literature on teacher commitment to students (Altun, 2017; Dewaele & Li, 2021) and students' social development (Frelin & Fransson, 2017; El Kalai et al., 2022). Past research highlights that teacher commitment is key to determining a student's overall development, including social skills. Through constant assistance and direction, educators assist children in developing critical social competencies like empathy, communication, cooperation, and conflict resolution (Frelin & Fransson, 2017). Instructors dedicated to fostering a healthy classroom environment offer plenty of chances for group projects, cooperation, and debates that encourage students to respect and understand one another (Altun, 2017; Dewaele & Li, 2021). The present study's findings resonate with the existing research highlighting teacher commitment's role in students' holistic development.

Second, the research study showed that the relationship between teacher commitment to students and students' social development differs across gender such that the relationship is stronger for female as compared to male students. In so doing, the study contributes to the existing literature highlighting the important role of gender (Jules & Kutnick, 1997; Katz, 2017). Teachers' commitment may have a different impact on male and female students due to disparities in interaction dynamics. Male students may respond more positively to specific types of teacher assistance, which improves their social skills and development. Still, female students may benefit more from emotional support and relational commitment, which promotes various parts of their social development (Jules & Kutnick, 1997; Katz, 2017). Lastly, the study used CFA using structural equation modeling to test the hypothesized relationships and established students' social development as a higher-order construct.

### 5.2. Practical Implications

Teachers committed to their students' development can significantly influence their social growth, and understanding the moderating role of gender in this relationship is crucial for practical applications in education. One important implication is the need for teachers to tailor their interactions with students based on gender-specific social needs. For instance, teachers might employ different motivational strategies or conflict resolution techniques for boys and girls, recognizing each group's unique social dynamics.

Professional development programs should include training on gender-sensitive pedagogy, equipping teachers with the skills necessary to support the social development of all students effectively.

Additionally, curriculum design should incorporate activities that promote social skills and are inclusive of gender differences. These activities should encourage boys and girls to engage in diverse social interactions, helping to break down stereotypes and fostering mutual respect. Schools can also play a crucial role in engaging parents through workshops that raise awareness about the importance of teacher commitment to student development. By involving parents, schools can create a supportive environment that reinforces the positive impact of teacher commitment on students' social development, taking into account the moderating role of gender.

### 5.3. Limitations and Future Research Directions

The study has a few limitations that should be acknowledged. First, there is a potential bias in self-reported data from teachers and students, which may affect the accuracy of the findings regarding teacher commitment and its impact on student social development. Second, the study may not account for all variables influencing social development, such as cultural background, socioeconomic status, and individual personality traits, which could moderate the relationship between teacher commitment and social development. Third, the study's cross-sectional nature also limits the ability to draw causal inferences, as it only provides a snapshot of the relationships at a single point in time. Future research could address these limitations by employing longitudinal study designs to understand better the causal relationships between teacher commitment and student social development over time.

Future Studies could also incorporate more diverse samples, using various cultural and socioeconomic backgrounds, to enhance the generalizability of the findings. Furthermore, incorporating objective social development measures, such as peer assessments or observational data, could complement self-reported data and provide a more comprehensive understanding of the impact of teacher commitment. Additionally, future research could explore the interaction between teacher commitment and other moderating variables, such as the role of school climate, parental involvement, and peer influence, to provide a more holistic view of the factors contributing to student social development.

### References

- Altun, M. (2017). The effects of teacher commitment on student achievement. *International Journal of Social Sciences & Educational Studies*, 3(3), 51.
- Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability*, 15(5), 4620.
- Ariew, A. (2022). Charles Darwin as a statistical thinker. *Studies in History and Philosophy of Science*, 95, 215-223.
- Bibiso, A., Olango, M., & Bibiso, M. (2017). The Relationship between Teachers Commitment and Female Students Academic Achievements in Some Selected Secondary School in Wolaita Zone, Southern Ethiopia. *Journal of Education and Practice*, 8(4), 75-80.
- Bissell, S. L., & Steven, D. (2022). Founding the Global Partnership to End Violence against Children: Opportunities and Challenges on the Road to Effectiveness. *Partnerships for Sustainability in Contemporary Global Governance*, 167-186.
- Carmines, E. G., & Zeller, R. A. (1979). *Reliability and validity assessment*. Sage publications.
- Danns, D. E., & Danna, G. K. (2022). Institutional support and the challenges facing youth entrepreneurs in developing countries: A Guyana case study. *International Journal of Entrepreneurship and Small Business*, 46(2), 139-161.
- Dewaele, J. M., & Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. *Language Teaching Research*, 25(6), 922-945.
- El Kalai, I., Kirmi, B., & Lhassan, I. A. (2022). Investigating the effect of teacher commitment on student academic: The case of Moroccan high schools in Tangier. *International Journal of Research in Business and Social Science* (2147- 4478), 10, 350-363.
- Freeman, G. T., & Fields, D. (2023). School leadership in an urban context: Complicating notions of effective principal leadership, organizational setting, and teacher commitment to students. *International Journal of Leadership in Education*, 26(2), 318-338.
- Frelin, A., & Fransson, G. (2017). Four components that sustain teachers' commitment to students—a relational and temporal model. *Reflective Practice*, 18(5), 641-654.
- George, A., Jacobs, T., Ved, R., Jacobs, T., Rasanathan, K., & Zaidi, S. A. (2021). Adolescent health in the Sustainable Development Goal era: are we aligned for multi sectoral action? *BMJ Global Health*, 6(3), e004448.
- Gökyer, N. (2018). Organizational Commitment of High School Teachers. *Journal of Education and Training Studies*, 6(n3a), 115-125.
- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2016). *Organizational behavior: Managing people and organizations*. Cengage Learning.
- Gyeltshen, L. (2021). Examining teachers' organizational commitment: does teachers' educational qualification, teaching experience and gender matter?. *Humanities, Arts and Social Sciences Studies (Former Name Silpakorn University Journal of Social Sciences, Humanities, And Arts)*, 88 94.
- Iqbal, T., & Nasir, S. (2018). Integrating National Professional Standards with Islamic Teachings: A Path to Educational Excellence in Pakistan. *Journal of Policy Options*, 1(4), 90-96.
- Ismail, A., & Mydin, A. A. (2019, March). The impact of transformational leadership and commitment on teachers' innovative behaviour. In *4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2018)*. Atlantis Press.
- Jules, V., & Kutnick, P. (1997). Student perceptions of a good teacher: The gender perspective. *British Journal of Educational Psychology*, 67(4), 497-511.
- Katz, I. (2017). In the eye of the beholder: Motivational effects of gender differences in perceptions of teachers. *The Journal of Experimental Education*, 85(1), 73-86.

- Khan, A. (2018). Driving Economic Growth Through Vocational Education: Empirical Evidences from Pakistan. *Journal of Policy Options*, 1(4), 112-119.
- Mahmood, T., & Naz, G. (2018). Teachers' Attitudes and the Communicative Approach in EFL Classrooms: A Study in Pakistan. *Journal of Policy Options*, 1(3), 66-73.
- Mawarni, A., Munandar, M. H., Harto, K., & Suryana, E. (2022). Education in the period of adult development and its implications on education. *Cetta: Jurnal Ilmu Pendidikan*, 5(3), 235-252.
- O'Malley, M. N., & O'Malley, M. (2000). *Creating commitment: How to attract and retain talented employees by building relationships that last*. John Wiley & Sons.
- Oyinlade, A. O. (2018). Relations of job structure to affective organizational commitment. *Journal of Human Resources Management and Labor Studies*, 6(1), 13-32.
- Pertiwi, N. Y., & Purwanti, N. D. (2023). Twitter for Public Organization: Communication and Public Engagement in the Generation Unlimited Initiative. *Jurnal Komunikasi Indonesia*, 12(1), 5.
- Rasheed, L. (2020). The Role of Social Support and Work Engagement in Enhancing Job Performance among Secondary School Teachers: A Quantitative Study in Lahore District. *Journal of Policy Options*, 3(4), 124-129.
- Raz, D. Z., & Almog, S. (2023). Children's Political Rights and the UN Convention on the Rights of the Child. *The International Journal of Children's Rights*, 31(2), 500-523.
- Riaz, M., & Safdar, M. (2018). Exploring Teachers' Concerns: Student Enrollment and Absenteeism in Primary Schools of Punjab Province. *Journal of Policy Options*, 1(3), 84-89.
- Risi, D., Vigneau, L., Bohn, S., & Wickert, C. (2023). Institutional theory- based research on corporate social responsibility: Bringing values back in. *International Journal of Management Reviews*, 25(1), 3-23.
- Rizvi, S. F. I., & Najam, N. (2015). Profiles and Patterns of Behavioural and Emotional Problems in School Going Adolescents. *Pakistan Journal of Social Sciences (PJSS)*, 35(2).
- Robinson, J. (2010). *Triandis' theory of interpersonal behaviour in understanding software piracy behaviour in the South African context* (Doctoral dissertation, University of the Witwatersrand).
- Shankland, S., Hyson, K., & Barford, A. (2022). Lifting participation through financial inclusion.
- Simpkins, S. D., Tulagan, N., Lee, G., Ma, T. L., Zarrett, N., & Vandell, D. L. (2020). Children's developing work habits from middle childhood to early adolescence: Cascading effects for academic outcomes in adolescence and adulthood. *Developmental Psychology*, 56(12), 2281.
- Tarabashkina, L., & Lietz, P. (2011). The impact of values and learning approaches on student achievement: Gender and academic discipline influences. *Issues in Educational Research*, 21(2), 210-231.
- Whitley Jr, B. E., & Kite, M. E. (2012). *Principles of research in behavioral science*. Routledge.
- World Health Organization. (2016). Reaching every adolescent: regional workshop on strengthening gender, equity, rights and social determinants of health, Kathmandu, Nepal, 21-23 June, 2016.