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THE IMPACT OF TEACHER COMMITMENT ON STUDENTS' SOCIAL DEVELOPMENT DURING ADOLESCENCE

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Abstract

The role of teachers extends beyond the traditional imparting of knowledge; they significantly influence the holistic development of students. At the secondary level, students undergo considerable cognitive and emotional growth, making the role of committed teachers crucial. This research explores the impact of teacher commitment on the social development of adolescents, a critical aspect for their integration and adjustment in society. Employing a cross-sectional survey design, data were collected from 1000 secondary school teachers and 1000 10th-grade students across 108 high schools in Punjab, Pakistan. The study utilized validated scales to measure teacher commitment and student social development, and the Organizational Health Tool to assess the school environment. Data analysis included tests for normality, correlation analysis, factor analysis, and structural equation modeling. The findings reveal a significant positive correlation between teacher commitment and student social development, highlighting the essential role of dedicated teachers in fostering social skills, relationships, and emotional well-being among adolescents. These results underscore the importance of promoting teacher commitment through educational policies and training programs to enhance student outcomes and support their holistic development.

Keywords

Teacher Commitment, Adolescent Social Development, Secondary Education, Cross-Sectional Survey, Educational Policy, Teacher Training, Structural Equation Modeling, School Environment

Introduction

The role of teachers extends beyond the traditional imparting of knowledge; they significantly influence the holistic development of students (Murray & Malmgren, 2005). At the secondary level, students undergo considerable cognitive and emotional growth, making the role of committed teachers crucial (Coleman, 2022). This research explores how teacher commitment impacts the social development of adolescents, a critical aspect of their integration and adjustment into society (Wentzel, 2015).

Adolescence is marked by numerous developmental milestones, including forming an identity, establishing peer relationships, and exploring societal roles (Erikson, 1950; Tabassum et al., 2024). These formative years shape academic achievement and long-term social and emotional well-being (Tabbasamet al., 2023; Zins et al., 2004). The influence of teachers extends beyond the classroom, as they serve as mentors, role models, and sources of support for adolescents navigating these challenges (Qureshiet al., 2023; Wubbels et al., 2016).

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Teacher commitment, characterized by dedication, passion, and investment in students' success, has been linked to positive student outcomes across various domains (Amjad et al., 2022, a, b; Brouwers & Tomic, 2000). Committed teachers create supportive learning environments, foster positive relationships, and inspire students to reach their full potential (Kyriacou, 2001). Moreover, teacher commitment has been associated with increased student engagement, motivation, and academic achievement (Fauth et al., 2007; Shafqat & Amjad, 2024).

However, limited research has explored the specific impact of teacher commitment on adolescents' social development. Social development encompasses acquiring social skills, values, and behaviors necessary for successful interaction and participation in society (Ong et al., 2024; Shala, 2017). Adolescents rely on their teachers not only for academic guidance but also for moral support, emotional encouragement, and social modeling (Pianta et al., 2003). Therefore, understanding how teacher commitment influences students' social development is essential for enhancing educational practices and promoting positive youth development.

This research seeks to address this gap by investigating the relationship between teacher commitment and adolescent social development. By examining the perceptions of both students and teachers, this study aims to uncover the mechanisms through which teacher commitment shapes students' social skills, relationships, and overall adjustment. The findings will contribute to a deeper understanding of the critical role teachers play in fostering the holistic development of adolescents and inform interventions aimed at enhancing teacher-student relationships and promoting positive social outcomes.

Statement of the Problem

Adolescence is a critical period marked by significant cognitive, emotional, and social development. During this stage, students form their identities, establish peer relationships, and develop the social skills necessary for successful integration and adjustment in society. Despite the importance of this developmental phase, many adolescents struggle with social adjustment, which can lead to long-term negative outcomes such as poor academic performance, behavioral issues, and mental health problems.

Teachers play a crucial role in supporting adolescents through this tumultuous period. Teacher commitment, characterized by dedication, passion, and a strong investment in student success, has been shown to positively impact student outcomes in various domains. However, there is limited research specifically examining how teacher commitment influences the social development of adolescents. Understanding this relationship is essential for developing effective educational policies and teacher training programs that promote the holistic development of students.

Therefore, this study aims to investigate the impact of teacher commitment on the social development of adolescents in secondary schools. By exploring the correlations between teacher commitment and various aspects of student social development, this research seeks to provide insights into the mechanisms through which teachers can foster social skills, relationships, and

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emotional well-being among their students. The findings will have significant implications for educational stakeholders, including students, head teachers, teachers, administrators, and policymakers, by highlighting the need for fostering teacher commitment to enhance student outcomes and support their holistic development.

Research Objectives

1. To examine the effect of teacher commitment on the social development of adolescents.

2. To investigate the mediating role of teacher commitment in the relationship between organizational health and student social development.

Hypothesis of the Study

H1: Organizational health is positively related to students' social development.

H2: Organizational health is positively related to teachers' commitment to students.

H3: Teachers' commitment to students is positively related to students' social development.

Significance of the Study

The significance of this research extends to various stakeholders involved in the education system, as well as to society at large.

1: This study enhanced social development of the students. Students stand to benefit directly from the findings of this research. Understanding how teacher commitment influences their social development can empower students to seek out supportive learning environments and develop stronger relationships with their teachers.

2: It improved well-being of the students.A positive school environment characterized by committed teachers fosters a sense of belonging and emotional support, contributing to students' overall well-being and mental health.

3: Head teachers would get informative Insights. Head teachers gain valuable insights into the importance of fostering teacher commitment within their schools. They can use the findings to develop strategies for promoting a culture of dedication and support among their teaching staff.

3: This research promotes professional development of teachers. This research underscores the significance of providing ongoing professional development opportunities for teachers to enhance their commitment and effectiveness in promoting students' social development.

4: Teachers gain a deeper understanding of their role in shaping students' social development. Recognizing the influence of their commitment can motivate teachers to invest more effort and energy into building positive relationships with their students.

5: The present study improved teachers 'practices**.** Armed with insights from this research, teachers can implement strategies to enhance their commitment and effectiveness in supporting students' social growth. This may include fostering a supportive classroom environment, providing personalized attention to students, and serving as positive role models.

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6: Administrators and education managers can use the findings of this research to inform the development of educational policies aimed at promoting teacher commitment and student well-being. This may involve allocating resources for teacher training programs, implementing support systems for teachers, and fostering a positive school climate.

7: The research findings can guide administrators in identifying areas for improvement within their schools related to teacher commitment and student social development. This may lead to targeted interventions and initiatives designed to create a more supportive and nurturing learning environment.

8:The research findings can be helpful in preparation of Future Citizens.By emphasizing the importance of teacher commitment in fostering students' social development, this research contributes to the preparation of socially competent and responsible citizens. Students who receive support and guidance from committed teachers are better equipped to contribute positively to society.

9: The findings highlight the significance of investing in education, particularly in teacher training and support programs. A commitment to fostering teacher commitment can lead to improved educational outcomes and ultimately benefit society as a whole.

Literature Review

Theoretical Framework

Commitment in Education

Teacher commitment is characterized by an emotional attachment to the profession, the school, and the students. It involves a strong desire to contribute to the school's mission and the holistic development of students. Research suggests that committed teachers positively influence students' academic performance and emotional well-being (El Kalai, Kirmi, & Lhassan, 2022).

Adolescent Social Development

Adolescence is a formative stage where individuals experience significant psychological and social changes. Social development during this period is critical for forming healthy relationships, building self-esteem, and achieving social adjustment. Positive teacher-student interactions can facilitate this development, promoting a supportive learning environment (Coleman, 2022).

Key Theories

Erikson'sPsycho-social Development Theory (1950): Highlights the role of social interactions in personal development.

Erikson'sPsycho-social Development Theory is a cornerstone of psychological and developmental studies. Erik Erikson, a developmental psychologist and psychoanalyst, proposed that human development is governed by a series of eight stages, each characterized by a specific psychological conflict that contributes to a major aspect of personality. Each stage presents a

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crisis that must be resolved for healthy personality development. The outcome of each stage depends on the individual's experiences and interactions, particularly during adolescence (Mishra, 2023).

Key Stages Relevant to Adolescence

1. Industry vs. Inferiority (Ages 5-12)

During this stage, children begin to develop a sense of pride in their accomplishments and abilities. Teachers and peers play a significant role in fostering a sense of industry by encouraging and recognizing students' efforts. Success leads to a sense of competence, while repeated failure or lack of encouragement can result in feelings of inferiority (Ounjian, 2024).

2. Identity vs. Role Confusion (Ages 12-18)

This stage is crucial for adolescents as they explore different aspects of their identity. Adolescents seek to understand who they are and their place in the world. Success in this stage leads to a strong sense of self and direction, while failure results in role confusion and a weak sense of identity. This stage heavily relies on social interactions and relationships with peers, family, and mentors, making the role of committed teachers pivotal in guiding students towards a positive sense of identity (Patrick & Noor, 2024).

Implications for Social Development

Influence of Teachers

Erikson emphasized that each stage builds on the preceding one. Thus, the support and commitment of teachers during earlier stages (like Industry vs. Inferiority) lay a foundation for successful navigation of later stages. Teachers who demonstrate commitment help students build self-esteem and competence, which are essential for the formation of a strong identity during adolescence.

In the Identity vs. Role Confusion stage, teachers act as role models and provide a stable environment where students can safely explore their identities. Teachers' guidance and validation are critical as students experiment with different roles, beliefs, and ideas (Orenstein & Lewis 2022).

Social Interactions

Erikson highlighted the importance of social interactions in personality development. Teachers facilitate these interactions by creating a collaborative learning environment and promoting positive peer relationships. Activities that require teamwork and social engagement help students develop interpersonal skills and a sense of belonging (Maree, 2022).

Emotional Support

Adolescents experience emotional fluctuations and identity crises. Committed teachers offer emotional support, helping students navigate these challenges. This support fosters

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resilience and emotional stability, which are key components of social development (Branje, 2022).

Long-Term Outcomes

Erikson's theory suggests that successfully resolving the conflicts at each stage leads to the development of virtues. For example, resolving the Identity vs. Role Confusion stage results in the virtue of fidelity, which involves being able to commit oneself to others based on accepting others, even when there may be ideological differences. This virtue is foundational for forming strong social bonds and contributing positively to society.

In contrast, failure to resolve these conflicts can lead to long-term issues. For instance, failure in the Identity vs. Role Confusion stage can result in role confusion, where individuals struggle with finding their place in society, leading to difficulties in personal relationships and professional life (Kitchens & Abell, 2020).

Bronfenbrenner's Ecological Model (1977): Emphasizes the influence of various environmental systems on human development.

Urie Bronfenbrenner's Ecological Systems Theory is a framework for understanding human development within the context of the system of relationships that form their environment. Bronfenbrenner categorized these environmental systems into five nested levels, each influencing an individual's development in complex ways. This theory highlights the importance of understanding the multiple environments (or systems) in which individuals interact and how these layers interact with each other to shape development (Crawford, 2020).

Key Components of the Ecological Model

1. Microsystem

The microsystem is the immediate environment that directly interacts with the individual. For adolescents, this includes family, school, peers, and neighborhood. Interactions within the microsystem are the most direct and influential on the individual's development. For instance, the role of a committed teacher falls within the microsystem, directly affecting students' academic performance, social skills, and emotional well-being (Renn & Smith, 2023).

2**. Mesosystem**

The mesosystem refers to the interconnections between microsystems. Positive and supportive interactions across these environments enhance the adolescent's development. If teachers maintain good communication with parents, it can create a more consistent support system for the student (Sadownik, 2023).

3. Exosystem

The exosystem encompasses the broader social systems that do not directly involve the individual but still impact their development. This includes parents' workplaces, school board policies, and community services. For instance, a parent's stressful job can indirectly affect an

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adolescent through increased parental stress and less availability, impacting the child's home environment (Panahandehpour, Hashemi, Ranjbar & Gholtash, 2023).

4. Macrosystem

The macrosystem represents the broader cultural and societal influences that shape an individual's environment. This includes cultural values, economic policies, and political systems. The attitudes and ideologies of the culture in which an individual lives can profoundly impact their development. For example, societal values regarding education will influence how education systems are structured and the resources allocated to schools (Purkait, 2024).

5. Chronosystem

The chronosystem encompasses the dimension of time, reflecting the changes and consistency in the individual's environment over their lifetime. This includes both life transitions, such as moving to a new school or parents' divorce, and socio-historical events, like economic recessions or technological advancements. The timing of these events can have significant implications for development. For example, the introduction of digital technology in education represents a chronosystem change that affects how students learn and interact (Tong & An, 2024).

Applications to Adolescent Social Development

Microsystem: Teacher Influence

Teachers are a vital part of the microsystem. A committed teacher can positively influence students' academic success, self-esteem, and social skills. For adolescents, who spend a significant amount of time in school, the teacher-student relationship is crucial. Teachers who engage with students, understand their needs, and provide a supportive learning environment can significantly enhance social development (Hu, Sui, Geng & Zhao, 2024).

Mesosystem: School-Family-Community Connections

The mesosystem highlights the importance of collaboration between different parts of an adolescent's life. Effective communication and cooperation between parents and teachers ensure that the student receives consistent messages and support. Programs that involve parents in school activities and teacher-led community engagement initiatives strengthen these mesosystem connections (Hodges & Videto, 2024).

Exosystem: Indirect Influences

Decisions made at higher organizational levels (such as school district policies) and events in a parent's workplace can impact an adolescent's development. For example, a supportive school policy on mental health resources can provide students with necessary support even if they don't directly interact with policy makers (Roh & Chang, 2024).

Macrosystem: Cultural Context

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Cultural attitudes towards education, gender roles, and societal norms shape the environment in which adolescents develop. In cultures that highly value education, students are likely to experience strong support from both family and community, promoting positive social development. Conversely, in societies with less emphasis on education, students might struggle with fewer resources and support (Hodges & Videto, 2024).

Chronosystem: Development Over Time

The chronosystem underscores the importance of timing in the impact of environmental changes. Adolescents today are developing in an era of rapid technological change, which influences their social interactions, learning methods, and identity formation. Understanding these temporal contexts helps in addressing the specific developmental needs of different cohorts (Navarro & Tudge, 2023).

Implications for Educational Practice

Holistic Approach to Education

Educators and policymakers should consider all layers of Bronfenbrenner's model when designing educational programs. Initiatives should not only focus on in-class teaching practices but also engage with parents, community leaders, and policymakers to create a supportive network around students.

Professional Development for Teachers

Training programs for teachers should include strategies for effective communication with parents and community engagement. Understanding the broader environmental factors that affect students can help teachers provide more comprehensive support.

Policy Development

Educational policies should aim to address the broader exosystem and macrosystem influences on students. This includes advocating for family-friendly workplace policies, community support programs, and inclusive cultural practices that promote equitable education.

Longitudinal Studies

Research should incorporate the chronosystem perspective, examining how changes over time in societal norms, technology, and policies affect adolescent development. Longitudinal studies can provide insights into the long-term effects of these changes and inform more adaptive and future-oriented educational practices.

Bandura's Social Learning Theory (1977): Suggests that individuals learn from observing others, underscoring the importance of role models like teachers.

Albert Bandura's Social Learning Theory proposes that people learn from observing others and modeling their behaviors, attitudes, and emotional reactions. Unlike behaviorist theories that focus solely on observable behaviors, Bandura emphasized the role of cognitive processes in learning. He argued that individuals actively process information from their

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environment, make decisions based on this information, and regulate their behavior accordingly. Bandura's theory has significant implications for understanding human development, socialization, and education.

Key Concepts

1. Observational Learning

Observational learning, also known as modeling or vicarious learning, occurs when individuals acquire new behaviors or information by watching others. Bandura identified four key processes involved in observational learning:

- Attention: Individuals must pay attention to the model's behavior and its consequences.
- Retention: Individuals must remember the observed behavior to reproduce it later.
- Reproduction: Individuals must have the necessary skills and abilities to replicate the observed behavior.
- Motivation: Individuals are more likely to imitate behavior if they expect positive outcomes or rewards.

2. Modeling

- Modeling involves observing and imitating the behavior of others. Models can be real or symbolic (e.g., characters in books, movies, or media). Bandura distinguished between live models (actual people demonstrating behavior) and symbolic models (depictions of behavior in media).

3. Self-Efficacy

- Self-efficacy refers to an individual's belief in their ability to successfully perform a specific task or behavior. Bandura argued that self-efficacy influences motivation, behavior, and performance. High self-efficacy leads to greater effort and persistence in the face of challenges, while low self-efficacy can result in avoidance or reduced effort.

Applications to Adolescent Development

1. Role of Modeling in Adolescence

Adolescents are particularly sensitive to social influences and often model their behavior after peers, parents, teachers, and media figures. Observing and imitating the behavior of role models can shape adolescents' attitudes, values, and behaviors. For example, adolescents may emulate the behavior of their favorite athletes, celebrities, or social media influencers.

2. Social Reinforcement

Bandura's theory suggests that individuals are more likely to imitate behavior that is rewarded or reinforced. In adolescence, social reinforcement from peers and adults plays a significant role in shaping behavior. Adolescents may engage in behaviors that are socially rewarded, such as conforming to peer norms or seeking approval from authority figures.

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3. Development of Self-Efficacy

Adolescence is a critical period for the development of self-efficacy beliefs. Bandura argued that experiences of mastery, social persuasion, vicarious experiences, and physiological states influence self-efficacy. Positive experiences of success and support from others can enhance adolescents' confidence in their abilities, while repeated failure or negative feedback can undermine self-efficacy.

Implications for Education

1. Modeling and Instruction

Educators can use modeling techniques to teach new skills and behaviors to students. By providing clear demonstrations and opportunities for practice, teachers can facilitate observational learning and enhance students' self-efficacy.

2. Social Learning Environment

Creating a positive and supportive learning environment is essential for promoting social learning and self-efficacy. Teachers should encourage collaboration, peer modeling, and constructive feedback among students. Providing opportunities for students to observe and learn from each other can foster a sense of competence and confidence.

3. Feedback and Reinforcement

Feedback and reinforcement play a crucial role in shaping behavior and self-efficacy. Teachers should provide specific feedback and positive reinforcement to students for their efforts and achievements. Recognizing and rewarding desired behaviors can increase motivation and promote continued learning.

4. Cognitive-Behavioral Interventions

Bandura's theory has been applied in cognitive-behavioral interventions aimed at changing maladaptive behaviors and improving self-efficacy. Techniques such as modeling, role-playing, and guided mastery have been effective in treating various psychological disorders and promoting positive behavioral change in adolescents.

Methodology

Research Design

This study employs a cross-sectional survey design to capture data at a specific point in time. The cross-sectional approach is particularly suitable for identifying and analyzing correlations between teacher commitment and student social development. This methodology allows for the examination of relationships among variables within a defined population, providing a snapshot of the current state of these variables and their interconnections.

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Rationale for Using Cross-Sectional Survey Design

1. Time and Resource Efficiency: Cross-sectional surveys are cost-effective and less time-consuming compared to longitudinal studies. They allow for the collection of a large amount of data from a substantial number of participants within a relatively short period.

2. Snapshot of Current Relationships: This design provides a clear picture of the current levels of teacher commitment and student social development, and how these variables are related at a specific moment. This is essential for understanding the immediate impact of teacher behaviors and attitudes on students' social outcomes.

3. Exploration of Correlations: By using a cross-sectional design, the study can identify significant correlations between teacher commitment and various aspects of student social development. This can lay the groundwork for future research that might explore causation more deeply.

Sample Selection

1. Population: The population for this study includes secondary school teachers and 10th-grade students in high schools across Punjab, Pakistan. This demographic is chosen due to the critical developmental stage of adolescents and the significant influence of teachers during this period.

2. Sampling Method: A simple random sampling technique will be employed to ensure that every member of the population has an equal chance of being selected. This method enhances the representativeness and generalizability of the findings.

3. Sample Size: The study aims to include 1000 secondary school teachers (SST/SSE) and 1000 10th-grade students from 108 high schools in Punjab. This large sample size is designed to ensure statistical power and the reliability of the findings.

Data Collection

1. Instruments:

Teacher Commitment: A seven-item scale adapted from existing validated tools (Shi, Yu, & Zheng, 2020; Li, Zhu, & Li, 2022) will measure teachers' commitment. This scale assesses various dimensions of commitment, including emotional attachment, involvement, and dedication to students' success.

Student Social Development: A custom-developed scale by the researcher will be used to measure student social development. This scale will evaluate students' social skills, relationships, emotional regulation, and overall social adjustment.

Organizational Health: The Organizational Health Tool adapted from Doganay and Dagli (2020) will measure the general health and climate of the school environment.

2. Procedure: Surveys will be distributed to the selected teachers and students with clear instructions and assurances of confidentiality. Participants will be asked to complete the surveys honestly and return them within a specified time-frame.

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3. Ethical Considerations: Informed consent will be obtained from all participants. They will be informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses.

Data Analysis

Data Normality: Initial data analysis will include tests for normality to ensure that the data distribution meets the assumptions required for further statistical analyses.

1.1 Means and Correlation

Table 1

Means and Correlations

Construct	Means	SD	1	2	3
1. Organizational health	2.89	0.74	-		
2. Teacher commitment to students	3.00	1.11	.24**	-	
3. Students' social development	4.05	.98	.14**	.25**	-

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

Table 1 affirms that the correlations observed among the studied constructs align with the theoretical framework. Notably, organizational healthpositively correlates with teachers' commitment to students and student social development, consistent with the anticipated theoretical direction. Likewise, the positive correlation between organizational health and students' social development aligns with the expected theoretical relationship. These findings validate the theoretical expectations, providing confidence in aligning the observed correlations with the conceptual underpinnings of the study.

1.2 Measurement Model of Study

The measurement model, analyzed through a covariance-based approach, is a crucial assessment of the model's adequacy and the distinctiveness of all the constructs under study. Confirmatory Factor Analysis (CFA) was employed to evaluate the measurement model, encompassing organizational health, teachers' commitment to students, and students' social development. The fit indices - χ^2 (1816) = 3007.16, χ^2/df = 1.65, RMSEA = .04, 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

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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.

Figure 1

Measurement Model

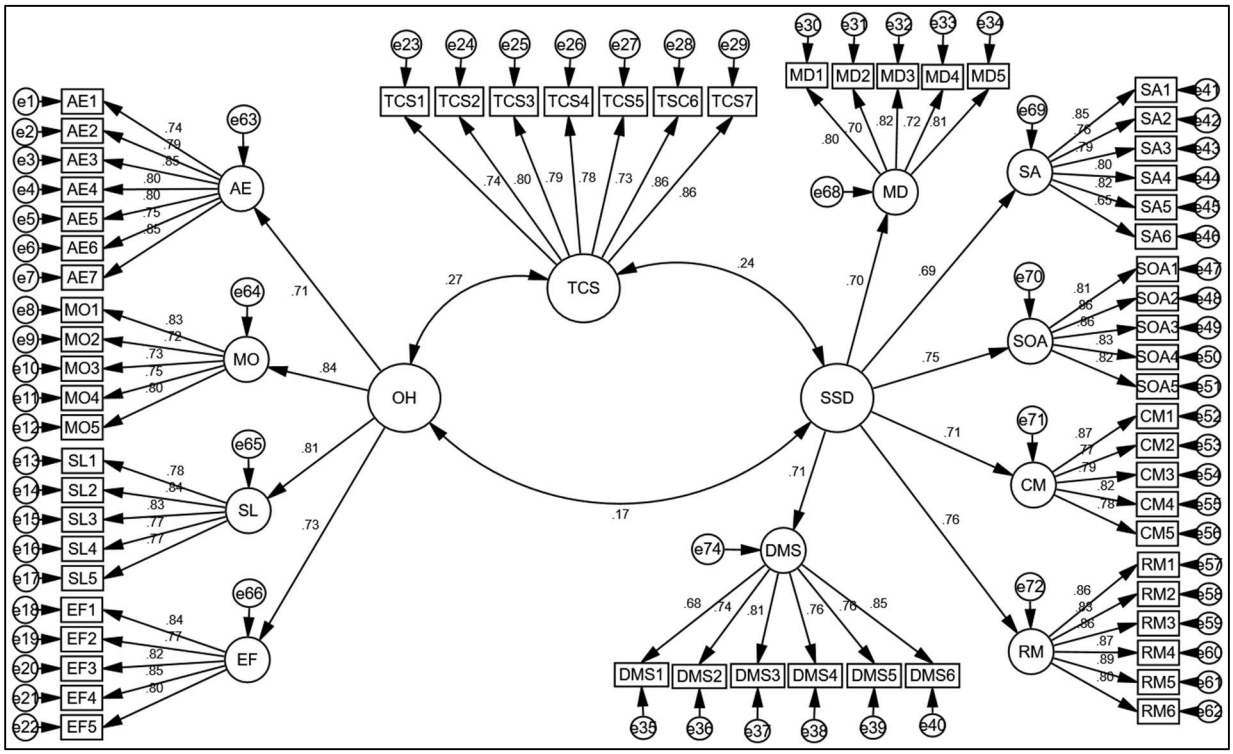

Figure Notes: OH= Organizational health, TCS = Teacher commitment to students, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision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

Absolute fit indices, including the widely used root mean square error of approximation (RMSEA), indicate the badness of fit, with recommended values of RMSEA being ≤ .08. In the current study, the RMSEA value is .06, falling below the .08 threshold and thus considered

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acceptable. Incremental fit indices, such as the comparative fit index (CFI), incremental fit index (IFI), and Tucker Lewis index (TLI), measure the overall appropriateness of the model. Recommended values for CFI, IFI, and TLI are ≥ .90, and in this study, the values are .94, exceeding the .90 threshold and indicating an acceptable fitness level.

Table 2

Factor Loadings

Constructs	Factor Loadings	Criteria
1. Organizational Health Dimensions		
1. Academic Emphasis		
AE1	.736	Factor Loading > .60 Hair et al. (2010)
AE2	.786	
AE3	.851	
AE4	.800	
AE5	.803	
AE6	.755	
AE7	.852	
2. Morale		
MO1	.829	Factor Loading > .60 Hair et al. (2010)
MO2	.722	
MO3	.732	
MO4	.752	
MO5	.799	
3. Supportive Leadership		
SL1	.784	Factor Loading > .60 Hair et al. (2010)
SL2	.842	
SL3	.834	
SL4	.772	
SL5	.772	
4. Effective Environment		
EF1	.840	Factor Loading > .60 Hair et al. (2010)
EF2	.775	
EF3	.821	
EF4	.854	
EF5	.805	
2. Teachers Commitment to Students		
TCS1	.744	Factor Loading > .60
TCS2	.802	
TCS3	.793	
TCS4	.776	

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TCS5	.733	Hair et al. (2010)
TCS6	.864	
TCS7	.861	
3. Students' Social Development Dimensions		
1. Self-awareness		
SA1	.853	
SA2	.759	Factor Loading > .60
SA3	.788	Hair et al. (2010)
SA4	.801	
SA5	.816	
SA6	.645	
2. Social Awareness		
SOA1	.808	Factor Loading > .60
SOA2	.860	Hair et al. (2010)
SOA3	.860	
SOA4	.825	
SOA5	.818	
3. Conflict Management		
CM1	.868	Factor Loading > .60
CM2	.770	Hair et al. (2010)
CM3	.785	
CM4	.823	
CM5	.783	
4. Relationship Management		
RM1	.861	Factor Loading > .60
RM2	.827	Hair et al. (2010)
RM3	.861	
RM4	.871	
RM5	.886	
RM6	.803	
5. Decision Making Skill		
DMS1	.680	Factor Loading > .60
DMS2	.738	Hair et al. (2010)
DMS3	.811	
DMS4	.762	
DMS5	.760	
DMS6	.854	
6. Media		
MD1	.804	Factor Loading > .60
MD2	.701	

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MD3	.821	Hair et al. (2010)
MD4	.724	
MD5	.808	
Higher order constructs		
Organizational Health		
AE	.710	Factor Loading > .60
MO	.835	Hair et al. (2010)
SL	.813	
EF	.727	
Student Social Development		
SA	.693	Factor Loading > .60
SOA	.748	Hair et al. (2010)
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

1.3 Structural Model for Hypotheses Testing

1.3.1 **Support for Hypothesis 1**

To test hypothesis 1, the study conducted a structural model consisting of organizational health and students' social development. The fit indices—χ^2 (1419) = 2453.44, χ^2/df = 1.72, RMSEA = 0.04, IFI = 0.94, CFI = 0.94, TLI = 0.94—indicate a satisfactory fit of the structural model with the collected data. The results revealed (Table 4.5) a statistically significant positive relationship between organizational health and students' social development ($\beta = 0.17$, SE = 0.05, $p < 0.05$), indicating that organizational health plays a crucial role in shaping and nurturing students' social development. Thus, hypothesis 1 was supported.

Figure 2

Structural Model of Organizational Health and Students' Social Development

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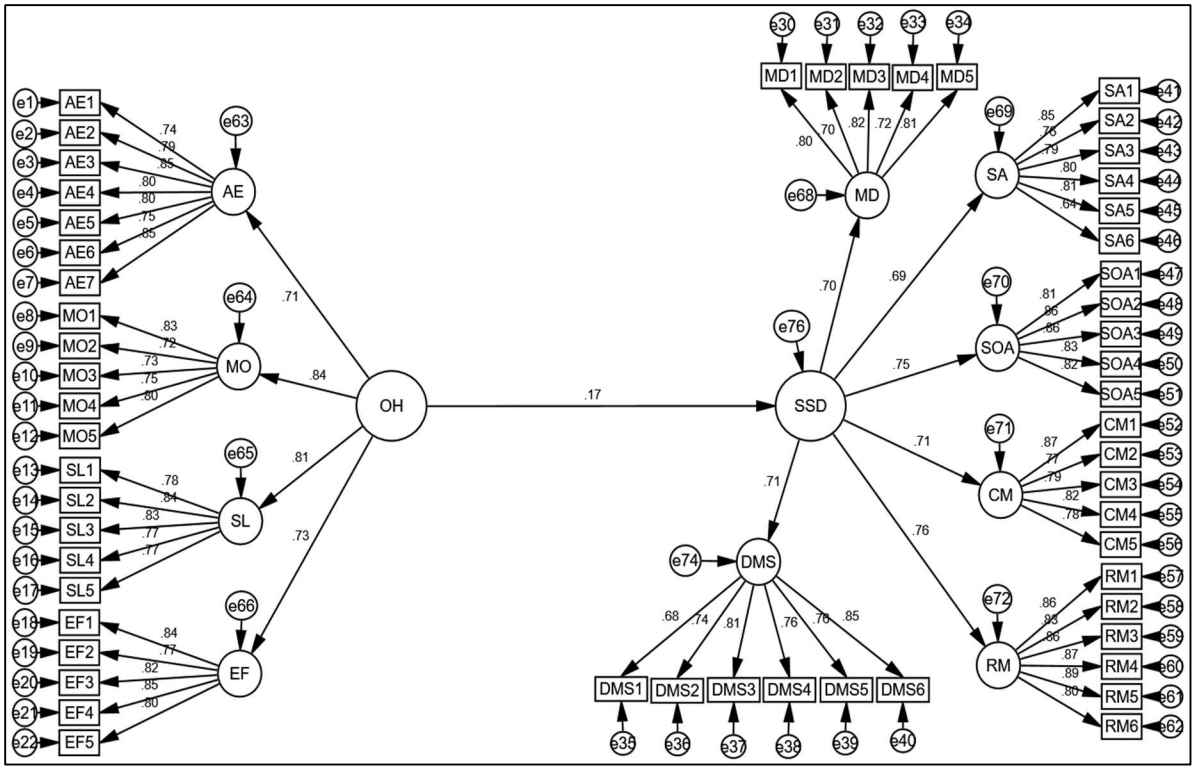

Figure Notes: OH= Organizational health, SSD = Student social development, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media

1.3.2 **Support for Hypothesis 2**

To test hypothesis 2, the study conducted a structural model consisting of organizational health and teacher commitment to students. The fit indices—χ^2 (372) = 799.66, χ^2/df = 2.15, RMSEA = 0.05, IFI = 0.95, CFI = 0.95, TLI = 0.95—indicate a satisfactory fit of the structural model with the collected data. The results revealed (Table 4.5) a statistically significant positive relationship between organizational health and teacher commitment to students ($\beta = 0.27$, SE = 0.05, $p < 0.01$), indicating that organizational health plays a crucial role in shaping and nurturing teacher commitment to students. Thus, hypothesis 2 was supported.

Figure 3

Structural Model of Organizational Health and Teachers Commitment to Students

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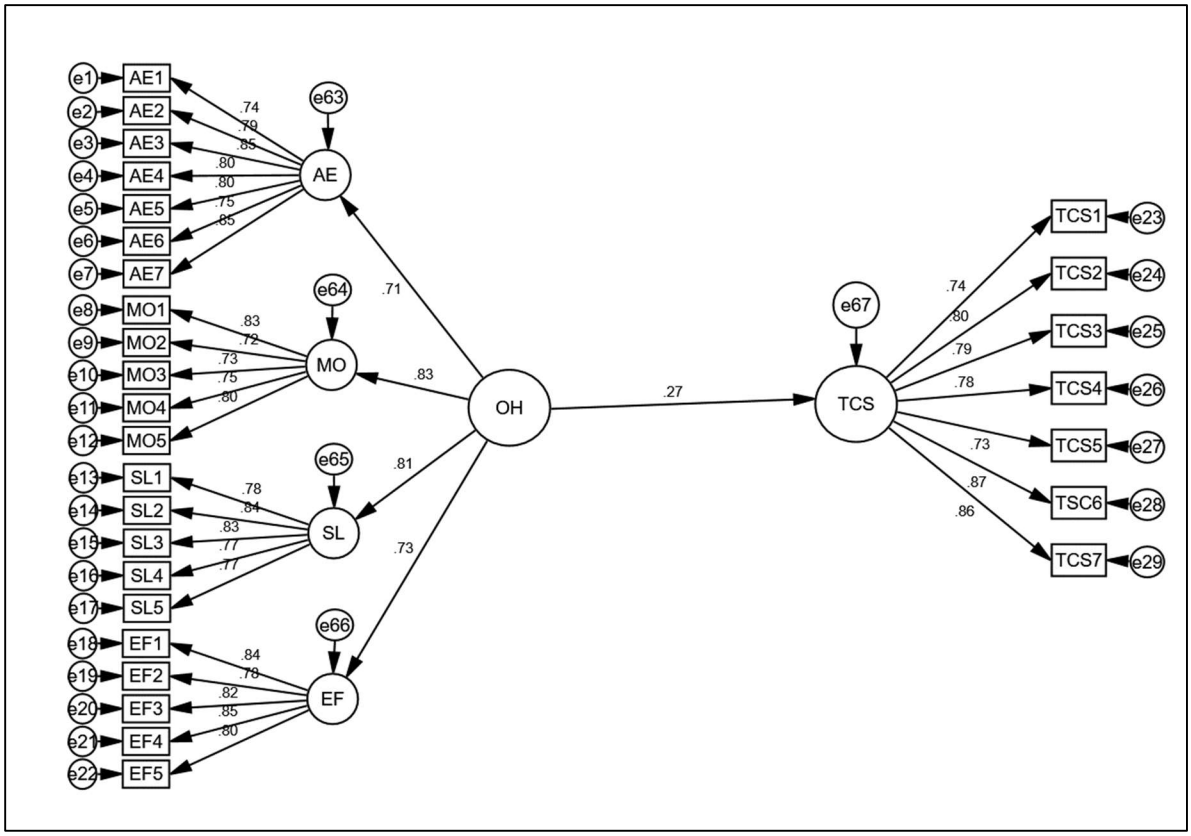

Notes: OH= Organizational health, AE= Academic emphasis, MO= Morale, SL= Supportive leadership, EF= Effective environment, TCS= Teachers' commitment to students

1.3.3 **Support for Hypothesis 3**

To test hypothesis 3, the study conducted a structural model consisting of teacher commitment to students and students' social development. The fit indices—χ^2 (733) = 1540.52, χ^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 (Table 4.5) revealed a statistically significant positive relationship between teacher commitment to students and students' social development (β = 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 3 was supported.

Figure 4

Structural model Teachers' Commitment to Students and Students' Social Development

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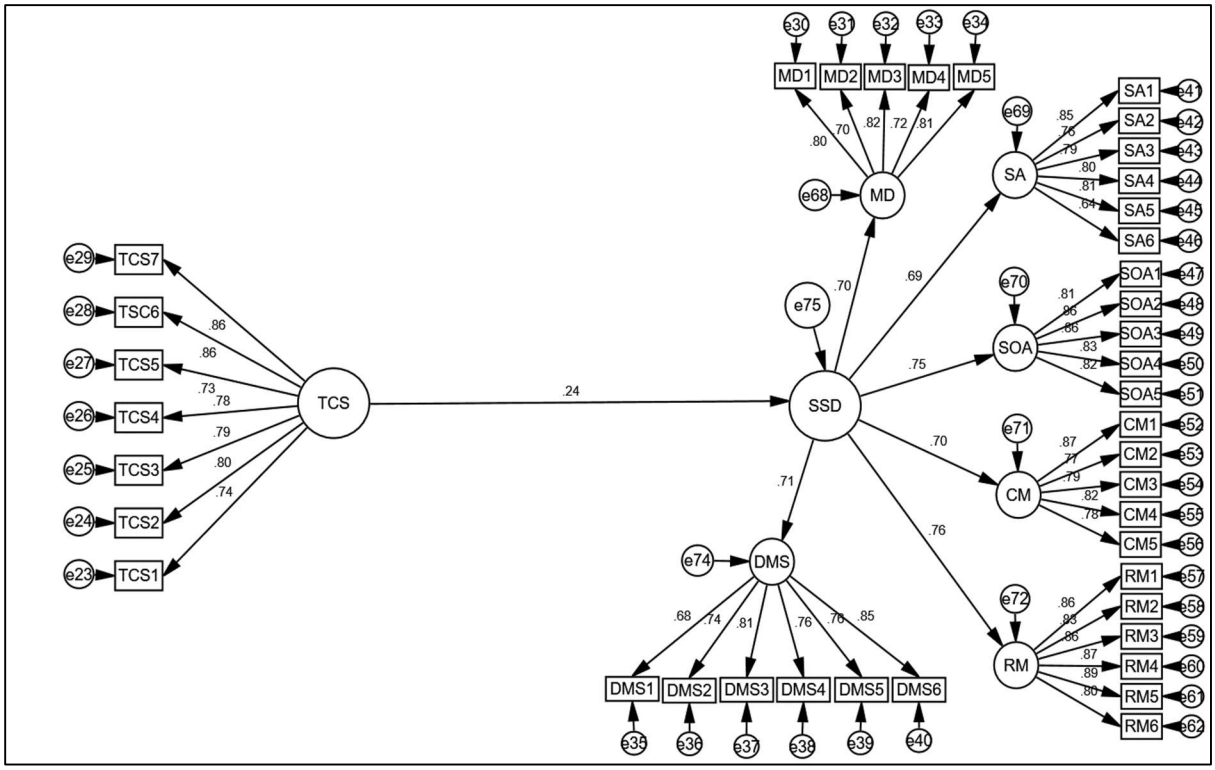

Notes: SSD = Student social development, SA=Self-awareness, SOA= Social awareness, CM= Conflict management, RM= Relationship management, DMS=Decision making skill and MD=Media, TCS = Teachers' commitment to students

1.3.4 **Support for Hypothesis 4**

To test hypothesis 4, the study performed a structural model consisting of organizational health (independent variable), teachers' commitment to students (mediator), and students' social development (dependent variable). The fit indices—χ^2 (1816) = 3007.16, χ^2/df = 1.65, RMSEA = .04, IFI = .94, CFI = .94, TLI = .94 —indicate a satisfactory fit of the structural model with the collected data. The result revealed (Table 4.5) a statistically significant indirect relationship between organizational health and students' social development via teachers' commitment to students ($\beta = 0.06$, SE = 0.02, $p < 0.01$), suggesting the important role of teachers' commitment to students as a mediator in the relationship between organizational health and students' social development. Thus, hypothesis 4 was supported.

Table 3

Structural Model Teachers' Commitment to Students and Students' Social Development

Direct Paths	**β**	**SE**	***Direct Paths***	**β**

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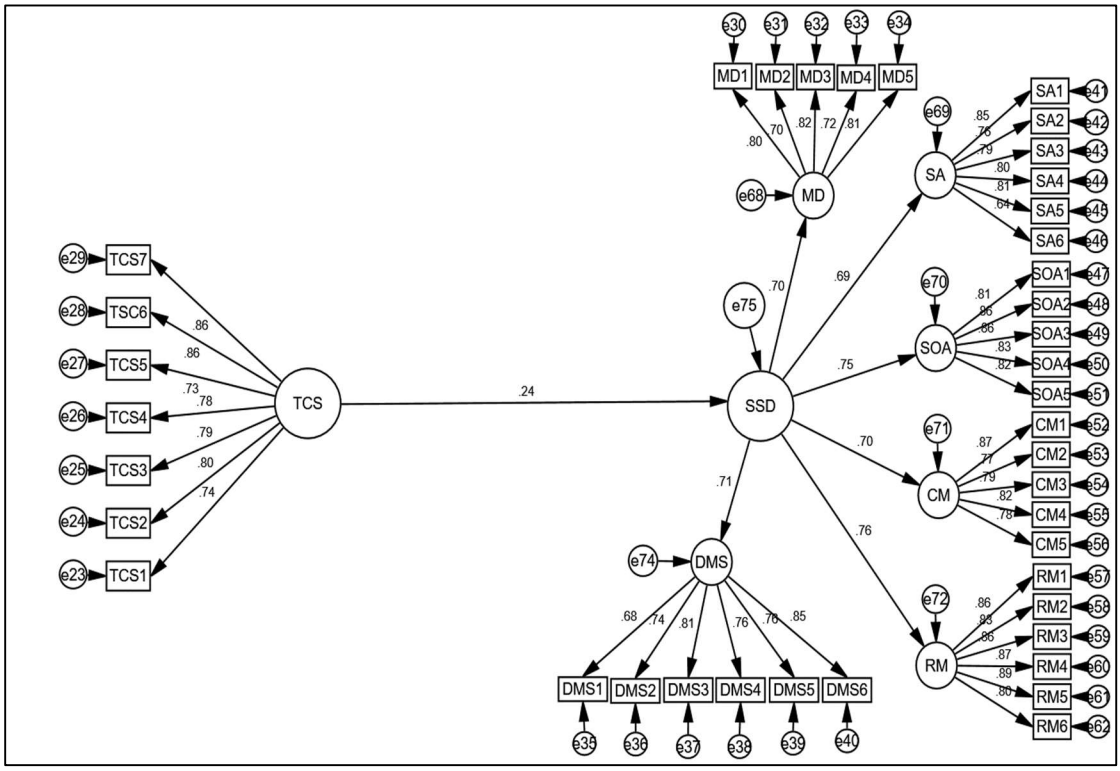
Organizational health → Students, social development	*.17**	*.05*	*Organizational health → Students, social development*	*.17**
Organizational health → Students, social development	.11	.07	Organizational health → Students, social development	.11
Organizational health → Teachers' commitment to students	.27**	.05	Organizational health → Teachers' commitment to students	.27**
Teachers' commitment to students → Students, social development	.21**	.06	Teachers' commitment to students → Students, social development	.21**
Indirect Paths			***Indirect Paths***	
Organizational health → Teachers' commitment to students→ Students, social development	.06**	.02	Organizational health → Teachers' commitment to students→ Students, social development	.06**

Notes: N=459,β = Standardized coefficient SE= Standard error,

Figure 5



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

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Conclusion

The cross-sectional survey design of this study provides a robust framework for exploring the relationship between teacher commitment and student social development. By collecting and analyzing data from a significant sample of secondary school teachers and students, the study aims to offer valuable insights that can inform educational policies, teacher training programs, and interventions aimed at enhancing the holistic development of adolescents.

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