



RESEARCH PAPER

Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence

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ABSTRACT

The main objective of the present study was to identify the university teachers' academic commitment in personality development towards academic excellence. The study was survey and descriptive in nature. The quantitative and qualitative method were adopted. The explanatory sequential technique was used. Population of study comprised; Chairpersons/ HODs, faculty members of various departments of KFUEIT Rahim Yar Khan. The random sampling technique was used. The sample of study comprised of Chairpersons/ HODs/ Directors, 40 Faculty members 280 and total sample was 320. The interviews were recorded personally by the researcher which was a primary source of data. The questionnaire consisted of closed-ended and open-ended parts were used. The validity and reliability of tools were used for pilot testing. The study concluded that majority of HODs and Teachers don't teach actively in well-spaced and fully air-conditioned classroom. The study recommended that well-spaced and fully air-conditioned classrooms may be provided in the public sector universities of Pakistan.

Keywords: Academic Commitment, Academic Excellence, Personality Development, Public Sector

Introduction

The institution can make decisions based one and further object in sequence. Information about student activities would make available educational institutions with costly information for advertising and enrollment and facilitate them become more approachable to student learning desires. Simply with perfect and accurate information (Coates, 2005). The fruitful commitment is a main way by means of which the learners are developed way of thinking in relation to their class fellows, professors, and institutions that give them a common sense, attachment, and belonging, while at the same contribution well-off opportunities for learning and progress. The student commitment refers to a consequential meeting during the culture and surroundings (Bensimon, 2009). It has been recognized as a most important changeable in considerate failure, above all as a gradually procedure and operating in learner life and influencing that final decision to withdraw (Jimerson et al., 2009) and has also been viewed as one of the keys to addressing hurdles such as few achievements. All the responsible and competent teachers to provide proper and actual learning environment may help to improve the students' grades and their skills. It is important to enhance the knowledge and skills of the prospective teachers towards the effective classroom management (Kuh, 2001; El Kalaiet al, 2022).

The expressions have its significant extraction in a organization of vocation alarmed with student participation, enjoying well-known. (Trowler, 2010). The students are commitment have three proportions which are behavioral, touching, and mental ability. In the behavioral engagement refers to student's contribution in educational and secondary

activities. The hypothesis of student taking part anxious that the superior the student's interest in university, the greater strength be the quantity of student education and the personal improvement (Astin, 1985). The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behavior problems (Emmer & Stough, 2003). This necessitates the creation of new educational strategies, which are then built-in into a country's educational policies and enlargement plans. A significant body of research also attests to the fact that the academic excellence significantly influences the persistence of new teachers in teaching careers (Ingersoll & Smith, 2003).

Literature Review

Knopf, (2006), stated that literature review estimates and summarizes the writing form related to an exact theme. Understanding history is the main goal of literature review (Cheema et al, 2023; Matelo et al 2023) "It also divulges what has previously done by giving advanced concepts for new research" (Ahmad, Rao & Rao, 2023). Moreover, "its function is to estimate and summarize the previous writings linked to current topic" (Ahmad et al, 2024). From these statements, we can guesstimate the importance of a literature review. A review of literature may only be a clear overview of the sources, but it generally has an organizational pattern and incorporates both summary and output (Ahmad, Cheema, & Farhat, 2023).

Academic excellence, the university mission's cornerstone, starts with the faculty. Government of Pakistan is working to strengthen its reputation by expanding professional development opportunities and carefully building and increasing programs to meet the requirements of our students. They may be able to assist you in obtaining academic success. Choose a major with a suitable baseline curriculum as a study path. You should have a strong moderate arts and science institution in adding to your chosen topic of study. Learn to use the records, and use it recurrently, because it includes a wealth of past and modern resources that can extensively improve your academic and universal information. Universities stoppage happens at what times a learning system fails to deliver fair and comprehensive edifying armed forces that lead to well again student learn (Field, Kuczera & Pont, (2007).

In adding together to unsuitable task, not enough research and too little specialized improvement are additional main causal factor to the classroom supervision troubles face by fresh teachers. While the significance of effective classroom union and conduct board is broadly agreed by educators, new teachers' statement not enough guidance and few support from social group and supervisors in establishing constructive and dynamic classroom environments (Baker, 2005; Siebert, 2005). University teacher persist that their training program teach classroom institute and deeds running skills, suggestion is that such skills are not qualified systematically or with enough command in a valid classroom framework (Siebert, 2005). The details, justice and worth can coexist, and dropping university breakdown boosts people's and society's capability to react to depression and put in to financial development and public welfare (Gibbset al, 2004). The majority rewarding didactic strategy is to spend in choice instruction and equivalent odds for all students from early childhood until at least the completion of upper secondary school. The students who enjoy themselves at school are more possible to live in universities and remove easily in the occupation (Burtless, 1996).

Material and Methods

"The methodical study of the procedure is called the research method" (Ahmad, Shahid & Farhat, 2023). "Design of the research comprises of the whole procedure which is

conducted research” (Ahmad et al,2022). The study was survey and descriptive in nature and quantitative method was adopted. “The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al,2023). Population of study comprised; Chairpersons/HODs and faculty members of KFUEIT. The simple random sampling technique was used same technique was used in the study by Jalbani et al, (2023). The sample of study comprised forty (40) HODs and two hundred and eighty (280) faculty members and three hundred and twenty (320) respondents of various departments of KFUEIT Rahim Yar Khan. The questionnaire based on closed-ended and open-ended parts was developed. The validity of the questionnaire was ensured through expert opinion and reliability of questionnaire was calculated through Cronbach Alpha same technique was used by (Rao et al (2022) in their research study. The researcher personally visited and collected the data from the respondents.

Data Analysis

The collected data was feed into data sheet and analyzed through using relevant statistical formulas and analyzed data was presented in numerical form in the tables Shahid et al (2022) used same technique in their research study.

Indicator. Personality Development

Table 1
University teachers adopt moral values for students to become good human beings.

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	6	4	6	11	13	40	1.432	3.53
	%	15%	10%	15%	27%	33%	100%		
Teachers	F	39	66	55	66	54	280	1.340	3.11
	%	14%	24%	20%	24%	18%	100%		
Total	F	45	70	61	77	67	320	1.39	3.32
	%	15%	17%	18%	25%	25%	100%		

Table.1 represent HODs, and Teachers that they adopt moral values for students to become good human beings. Data analysis represents that 17% of HODs, and Teachers disagreed that they adopted moral values for students to become good human beings. While 15% of HODs, and Teachers were strongly disagreed, 25% of HODs, and Teachers were strongly agreed, and 25% of HODs, and Teachers were agreed whereas 18% of HODs, and Teachers were undecided with the given statement. As a whole majority of HODs, and Teachers disagreed that I adopt moral values for students to become good human beings. The mean score 3.32 and standard deviation 1.39 supported the statement.

Table 2
University teachers conduct annually high achievement awards are given to the students and teachers for encouragement.

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	4	4	12	12	8	40	1.215	3.40
	%	10%	10%	30%	30%	20%	100%		
Teachers	F	50	55	63	65	47	280	1.349	3.01
	%	18%	20%	23%	23%	16%	100%		
Total	F	54	59	75	77	55	320	1.28	3.20
	%	14%	15%	27%	26%	18%	100%		

Table 2 represent HODs, and Teachers that they conduct annually high achievement awards are given to the students and teachers for encouragement. Data analysis represents that 15% of HODs, and Teachers disagreed I conduct annually high achievement awards are

given to the students and teachers for encouragement. While 14% of HODs, and Teachers were strongly disagreed, 26% of HODs, and Teachers were strongly agreed, and 18% of HODs, and Teachers were agreed whereas 27% of HODs, and Teachers were undecided with the given statement. As a whole majority of HODs, and Teachers disagreed that I conduct annually high achievement awards are given to the students and teachers for encouragement. The mean score 3.20 and standard deviation 1.28 supported the statement.

Table 3
University teachers promote self-confidence and self-motivation among the university students.

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	8	3	8	8	13	40	1.514	3.38
	%	20%	7%	20%	20%	33%	100%		
Teachers	F	66	55	56	48	55	280	1.447	2.90
	%	24%	20%	20%	17%	19%	100%		
Total	F	74	58	64	56	68	320	1.48	3.14
	%	22%	14%	20%	18%	26%	100%		

Table.3 represent HODs, and Teachers that they promoted Self-confidence and self-motivation among the university students. Data analysis represents that 22% of HODs, and Teachers disagreed I promote Self-confidence and self-motivation among the university students. While 14% of HODs, and Teachers were strongly disagreed, 26% of HODs, and Teachers were strongly agreed, and 18% of HODs, and Teachers were agreed whereas 20% of HODs, and Teachers were undecided with the given statement. As a whole majority of HODs, and Teachers disagreed that I promote Self-confidence and self-motivation among the university students. The mean score 3.14 and standard deviation 1.48 supported the statement.

Table 4
University teachers hold the students participate in international educational courses abroad for self-confidence

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	3	2	13	9	13	40	1.207	3.68
	%	7%	5%	33%	22%	33%	100%		
Teachers	F	58	64	59	49	50	280	1.393	2.89
	%	21%	23%	21%	17%	18%	100%		
Total	F	61	66	72	58	63	320	1.30	3.28
	%	14%	14%	27%	20%	25%	100%		

Table.4 represent HODs, and teachers that they hold the students participate in international educational courses abroad for self-confidence. Data analysis represents that 14% of HODs, and Teachers disagreed I hold the students participate in international educational courses abroad for self-confidence. While 14% of HODs, and Teachers were strongly disagreed, 25% of HODs, and Teachers were strongly agreed, and 20% of HODs, and Teachers were agreed whereas 27% of HODs, and Teachers were undecided with the given statement. As a whole majority of HODs, and Teachers disagreed that I hold the students participate in international educational courses abroad for self-confidence. The mean score 3.28 and standard deviation 1.30 supported the statement.

Table 5
University teachers arrange the learning activities like Scouting and Girl guide are planned to develop collaboration among the students

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		

HODs	F	8	6	8	6	12	40	1.522	3.20
	%	20%	15%	20%	15%	30%	100%		
Teachers	F	58	52	62	53	55	280	1.413	2.98
	%	21%	19%	22%	19%	19%	100%		
Total	F	66	58	70	59	67	320	1.47	3.09
	%	20%	17%	21%	17%	25%	100%		

Table.5 represent HODs, and Teachers that they arranged the learning activities like Scouting and Girl-guide are planned to develop collaboration among the students. Data analysis represents that 20% of HODs, and Teachers disagreed I arrange the learning activities like Scouting and Girl-guide are planned to develop collaboration among the students. While 17% of HODs, and Teachers were strongly disagreed, 25% of HODs, and Teachers were strongly agreed, and 17% of HODs, and Teachers were agreed whereas 21% of HODs, and Teachers were undecided with the given statement. As a whole majority of HODs, and Teachers disagreed that I arrange the learning activities like Scouting and Girl-guide are planned to develop collaboration among the students. The mean score 3.09 and standard deviation 1.47 supported the statement.

Findings

- It was found that 17% of HODs, and Teachers disagreed that they adopted moral values for students to become good human beings and 15% were strongly disagreed, while 25% of HODs and Teachers were strongly agreed and 25% were agreed, whereas 18% were undecided. Collectively, majority of HODs and Teachers disagreed that they adopted moral values for students to become good human beings. Mean score 3.32 and standard deviation 1.39 supported.
- It was found that 15% of HODs and Teachers disagreed that they had annually high achievement awards are given to the students and teachers for encouragement and 14% were strongly disagreed, while 26% of HODs, and Teachers were strongly agreed and 18% were agreed, whereas 27% of HODs and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that they conducted annually high achievement awards are given to the students and teachers for encouragement. Mean score 3.20 and standard deviation 1.28 supported.
- It was found that 22% of HODs and Teachers disagreed that they promoted the self-confidence and self-motivation among the university students and 14% were strongly disagreed, while 26% of HODs, and Teachers were strongly agreed and 18% were agreed, whereas 20% of HODs, and Teachers were undecided. Collectively, majority of HODs, and Teachers disagreed that they promote Self-confidence and self-motivation among the university students. Mean score 3.14 and standard deviation 1.48 supported.
- It was found that 14% of HODs and Teachers disagreed that they hold students participate in international educational courses abroad for self-confidence and 14% were strongly disagreed, while 25% of HODs and Teachers were strongly agreed and 20% were agreed, whereas 27% of HODs and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that they hold the students participate in international educational courses abroad for self-confidence. Mean score 3.28 and standard deviation 1.30 supported.
- It was found that 20% of HODs, and Teachers disagreed that they arranged the learning activities like Scouting and Girl-guide were planned to develop collaboration among the students and 17% were strongly disagreed, while 25% of HODs and Teachers were strongly agreed and 17% were agreed, whereas 21% of HODs, and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that

they arranged the learning activities like Scouting and Girl-guide are planned to develop collaboration among the students. Mean score 3.09 and standard deviation 1.47 supported.

Conclusion

The indicator of study was related to personality development and showed that majority of HODs, and Teachers disagreed that they adopted moral values for students to become good human beings, while some of HODs and Teachers were strongly agreed, whereas few were undecided. Collectively, majority of HODs and Teachers disagreed that they adopted moral values for students to become good human beings. Mean score and standard deviation supported. The study affirmed that majority of HODs and Teachers disagreed that they had annually high achievement awards to students and teachers for encouragement, while some of HODs and Teachers were strongly agreed, whereas few of HODs and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that they conducted annually high achievement awards are given to the students and teachers for encouragement. Mean score and standard deviation supported. The study illustrated that majority of HODs and Teachers disagreed that they promoted the self-confidence and self-motivation among the university students, while some of HODs, and Teachers were strongly agreed, whereas few of HODs, and Teachers were undecided. Collectively, majority of HODs, and Teachers disagreed that they promote Self-confidence and self-motivation among the university students. Mean score and standard deviation supported. The study explored that majority of HODs and Teachers disagreed that they hold students participate in international educational courses abroad for self-confidence, while some of HODs and Teachers were strongly agreed, whereas few of HODs and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that they hold the students participate in international educational courses abroad for self-confidence. Mean score and standard deviation supported. The study concluded that majority of HODs, and Teachers disagreed that they arranged the learning activities like Scouting and Girl-guide were planned to develop collaboration among students, while some of HODs and Teachers were strongly agreed, whereas few of HODs and Teachers were undecided. Collectively, majority of HODs and Teachers disagreed that they arranged the learning activities like Scouting and Girl-guide are planned to develop collaboration among the students. Mean score and standard deviation supported.

Recommendations

- The study recommended that moral values may be adopted for students to become good human beings.
- The study recommended that annually high achievement awards to students and teachers for encouragement.
- The study recommended that self-confidence and self-motivation may be promoted among the university students.
- The study recommended that students' participation in international educational courses abroad for self-confidence.
- The study recommended that learning activities like Scouting and Girl-guide were planned to develop collaboration among students.

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