



Teachers' Commitment and Students' Academic Performance in Public Senior Secondary Schools in Rivers East Senatorial District of Rivers State

Gift Chinyere Obianwu & Francisca Benstowe

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Nigeria

Abstract

The study examined the relationship between teacher's commitment and student's academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State. To deal with the problem, three research questions and three hypotheses were posed to guide the study. The design adopted for the study was the correlational research design. The population was 3,626 teachers in the one hundred and eleven (111) public senior secondary schools in Rivers-East Senatorial District of Rivers State. A simple random sampling technique was used to derive the sample of the study. The instrument used for data collection were Teachers' Commitment and Students' Academic Performance Questionnaire (TCSPQ). These instruments were duly validated and its reliability carried through a trial testing. A reliability index of 0.94 was obtained, which indicated a high internal consistency of the instruments. Data were collected through direct contact by the researcher and research assistants. Mean and standard deviation scores were used to answer the research questions. The null hypotheses were tested using linear regressions at 0.05 level of significant. The findings of the study showed that to a high extent teachers' affective, normative, continuance, career, and engagement commitment enhanced students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State. The test of hypotheses revealed that there was significant relationship between teachers' affective, normative, continuance, career, and engagement commitment and students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State. On account of these findings, it was recommended that teachers should be continually trained on aspects of commitment to duty in their professional duties. Besides, necessary incentives should be provided to teachers to make them more committed to their duties in secondary schools to enhance students' academic performance. This is because the relationship between teachers' commitment and students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State was substantial.

Keywords: Teacher's, Commitment, Student's Academic Performance.

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INTRODUCTION

Teachers are expected to display the skills they have acquired to students in the classroom setting. Teacher knowledge is much concerned with how a teacher relates their subject matter knowledge to their pedagogical knowledge and how subject matter is related to the process of academic reasoning. Teachers who possess strong subject matter knowledge give details in their lessons and link the topic to other topics, demanding many questions from students. In secondary schools, teachers must have the skills of topics difficult for students and why, know ways to develop students to understand the subject, and know varieties of methods that are useful for teaching a particular concept. Adedoyin in Warrah et al. (2020) expressed that the transformation of subject matter knowledge includes a series of actions from the representation of ideas in various forms, instruction selection of teaching methods to adapting, tailoring specific learners, and context and preparation of materials. The results WAEC released for 2019 show that 70% of students failed woefully in both English and mathematics.

Olasehinde-Williams et al. (2018) expressed that this failure might be because of the teacher's incompetence in handling the teaching and learning in the classroom. Students' academic performance can be improved if qualified teachers are recruited in the system. This means that this scenario needs urgent investigations. Therefore, the purpose of this study was to investigate the relationship between teacher knowledge and student's academic performance with mediating effect of teacher commitment. The academic performance of students is a key feature in education. It is considered to be the center around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. The academic performance of students has a direct impact on the socio-economic development of a country. Similarly, students' academic performance serves as bedrock for knowledge acquisition and the development of skills. Additionally, the top priority of all educators is the academic performance of students.

Academic performance is also the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results. Factors contributing to improvement in students' academic performance have received much attention from educators and researchers. These researchers found that several factors contribute to improvement in the academic performance of students. Ali et al. (2013) found daily study hours, socioeconomic status of parents/guardians, and age as factors that significantly affect academic performance. Similarly, the economic status of parents, their academic background, and encouragement as also factors that influence academic performance. Proper guidance from parents and teachers, communication skills, and learning facilities have also been found to a significant determinants of academic performance.

Performance is the outcome or result of one's efforts or ability. In the education setting, students' academic performance refers to academic achievement as outcomes that signify the degree to which a learner has attained specific goals that were the center of the activities in an instructional situation e.g., university, college, and school. Students perform very well when they understand the subject taught by the teacher. Academic performance is very broad in the sense that it covers a variety of educational outcomes. Among the outcomes of academic performance in education are grades, scores, or performance on an educational achievement test or knowledge acquired in an educational system. Academic performance will be affected if students do not

have any interest in studying and their parents still force them to study and to make sure their children get the best place to study and also the best position once they graduate soon.

Teaching requires dedication, commitment, and excitement. Commitment has been known to be related to teachers' performance and teachers' commitment greatly contributed to the academic performance of students and the teaching quality. Teacher commitment has been recognized since 1980 when people left the teaching industry to find lucrative work. Vasudevan (2013) added that teacher commitment has been used for teacher quality and a committed teacher has been used interchangeably for dedicated teachers. Teacher commitment is a strong emotional bond that the educational workers have towards the schools. Commitment is a job attitude that drives individuals to be willing to work harder to accomplish objectives and be in employment. Teachers who love teaching would exhibit hard work and derive satisfaction from it. Commitment differentiates professional teachers from unprofessional teachers.

A teacher who is committed to work would be after students' progress cater for them and guide them to accomplish the learning outcome. They endeavor to improve their method of teaching and their practices in the class as well as consider individual differences. However, commitment in this study considered Morrow's in Cohen (2017) model of five universal forms of work commitment (affective commitment, normative commitment, continuance commitment, career commitment, and job involvement).

Statement of the Problem

The quality of education in the Rivers East Senatorial Districts of Rivers State is a matter of great concern, with studies showing that student academic performance is below average and that teacher commitment is an issue in the region. This is a significant problem, as a strong education system is essential for the economic and social development of the region. For example; studies have shown that when teachers are highly effectively committed to their work, they are more likely to be engaged and motivated, and this in turn has a positive impact on student academic performance. Similarly, when teachers are strongly normatively committed to their work, they are more likely to feel a sense of obligation and responsibility to their students and school, which can also lead to improved student academic performance. Additionally, it is perceived that in the Rivers East Senatorial Districts of Rivers State, teacher commitment is a particularly pressing issue, as teacher turnover rates are high and many teachers lack the necessary training and support to be effective in their roles. This has led to concerns about the quality of education in the region and the ability of students to reach their full potential. It is therefore against this backdrop that this study sought to investigate the relationship between teacher commitment and student academic performance in the Rivers East Senatorial Districts of Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate teachers' commitment and student's academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State. Specifically, the objectives of the study are to:

- Examine the extent teachers' affective commitment enhances students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State.

- Ascertain the extent teachers' normative commitment enhances students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State.
- Determine the extent teachers' continuance commitment enhances students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State.

Research Questions

The following research questions will guide the study:

- To what extent does teachers' affective commitment enhance students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State?
- To what extent does teachers' normative commitment enhance students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State?
- To what extent does teachers' continuance commitment enhance students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State?

Hypotheses

The following hypotheses were formulated and statistically tested at a 0.05 level of significance:

- **HO₁:** There is no significant relationship between teachers' affective commitment and students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State.
- **HO₂:** There is no significant relationship between teachers' normative commitment and students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State.
- **HO₃:** There is no significant relationship between teachers' continuance commitment and students' academic performance in public senior secondary schools in Rivers East Senatorial Districts of Rivers State.

THEORETICAL FRAMEWORK

Becker's Side-Bet Theory (1960)

Becker (1960) proposed that commitments come into being when a person, by making a side bet, links extraneous interests with a consistent line of activity. Thus, the effect of making side bets is to increase the cost of failing to persist in a course of action. Becker in Irefin and Mechanic (2014) added that the side-bet approach was explained based on the existing relationship between the employee and the employer (Irefin & Mechanic, 2014). The theory posited that employees are only committed because of their investments (time, ideas, etc.) which were referred to as "side-bets". It was based on the threat of losing their investment along a perceived

lack of alternatives to replace or make up for the loss of them that commits the employee to the organization (Cohen, 2003). The theory of side-bet goes well with the dimension of continuance commitment, and it refers to anything that is of importance and could be lost if a person changes the current position to engage in another (Meyer et al., 2004). These important things are time, effort and money which a person has invested in the current position.

However, Becker (1960) discussed that it could also be more than one side bet affecting a consistent line of activity. In terms of multiple side-bets, Meyer and Allen (1984) argued that if the multiple side-bets are related in terms of value, the continuance commitment becomes more consistent. Becker (1960) explained the side-bets as a social mechanism that by operation creates penalties (i.e., losing investments), thus forcing a person's commitment into a certain line of activity. Wallace in Meyer (2004) explained when a person changes a current line of activity, there might exist some penalties for this person. If the benefits of the new change cannot cover the penalties associated with leaving the old one, the person is more likely to stay the way they are. However, there are many kinds of side-bets but a certain line of activity can only be affected by the side-bets which are conventionally valued in that activity. An economic side-bets with its penalties for example would only affect a person's commitment where money has a value, thus does not affect other kinds of commitments towards another line of activities. Furthermore, these side-bets and penalties have shown to arise when top managers and their organization have made it clear that the Lean venture is of the highest priority and any sidestep from it is considered wrong.

Becker's Side-Bet Theory is highly relevant to this study, as it provides a framework for understanding how teacher commitment affects student academic performance. The theory suggests that teachers make "side-bets" on their student's success, and when they are effectively, normatively, and/or continuously committed to their work, they are more likely to invest more of themselves in their students and be more effective in their role. This theory can help us to better understand the relationship between teacher commitment and student academic performance, and how to improve the education system in the Rivers East Senatorial Districts.

CONCEPTUAL CLARIFICATION

Teacher Commitment

Teacher commitment is defined as a mental contract connecting the teacher's performance in his duty with his identification and attribution with the institution. Teacher commitment is one of the most frequently studied concepts in industrial institutional psychology and institutional behavior (Al-Jabari & Ghazzawi, 2019). Teacher commitment is considered to be an important determinant of institutional effectiveness and performance. It represents the other half (with job satisfaction) of what some experts call overall job attitude. It has been shown by the studies that teacher commitment has the potential to predict a variety of institutional outcomes, such as increased job performance, reduced turnover and withdrawal cognitions, lower absenteeism rate, and increased institutional citizenship behavior.

Teachers commitment involves the positive attitude of a teacher in providing work or services, with a mindset of helping the school achieve its goals. Alsiewi and Agil (2014) defined job commitment as the willingness of principal to invest personal resources into the teaching task and thus remain in the teaching profession. They added that teachers' job commitment is a strong belief in and the acceptance of the school's goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain one's membership of the school. Gaziel (2004) noted that principals's who express a higher level of commitment to the school,

tend to voluntarily be absent from school less frequently. Commitment to work or work commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace.

Measures of Teacher's Commitment

Teacher's Normative Commitment: refers to the sense of obligation that a teacher feels towards their work. A teacher with high normative commitment is likely to feel like they have a duty to continue teaching, regardless of how they feel about their job. This type of commitment can be influenced by a variety of factors, such as social pressure, the desire to meet expectations, or a sense of moral responsibility. It can also lead to positive outcomes, such as higher levels of job satisfaction and reduced turnover.

Teacher's Continuance Commitment: refers to the perceived costs that a teacher would incur if they left their job. These costs can be financial, such as lost wages or benefits, or they can be psychological, such as the loss of status or self-identity. A teacher with high continuance commitment is likely to feel like they have to stay in their job because of these costs, even if they are unhappy or dissatisfied. However, continuance commitment can also lead to negative outcomes, such as reduced performance and higher turnover intentions.

Teacher's Affective Commitment: refers to the emotional attachment and identification that a teacher has with their job. A teacher with high affective commitment is likely to be passionate about their work, feel like they are making a difference, and identify with their role as a teacher. This type of commitment can lead to a variety of positive outcomes, such as greater job satisfaction, higher levels of engagement, and better performance. It can also help to reduce burnout and turnover.

Academic Performance

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results on which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on their students' academic achievements. A school with more academic achievements would receive more money than a school with fewer achievements (von Stumm et al., 2011).

Academic performance is important for an institution for the good outcomes that lead to job performance in the future. Hijazi and Naqvi (2006) asserted that academic performance is not affected by age, gender, and place of residence but they also said those who live near to university can perform much better than others who live far from the university. Hijazi and Naqvi further added that the weak students in a group with good students will do better in academics and it will lead students to graduate on time. The fact is the effort from the students themselves if they want to improve their academic performance then they will. Moreover, poor study habits also tend to delay the study (McKenzie & Schweitzer, 2001) and it will affect the

students (Chapell et al., 2005). The academic performance of students will lead to increasing employment. If the students perform well in their examinations, then they will graduate on time. By getting the graduation on time they still have a lot of time to further their study for the next stage. That is why the students need to perform well in their studies.

Affective Commitment and Student Academic Performance

Affective commitment is a teacher's emotional attachment to, identification with, and involvement in the institution. It involves cohesion or attachment to social relationships which absorb the teacher's fund of affectivity and communion or becoming part of a whole through the mingling of the self with a group (Nkhukhu-Orlando et al., 2019). It is an attitude towards an organization that links or attaches the identity of the employee to the institution. Affective Commitment manifests as a psychological bond to the teachers as well as positive feelings for and social attachment to the teachers. Affective commitment may be something related to emotional attachment, and the involvement of individuals in an organization, individuals who have strong affective commitment will continue to work in the organization because they really want to do that. Employees' perceptions of the loss they will face if they want to die from the organization, so employees will consider the advantages and disadvantages if they want to continue to join the organization. Individuals who work based on continuance commitment will survive in the organization because they need to do this and there is no other choice.

Research has shown that there is a positive relationship between affective commitment and student academic performance. This means that when teachers have a strong emotional attachment to their work and feel like they are making a difference, their students tend to perform better academically (Dieter, 2018). There are a few possible explanations for this relationship. First, when teachers are effectively committed to their work, they are more likely to be engaged and motivated. This leads to a higher quality of instruction, which can have a positive impact on student learning.

Normative Commitment and Academic Performance

Normative commitment relates to how much employees feel they should stay at their institution. Employees who are normatively committed generally feel that they should stay at their institution (Kawiana et al., 2021). Such feelings can, and do, negatively influence the performance of employees working in the institution. It is the feeling of responsibility that a person has toward the goals, mission, and vision of the organization he/she is associated with. One of the most important reasons is it allows an organization to meet its goals and stick to its vision. Commitment at work leads to better productivity. Image having employees that are not committed to what they do in an organization is a catastrophe. It is believed that there are several ways that normative commitment can enhance student academic performance (Buchanan & Huczynski, 2019). First, when teachers are committed to their job, they are more likely to stay in their role for longer periods of time. This provides stability and consistency for students, which can help them feel more secure and supported in their learning.

Additionally, when teachers are committed to their role, they are more likely to be enthusiastic and engaged in the classroom, which can create a positive learning environment for students. Finally, when teachers are committed to their job, they are more likely to go above and beyond to support their students, which can lead to better academic outcomes (Latif et al., 2017).

This study found that teacher normative commitment was negatively related to their intention to leave their job and that this relationship was mediated by job satisfaction. In other words, teachers who felt a strong sense of obligation to stay in their jobs were less likely to want to leave, and this was partly because they were more satisfied with their jobs.

Continuance Commitment and Academic Performance

Teacher job satisfaction is a predictor of teacher retention or leave and commitment as well as being the contributor to of student performance and school effectiveness. Shila and Sevilla (2015) found that the level of job satisfaction affects organizational commitment because teachers having a high rate of job satisfaction indicate high organizational commitment. Job satisfaction helps to retain teachers and makes them committed to their job and as a result, it helps to make their schools effective. Gasengayire and Ngatuni (2021) found that generally job satisfaction had a positive statistically significant relationship with continuance commitment. Low job satisfaction is the reason for losing qualified teachers and teachers who leave the profession, leave because of low job satisfaction and there exists a strong relationship among general job satisfaction and continuance commitment. In simpler terms, when teachers are committed to their job because they feel like they have to be, rather than because they want to be, it can have a negative impact on their ability to help students succeed academically. This is because they may not be as engaged or motivated in their role, and may even experience increased stress levels.

METHODOLOGY

The design adopted for the study was the correlational research design. The population was 3,626 teachers in the one hundred and eleven (111) public senior secondary schools in Rivers-East Senatorial District of Rivers State. A sample size of 360 was determined using Taro Yamane's formula random sampling technique. The instruments used for data collection were the Teachers' Commitment and Students' Academic Performance Questionnaire (TCSPQ). The instrument was divided into Sections A and B. Section A required the respondents' demographic information, while Section B contained questionnaire items that addressed the subject matter of the study. The responses to the items were assessed on a four-point Likert scale of Very High Extent (VHE) -4, High Extent (HE) - 3, Low Extent (LE) - 2, and Very Low Extent (SD) -1 and section C was carried out to test the hypotheses proposed in the study. These instruments were duly validated and reliability was carried through trial testing. A reliability index of 0.94 which indicated a high internal consistency of the instruments was obtained. Data were collected through direct contact by the researcher and research assistants. Mean and standard deviation scores were used to answer the research questions. The null hypotheses were tested using linear regressions at a 0.05 level of significance.

RESULTS AND FINDINGS

Research Questions One: Mean and standard derivation table to the extent teacher's affective commitment enhances student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Table 1: Showing descriptive statistics for research question one

	Items	Mean	SD	Remark
1.	Principals fosters relationship-based trust through individual consideration	3.0000	1.08012	VHE
2.	A participative leader shows recognition of followers	3.0712	.98242	VHE
3.	Principals promotes strong social ties with subordinates by showing true concern for employees' duties	3.0297	1.02601	VHE
4.	Principals motivates followers to reciprocate by showing citizenship behavior	2.9674	1.07825	HE
Grand Mean		3.017	1.041	VHE

The first research question states “to what extent does teacher’s affective commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State? The purpose of this research question is to determine how teacher’s affective commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. To answer this question, the responses on item 1-4 of section “B” of the questionnaire were computed using mean and standard deviation in Table 1. The result of the analysis revealed a grand mean of 3.017 and a cumulative standard deviation of 1.041. The descriptive statistics of responses to these items agree that to a high extent teacher’s affective commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. This means that majority of the respondents agree that teacher’s affective commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Research Questions Two: Mean and standard derivation table to the extent teacher’s normative commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State

Table 2: Showing descriptive statistics for research question two

	Items	Mean	SD	Remark
5.	Employees that are normatively committed generally feel that they should stay at their institution	3.1217	.96673	VHE
6.	Normatively committed employees feel that leaving their institution would have disastrous consequences	3.1899	.87940	VHE
7.	Normative commitment is higher in institution that value loyalty and systematically communicate the fact to employees with rewards	3.1721	.87630	VHE
8.	Normatively committed employees are being emotionally or intellectually devoted, as to a belief, a course of action, or another person.	3.1573	.95846	VHE
Grand Mean		3.160	.920	VHE

The second research question states “to what extent teacher’s normative commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State? The purpose of this research question is to determine how teacher’s normative commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. To answer this question, the responses on item 5-8 of section “B” of the questionnaire were computed using mean and standard deviation in Table 2. The

result of the analysis revealed a grand mean of 3.160 and a cumulative standard deviation of .920. The descriptive statistics of responses to these items agree that to a high extent teacher's normative commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. This means that majority of the respondents agree that teacher's normative commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Research Questions Three: Mean and standard deviation table to the extent teacher's continuance commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Table 3: Showing descriptive statistics for research question three

	Items	Mean	SD	Remark
9.	Continuance commitment relates to how much student feel the need to stay at their institution	3.0475	.96862	VHE
10.	Continuance commitment is when student feel the need to stay improve their intellectual ability	3.0653	.96140	VHE
11.	Continuance commitment is grounded on the benefits the student has made in an institution	2.9792	1.05342	HE
12.	In continuance commitment the students are aware of the actual costs before leaving the institution	3.0089	1.07040	VHE
Grand Mean		3.025	1.013	VHE

The third research question states “to what extent does teacher's continuance commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State? The purpose of this research question is to determine how teacher's continuance commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. To answer this question, the responses on item 9-12 of section “B” of the questionnaire were computed using mean and standard deviation in Table 3. The result of the analysis revealed a grand mean of 3.025 and a cumulative standard deviation of 1.013. The descriptive statistics of responses to these items agree that to a high extent teacher's continuance commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. This means that majority of the respondents agree that teacher's continuance commitment enhance student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

TEST OF HYPOTHESES

The study hypotheses were tested using linear regression analysis with the aid of statistical package for social science (SPSS, 25) at 95% level of confidence and a (0.05%) level of significance in order to draw conclusion and make generalization to the study population. The decision rule: if the test statistic obtained from the sample falls within the acceptance region at $P < 0.05$ level of significant at $t_{cal} > t_{cri} = 1.96$; our decision will be to reject the null hypothesis if $P > 0.05$ at $t_{cal} < t_{cri} = 1.96$; otherwise accept null hypothesis.

Hypothesis 1: There is no significant relationship between teacher’s affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Table 4: Regression analysis on teacher’s affective commitment and student academic performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.901 ^a	.813	.810	1.92820		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5352.881	4	1338.220	359.935	.000 ^b
	Residual	1234.360	332	3.718		
	Total	6587.240	336			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	2.710	.331		8.190	.000
	Principals fosters relationship-based trust through individual consideration	1.369	.118	.446	11.604	.000
	A participative leader shows recognition of followers	1.286	.081	.418	15.851	.000
	Principals promotes strong social ties with subordinates by showing true concern for employees’ duties	-.160	.094	-.048	-1.707	.089
	Principals motivates followers to reciprocate by showing citizenship behavior	.857	.120	.262	7.153	.000

a. Dependent Variable: Student Academic Performance

The coefficients of determination ($R^2 = .813$) establish the predictive power of the study model and the result found that 81.3% variation of Student Academic Performance was affected by teacher’s affective commitment factors while the unexplained 18.7% could be due to the effect of variables that were not included in the present study. Furthermore, the regression model indicates the summary of correlation results with (R-values = .901) which seeks to establish the influence of the predictor variable: teacher’s affective commitment on Student Academic Performance that was analyzed together and the result showed that the both measures of the predictor variable had a very strong influence on student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The model as a whole was significant to predict student academic performance: $F(4, 332) = 359.935, P < .000$ as shown by ANOVA table. This indicates that there is a significant influence of the explanatory variables: teacher’s affective commitment factors on student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The Coefficients^a model shows that not all the indicators of teacher’s affective commitment were statistical significant with student academic performance: Principals fosters relationship-based trust through individual consideration ($t_{-cal.} = 11.604 > t_{-crit.} = 1.96, p < 0.00, \beta = 0.446$), A participative leader shows recognition of followers ($t_{-cal.} = 15.851 > t_{-crit.} = 1.96, p > 0.00, \beta = 0.418$), Principals promotes strong social ties with subordinates by showing true concern for employees’ duties ($t_{-cal.} = -1.707 < t_{-crit.} = 1.96, p < 0.089, \beta = -0.048$) and Principals motivates followers to reciprocate by showing citizenship behavior ($t_{-cal.} = 7.153 > t_{-crit.} = 1.96, p < 0.00, \beta = 0.262$). Therefore, the null

hypothesis is hereby rejected and restated that there is a significant relationship between teacher's affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State (See Table 4).

Hypothesis 2: There is no significant relationship between teacher's normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Table 5: Regression Analysis on Teacher's Normative Commitment and Student Academic Performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.886 ^a	.785	.783	2.06364		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5173.382	4	1293.345	303.701	.000 ^b
	Residual	1413.859	332	4.259		
	Total	6587.240	336			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.410	.441		-.930	.353
	Employees that are normatively committed generally feel that they should stay at their institution	.534	.089	.160	5.986	.000
	Normatively committed employees feel that leaving their institution would have disastrous consequences	.332	.106	.093	3.117	.002
	Normative commitment is higher in institution that value loyalty and systematically communicate the fact to employees with rewards	1.870	.115	.531	16.244	.000
	Normatively committed employees are being emotionally or intellectually devoted, as to a belief, a course of action, or another person.	1.189	.114	.339	10.470	.000

a. Dependent Variable: Student Academic Performance

The coefficients of determination ($R^2 = .785$) establish the predictive power of the study model and the result found that 78.5% variation of Student Academic Performance was affected by teacher's Normative commitment factors while the unexplained 21.5% could be due to the effect of variables that were not included in the present study. Furthermore, the regression model indicates the summary of correlation results with (R-values = .886) which seeks to establish the influence of the predictor variable: teacher's Normative commitment on Student Academic Performance that was analyzed together and the result showed that the both measures of the predictor variable had a very strong influence on student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The model as a whole was significant to predict student academic performance: $F(4, 332) = 303.701, P < .000$ as shown by ANOVA table. This indicates that there is a significant influence of the explanatory variables: teacher's Normative commitment factors on student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The Coefficients^a model shows that all the indicators of teacher's Normative commitment were statistical significant with student

academic performance: Employees that are normatively committed generally feel that they should stay at their institution ($t_{\text{-cal.}} = 5.986 > t_{\text{-crit.}} = 1.96$, $p < 0.00$, $\beta = 0.160$), Normatively committed employees feel that leaving their institution would have disastrous consequences ($t_{\text{-cal.}} = 3.117 > t_{\text{-crit.}} = 1.96$, $p > 0.002$, $\beta = 0.093$), Normative commitment is higher in institution that value loyalty and systematically communicate the fact to employees with rewards ($t_{\text{-cal.}} = 16.244 > t_{\text{-crit.}} = 1.96$, $p < 0.000$, $\beta = 0.531$) and Normatively committed employees are being emotionally or intellectually devoted, as to a belief, a course of action, or another person ($t_{\text{-cal.}} = 10.470 > t_{\text{-crit.}} = 1.96$, $p < 0.00$, $\beta = 0.339$). Therefore, the null hypothesis is hereby rejected and restated that there is a significant relationship between teacher's Normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State (See Table 5).

Hypothesis 3: There is no significant relationship between teacher's continuance commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

Table 6: Regression Analysis on Teacher's Continuance Commitment and Student Academic Performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.907 ^a	.823	.821	1.87234		
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5423.360	4	1355.840	386.757	.000 ^b
	Residual	1163.881	332	3.506		
	Total	6587.240	336			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.404	.354		3.967	.000
	Continuance commitment relates to how much student feel the need to stay at their institution	.238	.100	.068	2.388	.017
	Continuance commitment is when student feel the need to stay improve their intellectual ability	.569	.154	.177	3.698	.000
	Continuance commitment is grounded on the benefits the student has made in an institution	1.455	.171	.425	8.498	.000
	In continuance commitment the students are aware of the actual costs before leaving the institution	1.075	.147	.318	7.291	.000

a. Dependent Variable: Student Academic Performance

The coefficients of determination ($R^2 = .823$) establish the predictive power of the study model and the result found that 82.3% variation of Student Academic Performance was affected by teacher's continuance commitment factors while the unexplained 17.7% could be due to the effect of variables that were not included in the present study. Furthermore, the regression model indicates the summary of correlation results with (R-values = .907) which seeks to establish the influence of the predictor variable: teacher's continuance commitment on Student Academic Performance that was analyzed together and the result showed that the both measures of the predictor variable had a very strong influence on student academic performance in public

secondary schools in Rivers East Senatorial Districts of Rivers State. The model as a whole was significant to predict student academic performance: $F(4, 332) = 386.757, P < .000$ as shown by ANOVA table. This indicates that there is a significant influence of the explanatory variables: teacher's continuance commitment factors on student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The Coefficients^a model shows that all the indicators of teacher's continuance commitment were statistical significant with student academic performance: Continuance commitment relates to how much student feel the need to stay at their institution ($t_{\text{cal.}} = 2.388 > t_{\text{crit.}} = 1.96, p < 0.017, \beta = 0.068$), Continuance commitment is when student feel the need to stay improve their intellectual ability ($t_{\text{cal.}} = 3.698 > t_{\text{crit.}} = 1.96, p > 0.000, \beta = 0.177$), Continuance commitment is grounded on the benefits the student has made in an institution ($t_{\text{cal.}} = 8.498 > t_{\text{crit.}} = 1.96, p < 0.000, \beta = 0.425$) and In continuance commitment the students are aware of the actual costs before leaving the institution ($t_{\text{cal.}} = 7.291 > t_{\text{crit.}} = 1.96, p < 0.00, \beta = 0.318$). Therefore, the null hypothesis is hereby rejected and restated that there is a significant relationship between teacher's Continuance commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State (See Table 6).

DISCUSSION OF FINDINGS

Teacher's Affective Commitment and Student Academic Performance

Hypothesis one which states, "There is no significant relationship between teacher's affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State" was rejected because there is significant relationship between teacher's affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The results from the respondents in table 4 revealed that: Principals fosters relationship-based trust through individual consideration was significant with student academic performance, A participative leader shows recognition of followers was significant with student academic performance, Principals promotes strong social ties with subordinates by showing true concern for employees' was not significant with student academic performance and was significant with student academic performance. This is made known in the significant p-value level of .000, t_{cal} and $t_{\text{crit.}} = 1.96$ values respectively. This means that there was a significant relationship between teacher's affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

This result is in line with the conclusion of Ardiansyah and Afandi (2018) on affective commitments with employee performance moderated organization citizenship behavior (OCB). The research explains about determining the impact of the variables studied in this research. the variables tested including the influence of affective commitment to employee performance, the influence of affective commitment on Organization Citizenship Behavior (OCB), and the influence of employee performance on Organization Citizenship Behavior (OCB). This research was using a quantitative approach. Questionnaire and documentation were used to collect data. This data analysis used for study analysis using SPSS Version.22. Based on the results of the analysis shows that the variables of affective commitment have a significant effect on employee performance, and the influence of affective commitment to the Organization Citizenship Behavior (OCB), and there is also a positive and significant influence of organizational citizenship behavior on employee performance.

Teacher's Normative Commitment and Student Academic Performance

Hypothesis two which states, “there is no significant relationship between teacher’s normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State” was rejected because there is significant relationship between teacher’s normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The results from the respondents in table 5 revealed that: Employees that are normatively committed generally feel that they should stay at their institution was significant with student academic performance, Normatively committed employees feel that leaving their institution would have disastrous consequences was significant with student academic performance, Normative commitment is higher in institution that value loyalty and systematically communicate the fact to employees with rewards was significant with student academic performance and Normatively committed employees are being emotionally or intellectually devoted, as to a belief, a course of action, or another person was significant with student academic performance. This is made known in the respective significant p-values level of .000, t_{cal} and $t_{\text{crit.}} = 1.96$ values respectively. This means that there was a significant relationship between teacher’s affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

This result is in line with the conclusion of Olurotimi et al. (2015), the study found a positive and significant influence of promotion on teacher’s commitment with a (Sig=0.000), findings showed reward system and teachers commitment were statistically significant at (Sig=0.000) and that there was a low significant relationship between training and development and teachers’ commitment with a (sig=0.002). Recommendations of the study were; regarding the influence of promotion, the study recommends that schools and stakeholder should ensure fairness in promotion procedure process, create a constant promotion activity and should increase salary if teacher is been promoted. This can be achieved by ensuring that promotion should be done on merit, experience and skills. Teachers should be remunerated well to motivate them to enhance commitment. This can be achieved through offering incentives to teachers and rewarding teacher’s whose students perform better in a subject. Not only that, non-monetary incentive should also be considered like recognition, offering gift to teachers and appreciation from the head teacher. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. This will give teachers a sense of security in their old age and as a result they will remain focus and committed to their work.

Teacher's Continuance Commitment and Student Academic Performance

Hypothesis two which states, “there is no significant relationship between teacher’s normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State” was rejected because there is significant relationship between teacher’s normative commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State. The results from the respondents in table 6 revealed that: Continuance commitment relates to how much student feel the need to stay at their institution was significant with student academic performance,

Continuance commitment is when student feel the need to stay improve their intellectual ability was significant with student academic performance, Continuance commitment is grounded on the benefits the student has made in an institution was significant with student academic performance and In continuance commitment the students are aware of the actual costs before leaving the institution was significant with student academic performance. This is made known in the respective significant p-values level of .000, t_{cal} and $t_{\text{crit.}} = 1.96$ values respectively. This means that there was a significant relationship between teacher's affective commitment and student academic performance in public secondary schools in Rivers East Senatorial Districts of Rivers State.

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CONCLUSION

In conclusion, the position of this study is that teacher's commitment enhances students' academic performance in public senior secondary schools in Rivers East Senatorial District of Rivers State. It was found that affective commitment possessed by teachers tends to have more emotional attachment to the school which leads to academic performance by the students. as well as to the student. When teachers possess normative commitment, they can perform well in the organization so that it can benefit the students and the teachers themselves. Meanwhile, student academic performance can be achieved by teacher's continuance commitment in Rivers East Senatorial Districts of Rivers State.

Recommendations

Based on the findings and conclusions, the study recommended among others that:

- The public secondary schools in Rivers East Senatorial Districts of Rivers State under study needs to help its students to improve on their academic performance through teacher's affective commitment. This will assist the students to be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days,

- The management of the public secondary schools in Rivers East Senatorial Districts of Rivers State need to consider teacher's normative commitment as a measure in improving students' academic performance.
- The principal in conjunction with the Ministry of education needs to focus on developing teachers to have strong continuance commitment so that they can be realistic in whatever choices they make and in doing their work.

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