

AFFECTIVE COMMITMENT OF TEACHERS' AND STUDENTS' ACADEMIC PERFORMANCE IN GOVERNMENT JUNIOR SECONDARY SCHOOLS IN EDUCATION DISTRICT (III) EPE, LAGOS STATE

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Abstract

This study investigated the affective commitment of teachers 'and students' academic performance in government junior secondary schools in education district (iii) Epe, Lagos State. The study employed a descriptive survey research design. Two research hypotheses were formulated and tested at 0.05 level of significance. The study's population comprised of all 154 computer studies teachers of government junior secondary school in district (iii), Epe, Lagos State. Sample size for this study comprised 48 computer studies teachers using the Taro Yemani (1967) statistical model. Participants for the study were selected using the proportionate random sampling technique. Data was collected using a self-developed and closed-ended instrument, which demonstrated a reliability coefficient of ($r = 0.82$). The instrument's reliability was assessed using Cronbach's alpha technique. Data analysis was conducted using analysis of variance, Pearson product moment correlation and regression analysis. The study reveals a significant effect between teachers' sense of belonging and students' academic performance, as well as a substantial relationship between teachers' dedication and students' academic performance. The study's findings recommended that school managers should prioritize teacher well-being to foster a supportive and inclusive learning environment; cultivate a feeling of inclusion among teachers through initiatives such as mentorship programs, among other measures.

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Introduction

In a globalised environment, firms must adapt to major workplace changes to succeed. Education has also changed constantly. Hence, several nations are improving their educational institutions to compete with globalization. Teachers are ultimately responsible for educational reforms; thus, they must commit to change-promoting behaviours such as instructional transformations (Thien, 2019). Company performance is greatly affected by its friendly atmosphere and active corporate culture. Employees want to be valued as individuals rather than data points in a financial statement or cogs in a system and to make honest and valuable contributions. Organisational commitment which is an employee's loyalty and dedication to their employer can

boost self-esteem, relationships, and productivity (Decision Lab, 2020). Werf (2021) defines workplace organisational commitment as an employee-employer bond. Dedicated workers feel connected to their company and understand its goals. These workers add value through improved production, commitment, and desire to help. Affective commitment (AC) is an employee's emotional relationship to their employer. AC is obvious when employees feel comfortable in their workplace and believe the organisation's mission matches theirs. AC creates brand ambassadors driven by success. People want to work in a culture they value and are attached to (Decision Lab, 2020). According to Balçı (2019), a teacher is someone who imparts knowledge and educates others. A school's educator's role is usually ongoing and official. A teacher is a trained professional who helps students develop cognitive abilities, knowledge, and character. True (2021) claims they teach students how to use their learning to overcome obstacles. Teachers have many responsibilities and can change students' lives. According to Calaby (2022), teachers must mentor, role model, care, guide, act as a parent figure, counsel, coach, foster friendships, and advocate for their students. A qualified teacher teaches students to improve their thinking, knowledge, abilities, and character. They equip students with the skills and knowledge to tackle challenges (Indeed, 2021). In other words, teachers play countless roles and can have a major impact on their students. Calaby (2022) suggest that teaching is a challenging profession that involves mentorship, role modeling, caring and advising, parenthood, counselling, coaching, friendship, and advocacy.

Psychologically, dedicated individuals support an organisation's goals. Teacher commitment is an educators' emotional connection to students' learning. Successful teaching may likely depend on teachers' dedication. Thus, dedicated teachers may probably affect their pupils' learning and success. Teachers who support educational institutions spend time and money to promote it. Teachers' dedication creates a productive learning atmosphere that helps students succeed. Instructors are driven to succeed by their dedication. Teachers' affective commitment which refers the emotional attachment and dedication of instructors to their work might affect students' academic achievement. Committed teachers may work more and help their students more, which may boost academic success. Dedicated teachers are more likely to establish a welcoming and supportive learning environment for their students. This may perhaps boost students' curiosity and help them understand complex technological concepts. Hence, students may perform better academically due to their greater engagement with the issue and active pursuit of progress. Teacher retention is also positively correlated with emotional commitment. It might possibly help students stay on track throughout their academic career, especially in technology-focused fields with rapid technological advancement. Therefore, student academic performance may be linked to teacher affective commitment. Committed teachers who care about their students can create a supportive learning environment that motivates, engages, and improves academic performance.

Theoretical Framework

The study relies on Howard Becker's Commitment Theory and James Macgregor Burns' Transformational Leadership Theory.

Howard Becker's Theory of Commitment (1963)

Howard Becker's 1963 theory of commitment holds that commitment is the desire to continue an activity due to the costs or missed opportunities of leaving it. The theorist affirms that commitment is the unexpected involvement of additional rewards or personal traits. Becker's theory states that employees and employers have a "contract" of economic exchange behaviour. Committed employees have made secret investments, or "side bets," by staying with a company. If

someone quits, "side bet" assets are hard to recover. A person's "side bets" are assets they value (Wallace, 1997). Becker argues that as expenses accumulate, it becomes harder to break a habit like organisation membership.

According to Becker's theory, organisational commitment strongly influences employee turnover. Commitment makes people loyal to organisations, says this notion. According to this view, devoted employees stay and help the company succeed. This notion believes a teacher's dedication is essential for their active participation at work. In junior secondary schools, teachers' affective commitment to computer science students' success must be examined. The theory states that people are more likely to continue engaging in and investing time in a social activity or organisation after making a commitment. Thus, if teachers have a strong emotional connection to their school and a sense of loyalty and dedication to it, as with affective commitment, they may work harder and improve their students' academic performance. Teachers with strong emotional commitment are happier and more content with their jobs, which may improve student learning.

Transformational Leadership Theory by James Macgregor Burns (1978).

Political scientist and leadership expert, James Macgregor Burns created Transformational Leadership Theory in 1978. According to the theory, strong leaders inspire and motivate followers to transform to attain common goals. Burns defines transformational leadership as leaders who engage with their followers to raise their awareness of the worth of their job and motivate them to work for a higher purpose. Burns affirms that transformational leadership is not transactional. Transformational leaders encourage people to achieve goals beyond their own self-interest, while transactional leaders utilize rewards and penalties. Transformational leaders motivate, inspire, and empower followers.

Transformational leaders are role models who inspire and motivate people to act beyond their personal interests. They can design an inspiring and compelling future vision and communicate it to inspire passion and dedication. Transformational leaders empower followers by offering them the skills and resources to succeed. Transformational Leadership Theory can explain how teachers with strong affective commitment can inspire and encourage computer science students. Teachers with transformational leadership may excite and motivate their students with a vision for the future. They can also inspire children with their acts, attitudes, and behaviours. Such teachers can encourage creativity and innovation by challenging pupils to question assumptions and try new things. They can also understand their students' needs and goals and offer tailored support and encouragement to help them succeed. In the study the affective commitment teachers to their jobs may influence their leadership style and student engagement, which can impact students' performance. Affectively committed teachers may inspire and motivate students through transformational leadership.

Thus, applying the transformational leadership theory can reveal how teachers' affective commitment affects their leadership style and students' performance.

Concept of Affective Commitment

Participation and dedication to a group, cause, or ideology are commitment. Merriam-Webster (2022) defines commitment as "an agreement or pledge to do something in the future" or "the state or instance of being obligated or emotionally impelled." Miles (2022) submits that true commitment means giving one's all, indicating dedication, responsibility, or pledge. People commit to a cause or activity because they believe it is important. Commitment builds trust, which strengthens

personalities. Stronger momentum to complete the work increases company loyalty (Wadud, 2020). Miles (2022) stated that people can commit to a relationship and a goal, plan, movement, purpose, belief system, organisation, or phenomena, among other things.

Commitment to Work

According to Werf (2021), organisational commitment at work is the employee-employer relationship. Loyal employees feel a sense of belonging, understand the company's aims, and connect with it. Value is created by these personnel, commitment, productivity, and proactive support. Marzullo (2019) affirms that employees may define commitment differently. Overall, it's workers' workplace relationship. Some employees are more committed than others, but those that are dedicated feel like they fit in and support the company's values. Committed employees benefit a company in many ways. They help and work better than uncommitted personnel. These workers use fewer sick days and are more likely to embrace the company's vision if it does not match their ideals.

Bhat (2022) states that an employee's excitement for their work shows their commitment. It is a sense of duty to the organisation's goals, mission, and vision. High employee engagement and job dedication increase corporate employee satisfaction. Superior firm performance improves profitability, productivity, and staff retention, improving the workplace.

Teachers' Affective Commitment

Organisational Psychology Degrees (2022) defines affective commitment as an employee's emotional tie to their organisation and their willingness to stay. An industrial or organisational psychologist who understands affective commitment may be better able to help employees who are uncertain about their futures, apprehensive about new opportunities, or dissatisfied with their current position. According to Burmansahet *et al.*, (2019), teachers with high affective commitment may have a strong emotional connection and loyalty to the institution. Teachers who are happy, comfortable, and content with their jobs are more likely to stay at the school.

Thus, teachers are more effective if their school experiences meet their basic needs for friendship, work environment or culture, comfort in performing tasks, and school identification and involvement.

Concept of Student Academic Performance

Academic Performance

According to Kassarnig, *et al.*, (2018), academic performance is how well a student, instructor, or institution met their short or long-term educational goals. Secondary school certificates and bachelor's degrees show academic success. Exams and other continuous evaluations are used to evaluate academic progress, but there is no consensus on the best technique or whether skills and declarative information, like facts, or procedural knowledge, like skills, should be prioritised. Given the inconsistent data on individual attributes' accuracy in predicting academic performance, exam anxiety, surrounds, motivation, and emotions must be considered while creating academic achievement models. Based on instructor marks, Narad and Abdullah (2016) defined academic performance as knowledge.

Academic performance is the educational goal a student, instructor, or institution must achieve in a given timeframe. Exams or continuing evaluations assess the purpose, which may vary by individual or institution. Academic performance shows how well a student, instructor, or

institution met learning objectives. Kumar and Tankha (2021) assess a student's academic success based on their high school and college course performance.

Related Empirical Studies

The Effect of Teacher Commitment on Student Academic Achievement

Kalai, *et al.*, (2021) studied how instructors' dedication affects students' academic performance in Tangier Moroccan high schools. Teacher commitment in Tangier-provincial Assilah's directorate of national education's qualifying secondary cycle local public schools positively and statistically significantly affected students' academic success through student involvement. Another study by Altun (2017) indicated that teacher dedication motivates teachers to spend more time at school. Teachers feel a strong emotional connection to the school, which pushes them to find ways to progress their careers and provide a constructive learning environment that helps kids succeed. Raising students' success requires teacher dedication. Passion motivates, thus high-quality learning and instruction are crucial. Passion is seeking new ideas and experiments. Passion underpins successful teaching. Passion, which is crucial for learning and teaching, boosts learning through desire and excitement. Passionate teachers build successful learning environments to maximize student learning.

This study studied how teacher commitment affects student achievement, how passionate instructors differ, and how passion affects successful teaching and learning.

Relationship between Teachers' Dedication and Students' Academic Performance

Smith, *et al.*, (2019) examined the relationship between teachers' dedication and student performance. The study indicated a strong positive association between teachers' dedication and student achievement. Dedicated teachers had students with higher grade point averages (GPAs). The study also indicated that teacher dedication affected students' academic performance more than household income and parental education. The study's conclusions affect teacher professional development and student achievement policies. The authors suggest school managers offer teachers professional development to boost their enthusiasm and dedication. In another study, Li and Zhao (2018) examined the association between teacher dedication and student academic progress in Chinese middle schools. Teacher dedication positively correlated with student academic progress, according to the study.

Dedicated teachers had students with higher standardised exam scores. Teacher dedication had a greater impact on student academic achievement than family background and class size, according to the study. The study suggests that teacher dedication boosts Chinese middle school students' academic performance. Teachers' job satisfaction and sense of responsibility to pupils should be improved by school managers and policymakers through professional development and support. These studies demonstrate that teacher dedication improves student academic performance, emphasising the necessity for schools and policymakers to foster teacher dedication.

The Effect of Teachers' Sense of Belonging on Students' Academic Performance

Kim, *et al.*, (2020) examined South Korean teachers' sense of belonging and students' academic success. A positive correlation was established between teachers' sense of belonging and students' academic success. Better Korean Scholastic Aptitude Test (KSAT) scores were found in pupils of teachers with a better sense of belonging. The study also indicated that teachers' sense of belonging affected the learner's academic performance more than family status and class size. The

study suggests that a supportive workplace that boosts teachers' sense of belonging may increase student academic performance. The authors recommended that schools and policy makers should prioritise a positive work climate that enhances teachers' sense of belonging.

Li and Liang (2021) explored how teachers' sense of belonging affects Chinese primary school students' academic performance. A positive association was established between teachers' sense of belonging and student academic progress. Teachers with a better sense of belonging had students with higher standardised test scores. Teachers' sense of belonging had a greater impact on student academic achievement than family background and class size, according to the study. The study suggests that establishing a healthy school culture that boosts teachers' sense of belonging may increase student academic achievement. The authors advise school managers and policymakers to prioritise teacher well-being by creating a supportive workplace.

Overall, these research show that teachers' sense of belonging improves students' academic achievement.

Statement of Problem

Teachers' dedication is undoubtedly a passion and this drives teachers to persevere. Teachers that are enthusiastic can inspire their students to succeed. All teaching methods fail without passion. Thus, passion greatly affects student success (Shu, 2022). Enthusiastic teachers can motivate students to study, which improves performance. In addition, self-confident teachers are more dedicated and experience less burnout. They probably have higher job satisfaction and deploy creative learning methods. Curriculum, teaching methods, student demands, and academic regulations are all constantly evolving aspects of the academic environment. Therefore, educators must work more to teach well in order to boost students' performance. It is important to remember that educators' attempts to improve education reflect their dedication to their jobs, organisations, students, and careers. Researchers focus on commitment among essential work behaviours. This is because, people who work hard are more likely to have institutional and personal outcomes, such as high employee turnover, poor presentation, and a desire to stay or leave an institution. Only a totally committed and dedicated teacher would go above and beyond all that is required to teach and help students succeed academically.

Therefore, this study examines affective commitment of teachers' and students' performance in computer studies in government junior secondary schools in Epe, Lagos State, Education District (iii).

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Objective of the Study

The main objective of this study is to investigate teachers' affective commitment and students' performance in computer studies in government junior secondary schools in education district (iii) Epe, Lagos State. Specifically, this study sought to:

1. Ascertain the effect of teachers' sense of belonging on students' academic performance in computer studies in government junior secondary schools in education district (iii), Epe, Lagos State.
2. Examine the relationship between teachers' dedication and students' academic performance in computer studies in government junior secondary schools in education district (iii), Epe, Lagos State.

Research Questions

1. What is the effect of teachers' sense of belonging on students' academic performance in computer studies?
2. Does teachers' dedication relate to students' academic performance in computer studies?

Research Hypotheses

The following hypotheses were formulated and tested at a .05 level of significance:

1. There is no significant effect of teachers' sense of belonging on students' academic performance in computer studies.
2. Teachers' dedication has no significant relationship with students' performance in computer studies.

Research Methodology

The study used descriptive survey research design. This design was chosen to collect data to methodically describe a phenomenon or population that matches the problem being studied. The study population comprised (54) computer studies teachers and (27) government junior secondary schools in district (iii), Epe, Lagos State (Lagos State School Census Report 2018-2019). Taro Yemane's (1967) sample size model was adopted in selecting 48 computer studies teachers from 10 junior secondary schools in district (iii), Epe, Lagos State. Participants from each junior government secondary school were selected using the proportionate random sampling technique. A self-developed, closed-ended questionnaire, titled "Affective Commitment of Teachers' and Students' Academic Performance in Computer Studies Questionnaire (ACTSAPCSQ)" was used to collect data. The questionnaire had two parts. The first section collected students' bio-data, while the second section contained two subscales and 20 question items about affective commitment of teachers' and students' academic performance on a modified 4-point Likert-type scale with weights of 4, 3, 2, and 1 for Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The researcher and two academics from Yaba College of Technology's School of Technical Education assessed the instrument's face and content validity. The instrument was administered to 40 students of Luba Comprehensive College, Ijebu Ode, Ogun State which was not part of the sample area of the study.

The central limit theory, which maintains that a sample size is sufficiently large if it is greater than 30 (i.e., $n > 30$), hinges on the need to use 40 participants each to ascertain the reliability of the research instrument (LaMorte, 2016). The Cronbach's alpha coefficient technique was used, and obtained a coefficient of 0.82. With this high level of coefficient, the instrument was considered reliable for use to collect data for the study. The one-on-one field sourcing data method was used by the researcher with the help of two research assistants to collect data from the participants in the area of study. Data collected were analyzed using inferential statistics of regression analysis to test research hypothesis one and Pearson product-moment correlation was used to test hypothesis two at .05 level of significance respectively.

Results

Ho 1: There is no significant effect of teachers' sense of belonging on students' academic performance in computer studies.

Table 1

Prediction of Teachers' Sense of Belonging on Students' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.657	.638	.295

Source: Field Survey, 2024.

a. Predictors: (Constant), Teachers' Sense of Belonging

Table 1 Displays the coefficient of determination (R²) as 0.657. The measure quantifies the percentage of variation (R² x 100) in the dependent variable that can be attributed to the independent variable. The R² value, which represents the coefficient of determination, is 66%. The independent variable, teachers' sense of belonging, explained almost 66% of the variability in the dependent variable, student academic performance. The coefficient of determination indicates that over 50% of the variation in students' academic achievement can be attributed to the independent variable studied.

Table 2
Effect of Teachers' Sense of Belonging on Students' Academic Performance

Model		Sum of Squares	df	Mean Square	F	P value.
1	Regression	2.989	1	2.989	34.456	.000 ^b
	Residual	1.561	18	.087		
	Total	4.550	19			

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Source: Field Study, 2023.

p < 0.05

- a. Dependent Variable: Student Academic Performance
- b. Predictors: (Constant), Teachers' Sense of Belonging
- c. P < 0.005

ANOVA results (f = 34.456 df; 1; significant value p = 0.000 < .05) are shown in Table 2. Therefore, the alternative hypothesis is accepted while hypothesis one which states that teachers' sense of belonging does not affect students' academic performance is rejected. The regression model in the ANOVA table is significant (p < 0.05), demonstrating that teachers' sense of belonging impacts students' academic performance. Regression model sum of squares and mean square are 2.989. The F value of 34.456 which suggests that the model fits the data well.

Table 3
Contribution of Teachers' Sense of Belonging to Students' Academic Performance

Model		Unstandardised Coefficients		Standardised Coefficients	t	P value.
		B	Std. Error	Beta		
1	(Constant)	20.625	.689		29.937	.000
	Teachers' Sense of Belonging	1.157	.197	.810	5.870	.000

Source: Field Survey, 2023.

a. Dependent Variable: Student Academic Performance

Table 3 indicates how teachers' sense of belonging affects students' academic performance. Teachers' sense of belonging significantly impacted student academic performance ($B = 1.157, t = 5.870, p < 0.05$). The study hypothesizes that teachers' sense of belonging greatly impacts computer science students' academic performance. The table shows model summary, ANOVA, and coefficients. The model summary shows that teachers' sense of belonging explains 66% of students' academic performance ($R\text{-squared} = .657$). The adjusted R-squared score of .638 accounts for the model's predictor count. Unstandardised constant term coefficient (B) is 20.625. The unstandardised coefficient for teachers' sense of belonging is 1.157, meaning that students' academic performance should increase by 1.221 units in students' academic performance. The standardized coefficient (Beta) of .81 reveals a significant effect between teachers' sense of belonging and students' academic performance. Overall, the findings indicate that teachers' sense of belonging has a notable impact on students' academic performance in computer studies. Teachers who possess a more pronounced sense of belonging tend to have pupils who have higher academic performance. Moreover, the study results suggest that teachers' sense of belongingness has a substantial impact on predicting students' academic achievement.

Ho 2: Teachers' dedication has no significant relationship with students' performance in computer studies. This hypothesis was tested with Pearson's product moment correlation at a .05 level of significance.

Table 4: Prediction of Teacher Dedication and Students' Academic Performance

Correlations

		Teachers' Dedication	Student Academic Performance
Teachers' Dedication	Pearson Correlation	1	.757**
	Sig. (2-tailed)		.000
	N	20	20
Student Academic Performance	Pearson Correlation	.757**	1
	Sig. (2-tailed)	.000	
	N	20	370

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

Source: Field Survey, 2024.

Table 4 shows Pearson's product moment correlation results for the relationship between teachers' dedication and computer science students' academic performance. A correlation coefficient measures the strength and direction of relationship between two variables. Teachers' dedication and students' academic performance have a positive Pearson correlation coefficient of 0.757. At the 0.01 (2-tailed) level, teachers' dedication and students' academic performance are substantially

correlated. Correlation coefficient interpretation: A correlation coefficient of 0.757 shows that teachers' dedication improves students' academic performance. As the value approaches 1, it shows that computer science students' academic performance improves with teachers' dedication. Conversely, a decrease in teachers' dedication may negatively affects students' grades. Since the correlation is significant at the 0.01 level, the probability of such a strong relationship due to chance is minimal, supporting the evidence that teachers' dedication affects students' academic performance. Pearson's product moment correlation study supports rejecting Ho2: "teachers' dedication has no significant relationship with students' performance in computer studies." The results indicate that computer science students' academic achievement is positively correlated with teachers' dedication. Dedicated teachers have students that achieve better academically.

Table 5
Correlation between Teachers' Dedication and Students' Academic Performance

	Teachers	Student Academic	
	Dedication	Performance	
Correlation			
Teachers	Pearson Correlation	1	.882**
Dedication	Sig.(2-tailed)		.000
	N	32	32
Student Academic Performance	Pearson Correlation	.882**	1
	Sig.(2-tailed)	.000	
	N	32	370

Source: Field Survey, 2024.

P < 0.05

** Correlation is significant at the 0.05 level (2-tailed).

Based on the correlation analysis in table 5, there is a significant and positive correlation between teachers' dedication and students' academic performance in computer studies. The correlation coefficient (r) is 0.882, indicating a strong positive relationship between the variables. The significance level (p) is less than 0.05, suggesting that the connection is statistically significant. Thus, we refute the null hypothesis, which posits that there is no significant relationship between teachers' dedication and students' academic performance. Therefore, it can be inferred that the disciplinary actions taken by teachers substantially relates to the academic performance of students in computer studies.

Discussion

The results of Hypothesis 1 indicate that teachers' sense of belonging accounts for 66% of the variation in students' academic performance. This study corroborates the notion that educators who have a stronger sense of inclusion within the classroom environment are more inclined to have students who achieve higher academic outcomes. The findings align with the research

undertaken by Li and Liang (2021) and Li and Zhao (2018), which discovered a positive association between teacher commitment and student academic performance.

The results of Hypothesis 2 demonstrate a significant positive correlation between teachers' dedication and students' academic achievement in computer studies. This suggests that as teachers' dedication rises, there is a tendency for students' academic performance in computer studies to improve as well. This discovery emphasizes the crucial importance of teacher dedication in promoting favorable learning results, consistent with prior research conducted by Smith, *et al.*, (2019), which revealed a notable positive connection between teacher commitment and student academic achievement. Conclusively, the study shows that teacher commitment and dedication significantly impact computer science students' academic success.

The findings emphasize the importance of creating a welcoming classroom where teachers feel appreciated and connected to improve student achievement. These findings add to the literature and corroborate earlier research on teacher-student connections and dedication to student success.

Conclusion and Recommendations

Teachers who place a high importance on establishing a positive and supportive classroom atmosphere, who are dedicated to promoting a diverse and inclusive learning environment, and who experience a strong sense of connection and belonging in their teaching setting can enhance the academic achievements of their students. Moreover, the findings of this study indicate a direct correlation between teacher commitment and student scholastic achievement, which contradicts prior research in the field. These findings have significant ramifications for teacher training and professional development programs, which should prioritize the cultivation of a strong sense of dedication and commitment towards teaching and pupils. This study investigates the affective commitment of teachers' and students' academic performance. The findings of this study can provide valuable insights and recommendations for promoting and supporting teacher dedication in computer studies classes. Ultimately, this can lead to improved academic outcomes for students in this subject. School managers should continuously offer professional development for computer studies teachers to improve their commitment, efficiency, and assistance to students; cultivate a feeling of inclusion among computer studies teachers through initiatives such as mentorship programs; establish chances for collaboration and professional networking, and prioritize teacher well-being to foster a supportive and inclusive learning environment.

Finally, teachers can be motivated by offering rewards to those who exhibit exceptional dedication, acknowledging and compensating exceptional teaching abilities, and fostering teacher-student interaction through extracurricular activities and projects.

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