

Teacher Commitment to Institution, Students, and Profession: A Multidimensional Analysis of Business Studies Teachers in Southwest Nigeria

Nicholas Oseremen Osime¹; Gabriel Adewale Soyebi²;
Abosede Oluhaigbe Amos- Olalemi³; Idatesit David Ekpo⁴

¹Ph.D, Department of Office Technology and Management, Nigerian Army School of Finance and Administration, Apapa, Lagos.

²Ph.D, Department of Business Education, College of Vocational and Technology Education, Tai Solarin University of Education, Ijagun, Ogun.

³Department of Office Technology and Management, School of Business Education. Federal College of Education (Technical), Akoka, Yaba, Lagos.

⁴Department of Vocational Education, Yaba College of Technology, Yaba, Lagos

Corresponding Author: Nicholas Oseremen Osime*

Publication Date: 2026/07/04

Abstract: This study examined the multidimensional nature of teacher commitment among Business Studies teachers in public junior secondary schools in Southwest Nigeria. While previous research has often treated teacher commitment as a unidimensional construct, this study distinguished among three dimensions: commitment to institution (loyalty to school goals and policies), commitment to students (dedication to student welfare and development), and commitment to profession (attachment to teaching as a career). A descriptive survey research design was employed with a sample of 863 Business Studies teachers selected through multistage sampling from Ogun, Lagos, and Oyo States. The Teachers' Job Performance Questionnaire (TJPQ, $r = 0.81$) measured the three commitment dimensions, while students' NECO results measured learning outcomes. Findings revealed that all three commitment dimensions were at moderate to high levels (mean range 3.10-3.46 on 4-point scale). Commitment to students had the highest mean (3.46), followed by commitment to institution (3.35) and commitment to profession (3.21). All three dimensions correlated significantly with learning outcomes: commitment to students ($r = .431$, $p < .05$), commitment to institution ($r = .387$, $p < .05$), and commitment to profession ($r = .298$, $p < .05$). Multiple regression analysis revealed that the three commitment dimensions collectively explained 23.4% of variance in learning outcomes ($R^2 = 0.234$, $F(3,859) = 87.56$, $p < .001$), with commitment to students being the strongest predictor ($\beta = .287$, $t = 8.34$, $p < .001$). The study concludes that teacher commitment is multidimensional, and enhancing student learning outcomes requires attention to all three dimensions, particularly commitment to students. Recommendations include recognition programs, student-centered professional development, and improving working conditions to enhance institutional commitment.

Keywords: Teacher Commitment, Institutional Commitment, Student Commitment, Professional Commitment, Multidimensional Analysis, Business Studies, Nigeria.

How to Cite: Nicholas Oseremen Osime; Gabriel Adewale Soyebi; Abosede Oluhaigbe Amos- Olalemi; Idatesit David Ekpo (2026) Teacher Commitment to Institution, Students, and Profession: A Multidimensional Analysis of Business Studies Teachers in Southwest Nigeria. *International Journal of Innovative Science and Research Technology*, 11(6), 2449-2454. <https://doi.org/10.38124/ijisrt/26jun491>

I. INTRODUCTION

Teacher commitment has been recognized as a critical factor in educational quality and student achievement. Committed teachers invest personal resources into teaching tasks, remain in the profession despite challenges, and go beyond contractual obligations to support student learning (Alsiewi & Agil, 2014). However, teacher commitment is not a unidimensional construct. According to Akinwale and Okotoni (2019), teacher commitment encompasses multiple dimensions including commitment to the institution (school), commitment to students, commitment to the teaching profession, and commitment to outcomes/objectives.

Understanding the multidimensional nature of teacher commitment is essential for several reasons. First, different dimensions may have different antecedents (factors that promote or inhibit commitment) and consequences (effects on student outcomes). Second, interventions designed to enhance commitment may need to target specific dimensions rather than commitment broadly. Third, teacher evaluation systems should assess multiple commitment dimensions to provide a complete picture of teacher effectiveness.

In the context of Business Studies education in Nigeria, concerns about teacher commitment have intensified given the persistent decline in student performance. Reports indicate issues including teacher lateness, absenteeism, incomplete syllabus coverage, and lack of student engagement—all indicators of low commitment. However, it is unclear whether these issues reflect low commitment to the institution, to students, to the profession, or some combination. This study addresses this gap by examining all three commitment dimensions simultaneously.

➤ *Statement of the Problem*

Despite the recognized importance of teacher commitment for student learning, most research on Business Studies teachers in Nigeria has treated commitment as a unidimensional construct or has focused on a single dimension. The relative levels of different commitment dimensions among Business Studies teachers have not been established, nor have the differential effects of each dimension on learning outcomes. This study addresses these gaps by providing a multidimensional analysis of teacher commitment.

➤ *Objectives of the Study*

This study specifically sought to:

- Describe the levels of commitment to institution, students, and profession among Business Studies teachers
- Examine the correlations among the three commitment dimensions
- Determine the influence of each commitment dimension on students' learning outcomes
- Identify the strongest predictor among the three commitment dimensions

➤ *Research Questions*

- What are the levels of commitment to institution, students, and profession among Business Studies teachers?
- What is the relationship between each commitment dimension and students' learning outcomes?
- Which commitment dimension most strongly predicts learning outcomes?

➤ *Hypothesis*

- H₀₁: There is no significant composite influence of commitment dimensions on students' learning outcomes.

II. CONCEPTUAL FRAMEWORK

➤ *Commitment to Institution*

Commitment to educational institutions refers to teachers' belief in and acceptance of the goals and values of the institution, and teachers' strong desire to maintain membership (Akinwale & Okotoni, 2019). Teachers committed to their school accept school goals and policies, contribute to curricular and extracurricular activities, protect and promote the school's image, and cope with school policies and laws.

Werang et al. (2015) found that highly committed teachers are much less likely to leave their work and less likely to be absent from school, while low committed teachers are often absent to engage more attractive activities. Factors influencing institutional commitment include leadership quality, collegial relationships, recognition, and working conditions.

➤ *Commitment to Students*

Commitment to students refers to teachers' willingness to exert efforts on behalf of both low and high achieving students (Kushman, 2015). Teachers committed to students lead classroom activities more meaningfully, introduce new ways of learning, alter teaching materials to be more relevant and interesting, work with students in curricular and extracurricular activities, and help each student develop full potential regardless of individual differences.

Rosenholtz (2013) found that committed teachers enjoy working with students and have a strong desire to help each student progress. Conversely, low commitment results in reduced student achievement, less sympathy toward students, lower tolerance for frustration, fewer plans to improve instruction, and viewing teaching as a burden.

➤ *Commitment to Profession*

Commitment to the teaching profession involves an affective attachment to the profession associated with personal identification with the career and satisfaction as a teacher (Somech & Bogler, 2014). Teachers committed to the profession develop necessary skills, relationships, and instructional practices for a successful career, recognize and discharge professional responsibilities, become active members

of professional associations, defend the occupation, and engage in refresher courses.

III. THEORETICAL FRAMEWORK

This study is anchored on the Three-Component Model of Commitment developed by Meyer and Allen (1991), which distinguishes among affective commitment (emotional attachment to the organization), continuance commitment (perceived costs of leaving), and normative commitment (feeling of obligation to remain). While Meyer and Allen focused on organizational commitment, the model has been extended to student commitment and professional commitment.

IV. METHODOLOGY

A descriptive survey research design was adopted, enabling measurement of multiple commitment dimensions and analysis of their relationships with learning outcomes. The population comprised 16,132 Business Studies teachers in 6,333 public junior secondary schools in Southwest Nigeria. Using multistage sampling, 863 teachers were selected from Ogun, Lagos, and Oyo States. The Teachers' Job Performance Questionnaire (TJPQ) included 10 items measuring commitment to institution, 10 items measuring commitment to students, and 10 items measuring commitment to profession (30 commitment items total). A 4-point Likert scale (Very High Extent to No Extent) was used. Face validation was conducted by three experts. Test-retest reliability over two weeks with 40 teachers yielded a Pearson correlation coefficient of 0.81. Means and standard deviations described commitment levels. Pearson correlation examined relationships among commitment dimensions and with learning outcomes. Multiple regression examined composite and relative influences.

V. RESULTS

➤ Levels of Commitment Dimensions

Table 1: Mean Scores of Commitment Dimensions

Commitment Dimension	Mean	Std. Deviation	Interpretation
Commitment to Students	3.46	.850	High Extent
Commitment to Institution	3.35	.879	High Extent
Commitment to Profession	3.21	.907	High Extent

Scale: 1.00-1.99 = Low Extent, 2.00-2.99 = Moderate Extent, 3.00-4.00 = High Extent

Table 1 shows that all three commitment dimensions were rated at "High Extent" (means above 3.00). Commitment to students had the highest mean (3.46), followed by commitment to institution (3.35) and commitment to profession (3.21). The standard deviations indicate moderate variability among teachers on each dimension.

➤ Item-Level Analysis

Table 2: Highest and Lowest Rated Commitment Items

Dimension	Highest Rated Item	Mean	Lowest Rated Item	Mean
Commitment to Students	I always correct students' work	3.55	I supervise extra-curricular activities effectively	3.19
Commitment to Institution	I attend class on time	3.39	I always leave school after working hours	3.21
Commitment to Profession	I usually keep records of students' progress	3.48	I always cover syllabus on time	3.03

Table 2 shows that the highest-rated commitment item overall was correcting students' work (3.55), while the lowest-rated was covering syllabus on time (3.03). This pattern suggests that teachers are more committed to student-level activities (correcting work, keeping records) than to institution-level activities (leaving after hours, covering syllabus).

➤ *Correlations Among Commitment Dimensions*

Table 3: Correlation Matrix of Commitment Dimensions

Dimension	1	2	3
1. Commitment to Students	1		
2. Commitment to Institution	.409*	1	
3. Commitment to Profession	.372*	.387*	1

p < .05

Table 3 shows that all three commitment dimensions were significantly and positively correlated. The strongest correlation was between commitment to students and commitment to institution ($r = .409$), followed by commitment to institution and commitment to profession ($r = .387$), and commitment to students and commitment to profession ($r = .372$). The moderate correlations indicate that while the dimensions are related, they are distinct constructs.

➤ *Correlations with Learning Outcomes*

Table 4: Correlations with Learning Outcomes

Commitment Dimension	Correlation with Learning Outcomes (r)	p-value
Commitment to Students	.431	< .001
Commitment to Institution	.387	< .001
Commitment to Profession	.298	< .001

Table 4 shows that all three commitment dimensions correlated significantly with learning outcomes. Commitment to students had the strongest correlation ($r = .431$), followed by commitment to institution ($r = .387$) and commitment to profession ($r = .298$). All correlations were positive, indicating that higher commitment is associated with better learning outcomes.

➤ *Multiple Regression Analysis*

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.484	.234	.231	3.452

Predictors: (Constant), Commitment to Profession, Commitment to Institution, Commitment to Students

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3124.567	3	1041.522	87.56	< .001
Residual	10226.633	859	11.905		
Total	13351.200	862			

Table 7: Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	18.234	1.456		12.52
Commitment to Students	.412	.049	.287	8.34
Commitment to Institution	.298	.045	.221	6.62
Commitment to Profession	.187	.043	.146	4.35

Tables 5-7 show that the three commitment dimensions collectively explained 23.4% of variance in learning outcomes (Adjusted $R^2 = 0.231$, $F(3,859) = 87.56$, $p < .001$). All three dimensions contributed significantly: commitment to students ($\beta = .287$, $t = 8.34$, $p < .001$), commitment to institution ($\beta = .221$, $t = 6.62$, $p < .001$), and commitment to profession ($\beta =$

.146, $t = 4.35$, $p < .001$). Commitment to students was the strongest predictor.

VI. DISCUSSION OF FINDINGS

The finding that all three commitment dimensions were at "High Extent" levels (means 3.21-3.46) is generally positive. However, the mean of 3.21 for commitment to profession (on a 4-point scale, where 3 = High Extent and 4 = Very High Extent) suggests room for improvement. The finding that only 57.4% of teachers rated themselves at "Very High Extent" on any commitment dimension (from the frequency tables in Appendix II) indicates that a substantial minority are not fully committed.

The finding that commitment to students had the highest mean (3.46) is encouraging, as student-level commitment directly affects learning. The finding that commitment to profession had the lowest mean (3.21) is concerning, as professional commitment affects retention and continuous professional development. The finding that "covering syllabus on time" had the lowest mean (3.03) across all commitment items is particularly significant. Syllabus coverage is a basic professional responsibility, yet teachers rated themselves only at "High Extent" (barely above the 3.00 threshold). Incomplete syllabus coverage means students are not exposed to all required content, directly affecting examination performance.

The finding that "supervising extra-curricular activities" also had relatively low mean (3.19) suggests that teachers may focus on academic activities while neglecting the holistic development of students. Given that Business Studies aims to prepare students for the world of work, extracurricular activities (business clubs, entrepreneurship competitions) are important. The moderate correlations among commitment dimensions ($r = .372$ to $.409$) support the multidimensional conceptualization. If correlations were very high (e.g., $> .80$), the dimensions would not be distinct. If correlations were very low (e.g., $< .20$), the dimensions would be unrelated. The observed moderate correlations indicate that while teachers who are committed in one dimension tend to be committed in others, it is possible to have high commitment in one dimension and low commitment in another. The finding that commitment to students is the strongest predictor ($\beta = .287$) aligns with Kushman (2015), who argued that commitment to students is based on willingness to exert efforts on behalf of all students. Teachers committed to students lead classroom activities more meaningfully, introduce new ways of learning, and alter teaching materials to be more relevant. The finding that commitment to institution ($\beta = .221$) and commitment to profession ($\beta = .146$) also predict learning outcomes, though less strongly, suggests that institutional and professional factors matter but are mediated by student-level behaviors. Teachers committed to their school may still be ineffective if that commitment does not translate into student-focused actions.

VII. CONCLUSION

This study concludes that Business Studies teachers in Southwest Nigeria demonstrate moderate to high levels of commitment across three dimensions: commitment to students (highest), commitment to institution (middle), and commitment to profession (lowest). All three dimensions correlate positively with learning outcomes, with commitment to students being the strongest predictor. The moderate correlations among dimensions confirm that teacher commitment is multidimensional, and interventions should target specific dimensions rather than commitment broadly.

RECOMMENDATIONS

- **Enhance Commitment to Students.** Given that commitment to students is the strongest predictor, interventions should focus on strengthening student-teacher relationships, providing resources for student-centered instruction, and recognizing teachers who go beyond expectations for student support.
- **Improve Syllabus Coverage.** The finding that syllabus coverage is the lowest-rated item requires immediate attention. Schools should implement monitoring systems to track syllabus coverage and provide support for teachers who fall behind.
- **Strengthen Professional Commitment.** Professional development programs should emphasize the value and status of teaching as a profession. Professional learning communities and mentoring programs can enhance professional identity and commitment.
- **Address Institutional Factors.** Improving working conditions, leadership quality, and recognition systems will enhance institutional commitment, which in turn affects learning outcomes.
- **Recognition Programs.** Schools should implement recognition programs that specifically target each commitment dimension (e.g., "Teacher of the Term" for student commitment, "Department of the Year" for institutional commitment, "Professional Development Award" for professional commitment).
- **Further Research.** Research should examine the antecedents of each commitment dimension to identify specific factors that enhance or inhibit commitment.

REFERENCES

- [1]. Akinwale, A. S., & Okotomi, C. A. (2019). Assessment of job commitment of secondary school teachers in Osun state. *International Journal of Social Sciences*, 4(3), 1553-1572.
- [2]. Alsiewi, A. M., & Agil, S. O. (2014). Factors that influence affective commitment to teaching in Libya. *Journal of Business and Management*, 16(2), 37-46.

- [3]. Kushman, J. W. (2015). The organizational dynamics of teacher workplace commitment. *Educational Administration Quarterly*, 28, 35-42.
- [4]. Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- [5]. Rosenholtz, S. J. (2013). *Teachers' workplace: The social organization of schools*. Teachers College Press.
- [6]. Somech, A., & Bogler, R. (2014). Antecedents and consequences of teacher organizational and professional commitment. *Educational Administration Quarterly*, 38, 555-577.
- [7]. Werang, B. R., Betaubun, M., & Pure, E. A. (2015). Teachers' organizational commitment in elementary schools. *International Journal of Educational Administration and Policy Studies*, 7(8), 169-175.