

Mustapha, Bojuwon

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Reference: Mustapha, Bojuwon (2016). Lecturers commitment towards students academic performance\$aa regression analysis.

This Version is available at:
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Kontakt/Contact

ZBW – Leibniz-Informationszentrum Wirtschaft/Leibniz Information Centre for Economics
Düsternbrooker Weg 120
24105 Kiel (Germany)
E-Mail: [rights\[at\]zbw.eu](mailto:rights[at]zbw.eu)
<https://www.zbw.eu/>

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Lecturers Commitment towards Students Academic Performance: a Regression Analysis

Bojuwon MUSTAPHA¹, Raji SADIQ²

Abstract: The commitment of academics staffs towards students' academic performance has been a topic of intense interest during the last decades. Most of the applied research have employed a first order and Rasch model analysis which manifest variables that serve as indicators of the trait level at each time of measurement and validity process of the instrument. This paper examined the issues regarding the multidimensionality of accounting lecturers commitment towards students' academic performance in Nigeria. A quantitative method analysis was used on the data obtained from the selected Nigerian University in evaluating their commitment to student academic performance. The data was analysed using multiple regression analysis through the application of statistical package for social sciences Version 21.0. Our findings showed that the multidimensionality of commitment are strong determinants of students' academic performance.

Keywords: lecturers Commitment, regression analysis, students' academic performance

1. Introduction

Improving the level of lecturers' commitment has been the primary goal of institution of higher learning for the past decades (Sadler, 2005). Most especially, when studies have linked the accounting lecturers commitment to students' academic performance. This is particularly true, in higher institutions of where there is little or no difference of course offered.

The obligation of the university management and lecturers of the higher institution of to impart their strategies to achieve the best out of the student for their academic performance. Bojuwon and Bojuwon (2015) identified four dimension of lecturer's commitment which are lecturer's commitment to teaching, lecturer's commitment to students, lecturer's commitment to schools, and lecturer's commitment to professions using confirmatory factor analysis.

However, there appears to be a common decision on the fact that the lecturer's commitment to the successful academic performance of student depend on the higher institutional setting, and the academic environment with empirical and grounded theoretical evidence pointing out the rational factor as a universal dimension.

Thus, the contribution made by accounting lecturers in promoting Nigerian educational system are echoed in their commitment to student, commitment to their study environment, commitment to school and commitment to their professional career (Anyanwu, 2010; Thien & Razak, 2014; Thien, Razak, & Ramayah, 2014). The effort made by the lecturers are found to have an influence on the academic performance of a student (Adeyemi & Adeyemi, 2014). Over the years, a substantial empirical analysis focused on lecturer's turnover intention which has to do with the departure of lecturers from one tertiary institution to another (Travers & Cooper, 1996).

This study is therefore organized in the following sequence. The literature review, which focuses on the level of accounting lecturer's commitment to student academic performance in the higher institution and the dimension of accounting lecturers commitment to students' academic performance are reviewed and well-structured in this paper. This is followed by the methodology in a regression equation form. The analysis section illustrates the demographic profile of the respondent and multiple regression analysis of the paper. The last part provides the discussion of result, conclusion of the paper with some policy implications in the real world as

¹ International Islamic University Malaysia , bojuwon@live.com

² International Islamic University Malaysia , asdera223@yahoo.com

well as given suggestions for further study. Hence, the level of lecturer's commitment lead to successful students' academic performance in Nigeria.

2. Literature Review

2.1 Lecturers Commitment to students

In the study carried out by Sonsteng, Ward, Bruce, and Petersen (2007) explained that lecturers who are committed to their students would have a positive engagement with their student through hard work. This can be done in the lecture room and by introducing a new academic way of lecturing like practical skill and effective method using information technology tools. Thien et al. (2014) Lecturers' commitment in tertiary institution is said to be a grounded idea of lecturers with high expectation and success of the student. Yorke and Longden (2004) claimed that lecturers' commitment to student influence the student success by way of not understanding the student, low level of patience and frustration with the school. Thus, lecturers' commitment to students in this study is conceptualized as lecturers' involvement or responsibility in student success in a tertiary institution.

RQ: Is there relationship between accounting lecturers' commitment to students and student academic performance?

RO: To examine the relationship between accounting lecturers' commitment to students and students' academic performance

H₁: There is a significant positive relationship between accounting lecturers commitment to student' and student's academic performance

2.2 Lecturers Commitment to Teaching

In this study, lecturer's commitment to teaching is abstracted as a psychological link between lecturers and their teaching. The echoes over lecturers willingness to employ their effort in giving effective teaching is subject to bestow more time to student in order to achieve a high level of academic success (Silva, 2005). Commitment to teaching in tertiary institution play a significant role in defining how long the lecturer remains as an academician or in the academic field (Oni, 2012).

In conclusion, lecturers' commitment to teaching is conceptualized as lecturers' willingness to engage in academic job. Lecturers commitment to their teaching work is the process by which each person shows how they seriously engaged with lecturing (Rawls & Herman, 2009). Hence, with these definitions, it may perhaps be concluded that lecturers that are strongly committed to their work would have a significant positive sense towards it teaching ability than those with less commitment to teaching.

RQ: What is the relationship between accounting lecturers commitment to teaching and student academic performance?

RO: To analyse the relationship between lecturers' commitment to teaching and students' academic performance

H₁: There is a significant relationship between lecturers commitment to teaching' and student' academic performance

2.3 Lecturers Commitment to school

Lecturers commitment to their institution (university) has been defined and measured by Coladarci (1992) and compared with other dimensions of the lecturers commitment variable. Adeyemi and Adeyemi (2014) examine commitment of the lecturers to schools by the lecturer at both the nature and effects on the university achievement. The finding of Brophy and Good

(1984) showed that lecturers have a positive significant on organization when they are effectively committed to the goal of the organization such as the academic field which we are researching on now. Moreso, lecturers who are highly committed to its institution are expected to engage in the activities to achieve the goals of the university. Thus, we abstracted that accounting lecturers' commitment as the confidence and recognition of the university values and norms for the strong desires to clean up to the university reputation.

RQ³: Is there relationship between accounting lecturers commitment to profession and student academic performance?

RO⁴: To explore the relationship between accounting lecturers' commitment to profession and students' academic performance

H₁⁵: There is significant positive relationship between accounting lecturers commitment to profession and student' academic performance

2.4 Lecturers Commitment to profession

In the view of Rice (1986), lecturers commitment to their profession is the process where "one's attitudes are linked towards one's profession" vocation and specialization". Jepsen, Varhegyi, and Edwards (2012) define commitment to the profession as the progress of individual occupational goals and determination that is accompanied with its success. The involvement of lecturers commitment to professional involvement has a positive effect to the profession or livelihood which relates to lecturers identification and satisfaction (Ekundayo, 2008).

The element of accounting lecturers commitment to their profession is imperative because it facilitates the individual person to establish the desirable ability and association to attain successful academic carrier irrespective of the academic environment (Langely & Jacobs, 2014). It also abstracted as the potency of lecturers' enthusiasm and participation to work and to progress in their area of expertise, understanding and lecturing capability. Overall, variables of lecturers' commitment are important in the academic setting and are significant to accomplish the university goals, improve lecturers' level of professionalism and follow changes in lecturing practices. Hence, it is evidence that the four factor solution of lectures commitment is employed to validate lecturer commitment scale.

RQ: What is the relationship between accounting lecturers commitment to school and student academic performance?

RO: To access the relationship between accounting lecturers' commitment to school and students' academic performance

H₁: There is a significant positive relationship between accounting lecturers commitment to school and student' academic performance

3. Methodology

3.1 Model development

For the purpose of the empirical analysis, this paper employed a descriptive analysis and multiple linear regression analysis as the main statistical method of analysis for test. A descriptive analysis of the data was used to obtain the respondents' profile. The analysis of the multiple regression is undertaken on the dependent variable students' academic performance (SAP) test the relationship between the independent variables with commitment dimensions.

³RQ= Research questions, and

⁴RO= Research objectives

⁵H = Hypothesis

The regression model utilized to test the relationship between the multidimensional variables of the accounting lecturers commitments on student academic performance.

$$\text{Sap} = \alpha_0 + \alpha_1 \text{Ctpr} + \alpha_2 \text{Ctsh} + \alpha_3 \text{Ctst} + \alpha_4 \text{Ctrlr} + \varepsilon$$

Where:

α = Constant

Sap= Students' Academic Performance

Ctpr= Commitment to profession

Ctsh = Commitment to school

Ctst= Commitment to student

Ctrlr =Commitment to lecturing

ε = Error term

4. Analysis of findings

This paper uses the data obtained from Fountain University accounting student in Nigeria during the present academic calendar year. A total of 250 administered question was distributed with only 150 returned out of which 120 were usable. The cases received were with 83 (67.5%) male and 39 (32.5%) female as part of the study undertaken during the 2014/2015. With the standard assumption in illustrating a multiple linear regression, this study predicts that student academic performance is based on the level of the positive relationship of lecturers' commitment with their profession. Secondly, lecturers' commitment to student is said to be positively related to student academic performance. Thirdly, lecturers' commitment to their school is positively related to student academic performance. Finally lecturers' commitment to lecturing is positively related to student academic performance.

Furthermore, the data collected from the respective university were already run through the data screening process to check for missing values, outliers and multicollinearity issues. This is followed by the descriptive statistics for all the variables to ensure that all the values fall within the acceptable scores of skewness and kurtosis as a measure of normality of the data. The result showed that skewness and kurtosis used to test for normality in the data following five variables used in the study, namely a commitment to (students, school, lecturing and profession and students' academic performance).

The overall results show that skewness and kurtosis are within the range of -1 and +1 and none is above 3.00. The collected data was in relation to lecturers' commitment to (students, school, lecturing and profession) towards students' academic performance. The interpretation output is in the following sequence. Table 1, explains the descriptive information regarding each of the variables mean and standard deviation. The mean value ranged between 10.91 (Ctrlr) to 26.21(sap) and the standard deviation value ranged between 1.744 (Ctsh) to 4.633 (sap). Also, the result of skewness, are within the range of -.074(Ctsh) to -.948 (Ctst) and kurtosis within the ranged of -.456 (Ctpr) to 1.582 (Ctst) respectively.

Table 1: Descriptive statistics for accounting Lecturers commitment to student academic performance

Variables	Mean	S. deviation	Skewness	Kurtosis
Sap	26.21	4.633	-.157	-.660

Ctpr	16.58	2.679	-.099	-.456
Ctsh	11.02	1.744	-.074	-.654
Ctst	21.08	4.428	-.948	1.582
Ctlr	10.91	2.646	-.871	.522

Table 2 shows the result in relation to the significant value of the model using the model summary and ANOVA. There are 120 (N-1) total degree of freedom. The regression effect of 4 predictors is statistically significant, at $F(4, 168) = 61.305$, $p < .000$. This indicates that the dependent variable is accomplished with the four variables as its determining factor. The model summary provides an overview of the result by indicating the R^2 and Adjusted R^2 values which are with $R^2 = .593$, Adjusted $R^2 = .584$ respectively. However, with the weighted average combination of the four predictors which accounted for 58% of the total variance in students' academic performance.

Table 2: Analysis of Model summary and Anova

Model	Sum of Squares	df	Mean Square	F	Sig.	R^2	Adj. R^2
Regression	2342.030	4	585.508	61.305	.000 ^b	.593	.584
Residual	1604.514	168	9.551				
Total	3946.545	172					

The raw and standardized regression coefficients of the lecturer commitment predictors are details in Table 3. The correlations list of the person r values of the dependent variable (student academic performance) with each of the independent variables. The coefficients Ctp are significant at 1% level with ($\beta = 0.407$, $p < 0.01$). This reveals that there is significant positive relationship between lecturers' commitment to profession and student academic performance.

Hence, hypothesis is fail to reject H1. Also on the coefficients of Ctsh and Ctst are significant at 1% level of prediction. Thus, it indicates there is statistically significant relationship between lecturers' commitment to school, lecturers' commitment to student and students' academic performance. Therefore, we fail to reject hypotheses H2 and H3 with ($\beta = 0.547$, $p < 0.01$) ($\beta = 0.427$, $p < 0.01$) respectively. The result on hypothesis four H4 with ($\beta = 0.232$, $p < 0.05$) indicates that is significant at 5%. This means that lecturers' commitment to lecturing is the lead predictor of student academic performance based on the study finding. Hence, we fail to reject the hypothesis at a significant value of 5%.

Tables 3: The Unstandardized and Standardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF

(Constant)	2.478	1.752		1.414	.159		
Ctpr	.407	.093	.267	4.358	.000	.645	1.549
Ctsh	.547	.129	.240	4.256	.000	.759	1.317
Ctst	.427	.061	.422	7.044	.000	.674	1.485
Ctlr	.232	.100	.115	2.316	.022	.986	1.015

A Pearson correlation analysis is performed on the variables to check if there is any issue of multicollinearity among the predicting variables details in Table 4. Though there is a significant correlation that exist between some of the predictor but there is none that exceed the threshold value of 0.8 suggested by Fraser and Killen (2003). Therefore, we can conclude that there is not issue of serious multicollinearity among the variables used in the study.

Table 4 Pearson Correlations

	Sap	Ctpr	Ctsh	Ctst	Ctlr
Sap	1				
Ctpr	.645**				
Ctsh	.563**	.477**			
Ctst	.682**	.560**	.461**		
Ctlr	.192*	.085	.118	.035	1

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

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

5. Discussion

Interestingly accounting lecturer's commitment to student is very important to their positive academic performance and was statistically significant as a determinant of student academic performance. Lecturers' level of commitment to school was found to be more statistically significant variables to determine student academic performance. This result is similar to the existing study by Ramsden and Entwistle (1981). A probable reason for this is that when a lecturer is committed to a particular school, thus, the likelihood of being committed to everything related to it will definitely be on his/her interest. It was interesting to know that lecturer's commitment to student is very important to their positive academic performance and was statistically significant as a determinant of student academic performance. Our finding support the study by Fraser and Killen (2003) who found that level of instructors commitment is an important determinant of academic success.

According to Bennett (2003) an increase in the level of accounting lectures' commitment to student will have a positive influence on the performance of any student. Lecturers' commitment to the profession was also found to be positively related to students' academic performance. It is indicated that lecturers who are committed to their work as their main profession will have a positive attitudes toward the student in achieving the best result. This study found a similar result to that of Daif and Yusof (2011) who find that commitment to a specific profession will have a positive effect on the organizational outcome. This paper found a significant positive relationship between accounting lecturers commitment to lecturing towards students' academic performance in the context of the Nigerian educational system.

6. Conclusion

This paper concludes by identifying the dimensions of lecturers' commitment towards predicting students' academic performance. Firstly, the present paper has substantiated the empirical relationship between lecturers' commitment to the profession, lecturers' commitment to school, lecturers' commitment to students, and lecturers' commitment to lecturing towards students' academic performance the findings supported all the four developed hypotheses generated. This study has one-way or the other contributed in a more comprehensive way of understanding the effect of lectures' commitment dimensions to the student academic performance. The present study is significant to the policy makers and higher institution of learning that are in the position of providing a qualified lecturer that will be committed to the positive side student academic performance in Nigeria.

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