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The Contribution of Teacher Organizational Commitment to Student Learning Engagement in Secondary Schools of Amhara Region

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Abstract

Student disengagement continues to pose a problem in teachers' daily practices and students' outcomes. However, little has been known about the influence of teachers' commitment to their school on student engagement. Thus, this study aimed to examine the contribution of teachers' commitment to their schools and students' engagement in their learning. The study used a correlational research design and surveyed 714 randomly selected participants. Data were collected using Mayer et al.'s (1993) organizational commitment questionnaire, which had 18 items and an alpha coefficient (α) between .73 and .85, and Emiru and Mateb's (2024) student engagement scales, which had 27 items and alpha coefficient between .83 and .91. Descriptive statistics, one-sample t-test, Pearson correlation, and multiple regressions were employed as analysis techniques. The study found that the level of student engagement was significantly below average, and teachers' commitment to the school was at an average level. The study also revealed a significant positive relationship between student engagement and teachers' commitment to the school. Hence, it was concluded that the commitment of teachers to their schools significantly and positively influenced students' learning engagement ($R^2=.285$), with teachers' affective commitment being the main determinant for improving student engagement. The implications of the results suggest that enhancing teachers' commitment to their school could improve student learning engagement. Hence, school leaders should foster a collaborative and supportive environment where teachers feel valued and respected to improve teachers' commitment to their school, and the study recommended future research directions based on its limitations.

Keywords: teacher organizational commitment, student engagement, behavioral engagement, cognitive engagement, emotional engagement,

1. Introduction

The issue of student engagement remains a worldwide concern and deserves scholarly attention, as empirical research consistently

associates it with desirable student outcomes (Lei et al., 2018). The more students engage mentally, emotionally, and behaviorally in their learning, the better they achieve in their academic outcomes and the less they drop

out of school (Fredricks, 2020; Szabó et al., 2024). Moreover, such engagement correlates with higher attendance rates, improved academic performance, and overall school success (Wang et al., 2011). Unfortunately, student disengagement remains a pervasive challenge educators face nationwide. Research suggests that pupils' level of engagement tends to decrease as students transfer from junior to secondary school (Martin & Torres, 2016).

To enhance learners' academic performance and engagement, the Ethiopian government has endorsed and realized various initiatives such as improving teacher qualification and curricula, endorsement of Education Sector Development Programs (ESDP IV), nationwide reform of the General Education Quality Improvement Program (GEQIP), plasma education, and the incorporation of ICT into schooling (Jiru, 2020; MoE, 2018). However, significant challenges persist within the education system, particularly for less competent and disengaged students. These issues have drawn attention from both the public and researchers. In line with this, the recently enacted education policy recognizes the decline in the education quality in Ethiopia, as documented by pupils' below-average learning outcomes. Notably, most student achievement scores across different educational levels fall below the desired policy benchmarks, with success rates below 50% (MoE, 2023). Furthermore, a ministry study on the education development roadmap report highlighted the low level of academic engagement among secondary school pupils (MoE, 2018). The report indicated that secondary school students exhibited low engagement in learning activities, as assessed through their

motivation, interest in academics, reading habits, and attendance. In addition, the study underscored the prevalence of high dropout rates, posing a significant challenge to the country's education system. Therefore, addressing pupil disengagement becomes crucial to reversing the fall in academic achievement and reducing dropout.

Enhancing student learning engagement is crucial because it often leads to several positive student outcomes. For instance, improved engagement significantly influences students achievement and overall well-being (Chase et al., 2015; Upadyaya & Salmela-Aro, 2023). Moreover, empirical evidence consistently shows that increased student engagement correlates with improved academic performance and positive learning outcomes, including higher achievement, motivation, persistence, reduced attrition rates, and augmented social immersion (Ali & Hassan, 2018; Archambault et al., 2009; Walker & Greene, 2009). Engaged students tend to have better motivation, self-confidence, and affection within the school community (Upadyaya & Salmela-Aro, 2023). Engaged students frequently participate in co-curricular activities, build good rapport with teenagers and teachers, and develop essential skills like inquiry, thoughtful thinking, and communication (Chase et al., 2015).

The concept of engagement obtained attention due to its linkage with student dropouts from school (Fredricks et al., 2004). In the mid-1990s, the concept gained prominence among scholars for its positive links to students' emotional, cognitive, social, and behavioral change during learning (Coates, 2005; Wang & Degol, 2014). It has since been extensively studied

and connected to student academic success and long-term outcomes, resulting in increased satisfaction, greater determination, improved academic achievement, enhanced social engagement, and lower dropout rates (Fredricks et al., 2016; Kuh, 2009). Considering the complex and multifaceted nature of the concept, scholars and researchers have adopted diverse approaches to conceptualizing and applying student engagement.

The dimensions and the measurement scale variations of student engagement complicated the understanding of the concept and the comparison of empirical findings across studies (Coates, 2005). However, most studies viewed the construct in three dimensions: emotional, cognitive, and behavioral engagements (Appleton et al., 2008; Dunne & Owen, 2013). Behavioral engagement involves students' observable actions in learning activities, persistence, and obedience to school rules (Fredricks et al., 2016). Emotional engagement is about the affective response and psychological attachment of students to teachers, learning activities, school, and peers (Appleton et al., 2008; Lawson & Lawson, 2013). Cognitive engagement comprises student self-regulation, the value given for learning, and the strategy used in learning (Fredricks & McColskey, 2012). Moreover, these dimensions incorporate observable behaviors, affective reactions, psychological investment, and enthusiasm regarding the students' academic demands (Appleton et al., 2008; Fredricks et al., 2004). In sum, the myriads of conceptualizations and classifications suggest that the term engagement is a multifaceted and elusive variable that

requires further theoretical and empirical research to enhance our understanding of the concept and its determining factors (Fredricks & McColskey, 2012).

Notably, numerous factors may influence the engagement of student to learning. Scholars suggested three main factors are associated with student engagement in learning: peers, parents, and school (Ejigu & Belay, 2022; Sahil, 2010). Family assumptions, beliefs, values, education attainment, and support for children's education are highlighted in promoting student engagement (Szabó et al., 2024; Upadyaya & Salmela-Aro, 2023). Peers are seen as greatly influencing student engagement, as adolescents often exhibit similar characteristics to their fellow teenagers (Poulin & Chan, 2010). Besides, various factors related to the school, such as the school curriculum, culture, academic community, and co-curricular activities, are significantly influencing student engagement (Bardin & Lewis, 2011). Teachers' planning, instruction, support, and encouragement were identified as significant factors contributing to student engagement as a school-related factor (Trowler, 2010). Moreover, teacher instructional practices, such as active learning strategies and timely feedback, emphasize the importance of fostering student engagement (Delialioğlu, 2012). More importantly, teacher organizational commitment is also conceived of as influencing student engagement (El Kalai et al., 2022). Teacher commitment to the school involves the teacher's strong belief in the school, active identification and engagement with it, and a wish to continue as a school community (Meyer & Allen, 1997). Hence, the commitment of teachers to their school is

understood as (1) a firm belief in and acceptance of the school's goals and values, (2) a readiness to exert significant effort for the realization of the school's goals and values, and (3) teachers' firm desires to keep up membership in the school (Porter et al., 1974). Thus, it was revealed that teachers who have high commitment tend to stay longer, show better performance, often evident in their work, and exhibit organizational citizenship behaviors, all of which positively influence student engagement (Chughtai & Zafar, 2006).

Empirical work that shows the relationship between teacher organizational commitment and student engagement is scarce. However, the available evidence demonstrates a positive relationship between the two constructs. Moreover, it was noted that committed teachers can invest more time and energy in classroom activities and perform better, which more likely improves student learning engagement (El Kalai et al., 2022). Similarly, it is claimed that highly committed teachers can improve their instruction and engage students in purposeful learning activities (Altun, 2017). Likewise, committed teachers are willing to engage in organizational citizenship behavior and develop quality relationships while managing teaching (Chughtai & Zafar, 2006; Peretomode & Bello, 2018). In this regard, an important component of student engagement is the time and effort students devote to their learning, which requires teachers' commitment (Chen et al., 2008). Besides, committed teachers demonstrate quality relationships with the students and quality instruction, influencing student engagement (Cinches et al., 2017; Leithwood & Jantzi, 1999). Moreover, it

was revealed that teacher organizational commitment enhanced students' engagement and dedication, positively influencing academic achievement (El Kalai et al., 2022). Thus, students' engagement in their learning contributes to positive learning outcomes; however, its linkage with teacher organizational commitment remains unexplored.

The researchers had opportunities to observe schools, provide training, and share experiences with secondary school teachers, principals, and education office experts in the study context. Hence, a consistently raised problem among teachers, principals, and education office experts was student disengagement in learning activities. During the school observations, the researchers heard blame and dissatisfaction from teachers and parents regarding student engagement. Teachers' disappointment was reflected in students' avoidance of participation in co-curricular and classroom activities, disruptive behavior, and frequent absenteeism from class. However, the quest of teachers, experts, and parents for students' engagement in learning has not been empirically tested. Hence, it called for searching determinant factors that enhance student engagement. In this regard, while earlier empirical works have explored the contribution of organizational commitment on other positive outcomes, such as organizational citizenship behavior and academic achievement, they have not explicitly assessed its influence on student learning engagement. Accordingly, the main objective of this study was to explore the contribution of teachers' commitment to their school to students' engagement in learning in the State of Amhara secondary

schools in Ethiopia. Therefore, the study hypothesized that teachers with high commitment to their school provide high-quality instruction and invest more time and energy to classroom activities, positively

affecting students' cognitive, behavioral, and emotional engagement. This hypothesis informed the development of a conceptual framework, as illustrated in Figure 1.

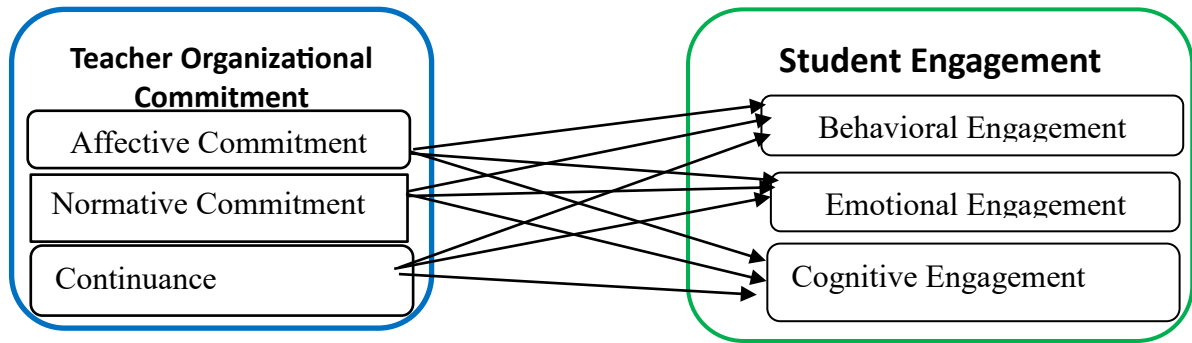


Figure 1. Conceptual Framework for the Study.

The study aimed to examine the following research questions:

- ✓ To what extent do students engage behaviorally, cognitively, and emotionally in their learning?
- ✓ To what extent are teachers committed to their organizations?
- ✓ Is there any significant correlation between teacher commitment to the school and student engagement?
- ✓ Do teacher organizational commitment dimensions predict student engagement?

2. Research Method

2.1. Research Design

The study intended to investigate the contribution of teacher organizational commitment to student learning engagement. A correlational research design was used to achieve this objective. This design was employed to examine the direction and strength of the relationship

between teacher commitment to their school and student engagement. The rationale for using this design is that it helped to determine whether and to what extent two or more variables are related (Creswell & Poth, 2018).

2.2. Population of the Study

This study's target population was secondary school teachers from the Amhara National Regional State, Ethiopia. According to the annual education statistics abstract report (2020/2021) of the Amhara Region National Regional State Education Bureau (ANSREB), 39,247 teachers (29,533 males and 9,714 females) were employed in 652 secondary schools in the region (ANSREB, 2021).

2.3. Sample Size and Sampling Technique

The Amhara National Regional State had fifteen zones. Using a cluster sampling technique, five zones (South Wollo, South Gonder, Bahir Dar city, Awi, and East Gojjam) were chosen. From these zones,

eleven woredas (Kutaber, Tehulederie, Dessie Zuria, Dera, Farta, Machakel, Enemay, Debre Markos Ketema, Guagsa Shikudad, Dangila Ketema, and Bahir Dar City) were selected. A total of 771 respondents were chosen from eleven sample woredas through multistage cluster sampling and the Cochran sample size formula (Cochran, 1977). Data were analyzed using 714 (92.6%) valid and completed response rates. Of 714 valid responses, 73.8% ($n = 527$) were male, and 26.2% ($n = 187$) were female respondents. Concerning educational qualification, 69.6% ($n = 497$) were first-degree holders, 29% ($n = 207$) were second-degree, and the rest, 1.4% ($n = 10$), were diploma graduates. Respondents' teaching experience ranged from 1 to 40 years.

2.4.Tools of Data Collection

The study data was collected using the Mayer, Allen, and Smith organizational commitment questionnaire (Meyer et al., 1993) and a self-developed and validated student engagement survey (Emiru & Gedifew, 2024). The organizational commitment scale had 18 items (6 for measuring each dimension: affective, normative, and continuance). The student engagement scale had 27 items (four for emotional, 10 for cognitive engagement, and 13 for behavioral dimension). Both survey scales were rated in a Likert-5 point agreement scale, where "1" represents "strongly disagree" and "5" for "strongly agree." Before the data was collected, the instruments were subjected to a pilot test to ensure their reliability. It was found to have an alpha coefficient of .91, .87, and .83 for

cognitive, emotional, and behavioral engagement dimensions, respectively, and .79, .73, and .85 for continuance, normative, and affective commitment subscales, correspondingly, suggesting acceptable internal consistency (Cohen et al., 2018). The validity of the organizational commitment survey was previously established (Allen & Meyer, 2000). Similarly, the validity of the scale of student engagement was checked to determine whether the instrument could measure what it intended to measure using twenty psychology instructors (Collier, 2020). Items with .83, .87, and .90 for behavioral, emotional, and cognitive engagement content validity ratios (CVR) were found, suggesting good content validity. According to Lawshe, the content quality of measuring a construct is guaranteed when experts agree by 50% or more (Lawshe, 1975).

2.5. Data Collection Procedures and Ethical Issues

The study was undertaken following the principles of research codes of ethics, such as not harming human participants and keeping the anonymity and confidentiality of participants (Miles et al., 2014). Moreover, the researchers collected the data using the following procedures: (1) the author's institution evaluated the study proposal and granted permission to proceed; (2) the researchers visited sample schools and explained the study's purpose to participants; (3) the researchers obtained the participants' verbal consent; (4) the researchers provided an orientation on how to fill out the survey; and (5) the researchers

collected the completed questionnaires according to the schedule arranged together.

2.6. Data Analysis

The collected data was analyzed using version 29 of the Statistical Package for Social Sciences (SPSS). Before data analysis, the normality of the data (such as normality, errors, and outliers) and statistical assumptions of regression such as normality, multicollinearity, linearity, and homoscedasticity of the quantitative data were inspected (Pallant, 2020). Descriptive statistics were computed to analyze participant demographic characteristics. One sample t-test was used to analyze the first two research questions: teacher organizational commitment and student engagement status. To inspect the third research question, whether a significant relationship existed between teacher organizational commitment and student

engagement, the Pearson correlation coefficient was used. To examine the contribution of teacher organizational commitment to student engagement multiple regressions were computed.

3. Results

3.1. The Status of Teacher Organizational Commitment and Student Engagement

Committed teachers and engaged students are considered essential for improved student outcomes. However, the status of teacher commitment to their school and student engagement in learning remains less explored in the study context. Hence, this study aimed to scrutinize the status of students' engagement in their learning and the status of teacher commitment to their school. Table 1 presents the results below.

Table 1. Results of the One-Sample T-Test Statistics

Variables	Test Value (Expected mean) = 3:00				
	Mean	SD	t-value	Sig. (2-tailed)	Mean difference
Affective commitment	3.60	.96	16.67	.000	.597
Normative commitment	3.44	1.02	11.56	.000	.443
Continuance commitment	2.37	1.05	-15.97	.000	-.626
Teacher Commitment Grand Mean	3.14	.76	4.83	.000	.138
Behavioral Engagement	2.59	.80	-13.60	.000	-.406
Emotional Engagement	2.94	.86	-1.82	.069	-.059
Cognitive Engagement	2.77	.82	-7.60	.000	-.232
Student Engagement Grand Mean	2.77	.72	-8.591	.000	-.232

Note: SD: Standard deviations, N = 714, df = 713.

Table 1 indicated that teachers felt different levels of commitment in each aspect of

organizational commitment, in which significantly higher affective (M= 3.60,

SD=.96, $t=16.67$, $df=713$, $P<.001$) and normative commitment ($M=3.44$, $SD=1.02$, $t=11.56$, $df=713$, $P<.001$) but significantly below average continuance commitment ($M=2.37$, $SD=1.05$, $t=15.97$, $df=713$, $P<.001$). On average, teachers exhibited average-level organizational commitment ($M=3.14$, $SD=.76$, $t=4.83$, $df=713$, $P<.001$). Conversely, average student engagement levels were significantly below expected ($M=2.77$, $SD=.72$, $t=8.59$, $df=713$, $P<.001$). Moreover, in two dimensions, students displayed significantly low levels of engagement: behavioral engagement ($M=2.59$, $SD=.80$, $t=13.60$, $df=713$; $P<.001$) and cognitive engagement ($M=2.77$, $SD=.82$, $t=7.60$, $df=713$; $P<.001$). However, students' emotional engagement did not significantly differ from the expected mean ($M=2.94$, $SD=.86$, $t=-1.82$, $df=713$; $P=.069$). Moreover, it was found to be at an average level. The average level of emotional engagement implies that students established a positive rapport with their

classmates and teachers and have good feelings toward their school. Conversely, the study found low levels of students' behavioral engagement, which suggested that the participation of students in class and extracurricular activities was below expected. Similarly, below-average cognitive engagement indicated students devoted less effort and time to academic activities and to applying metacognitive skills learning strategies.

3.2. The link between student engagement and teacher organizational commitment

Committed teachers are often seen as positively influencing student learning engagement. Nonetheless, how teacher organizational commitment affects student engagement in learning remains relatively less explored in academic research. Thus, the study sought to identify if there was a significant association between teacher organizational commitment and the engagement of students in learning. Table 2 presents the identified results.

Table 2. Pearson's Correlation Coefficients among Variables (N = 714).

No Variables	Mean	SD	1	2	3	4	5	6	7	8
1 BHE	2.59	.80	1	.						
2 EME	2.94	.86	.594**	1						
3 CGE	2.77	.82	.683**	.672**	1					
4 AFC	3.60	.96	.445**	.392**	.414**	1				
5 NOC	3.44	1.02	.264**	.265**	.251**	.454**	1			
6 COC	2.37	1.05	.412**	.290**	.357**	.402**	.217**	1		
7 SE Grand	2.77	.72	.861**	.870**	.895**	.475**	.297**	.402**	1	
8 TOC Grand	3.14	.76	.493**	.416**	.449**	.807**	.738**	.724**	.516**	1

Note: BHE: behavioral engagement; EME: emotional engagement; CGE: cognitive engagement; AFC: affective commitment; NOC: normative commitment; COC: continuance commitment; TSE: teacher self-efficacy; TOC: teacher organizational commitment. Correlation is significant at the 0.01 level (2-tailed).

Table 2's correlation matrix showed that teacher affective commitment was significantly positively related to student behavioral engagement ($r = .45$), emotional engagement ($r = .39$), and cognitive engagement ($r = .41$). Likewise, teacher normative commitment demonstrated significant positive correlations with emotional engagement ($r = .27$), cognitive engagement ($r = .25$), and behavioral engagement ($r = .26$). In the same way, teacher continuance commitment had a significant positive relationship with student behavioral ($r = .41$), emotional ($r = .29$), and cognitive engagements ($r = .36$). Overall, teacher organizational commitment had a significant positive relationship with student

engagement ($r = .52$). The study findings suggested that the higher the teacher's commitment to their school, the better the student's engagement in learning. Moreover, improved teacher commitment to their school enhances student engagement in purposeful educational activities.

The study also aimed to examine the contribution of teachers' commitment to student engagement in learning. Therefore, the study also found that teacher organizational commitment contributed 28.5 % ($R^2 = .285$) of the variations in student engagement. The results indicated that teacher commitment to their school is a significant positive predictor of students' engagement in their learning.

Table 3. Regression Coefficients of Teacher Organizational Commitment on Student Engagement.

Model	Unstandardized Coefficients		Standardized Coefficients		R^2 change	Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t			Tolerance	VIF
1	(Constant)	1.234	.100	12.308		<.001		
	AFC	.252	.029	.334	8.796	.226	<.001	.697
	NOC	.064	.025	.091	2.563	.053	.011	.792
	COC	.170	.024	.247	7.123	.007	<.001	.837

a. *Dependent Variable: Student Engagement, VIF: Variance Inflation Factors*

b. $R^2 = .285$

Table 3 displays that teacher affective commitment was the main significant contributor ($\beta = .334$, $t = 8.796$, $P < 0.05$) to student engagement. It increased variation in student engagement by 22.6% ($R^2 = .226$). Teacher normative commitment explained 5.3% ($R^2 = .053$) of changes in students' learning engagement ($\beta = .091$, $t = 2.56$, $P < 0.05$). Teacher continuance commitment did not significantly influence students'

learning engagement ($\beta = .247$, $t = 7.12$, $P < 0.05$). The results indicate that student engagement is enhanced as teacher affective and normative commitment increases. The values variance inflation factors (< 10) and tolerance (> 0.1) indicated that the data met the assumption of multicollinearity (Tabachnick & Fidell, 2019). These study results suggested that while teachers' loyalty and desire to achieve the school objective

and remain in the school increase, so do students' cognitive, behavioral, and emotional involvement in their education.

4. Discussion

This study sought to determine teacher commitment to their school and student learning engagement and investigate whether teacher commitment influences student engagement. Accordingly, the study disclosed the average teacher's affective and normative commitment level. It indicates teachers had a moderate level of sense of belongingness to their school and felt a perceived obligation to remain with the school, as indicated in earlier evidence (Meyer & Allen, 1997). This result suggests the existence of secondary school teachers with moderate levels of affective and normative commitment, which assist teachers in performing duties beyond their job requirements and dedication to their school (Arumugam, 2019).

Conversely, teachers demonstrated a low level of continued commitment. This implies that teachers did not emphasize the perceived costs of leaving the school; if they obtain an opportunity, they will more likely leave the school without considering the costs associated with discontinuing, as previous work suggested (Meyer & Maltin, 2010). Moreover, the study result indicated that teachers decided to quit their school even if they had invested their time, energy, and strong relationships with colleagues and students in their current school because they felt that the benefits they would gain from leaving the school outweighed the expenses they incurred (Santiago et al., 2022).

The study found significantly low student engagement. Specifically, the behavioral and cognitive engagement of students was found to be lower. The present study results are somewhat consistent with previous study findings that students in the secondary school in Ethiopia exhibited low to moderate engagement in their learning (Ejigu & Belay, 2022). The results suggest that secondary school students frequently missed classes and hesitated to be involved in learning activities. They also avoided co-curricular engagements, provided less value to the value of learning, and invested less time in academic activities (Hospel et al., 2016; Lei et al., 2018). Consistent with the study results, earlier research indicated that less behaviorally and cognitively engaged students tend to have lower involvement in learning and extracurricular activities, attend class less frequently, invest less time and effort, and utilize fewer metacognitive skills and strategies (Fredricks et al., 2018; Lawson & Lawson, 2013).

The study found a significant contribution of teachers' commitment to their schools on student engagement, contributing to 28.5% of the variations in student engagement. This suggests that the engagement of pupils in their learning is more likely enhanced when teachers firmly commit to the school. This result aligns with scholars' claims that highly committed teachers at their schools use a high sense of ownership, invest more time and energy in classroom activities, and develop quality instruction, which more likely improves student learning engagement (Maiyani, 2017). Particularly, teacher affective commitment was identified as the main determinant factor for student learning

engagement. It suggests that when teachers develop a desired-based attachment (belonging and emotional attachment) to their school, student learning engagement is enhanced. This might be why highly committed teachers often strongly believe and accept their school's values and goals, which more likely leads them to exert considerable effort to achieve those goals, promoting students' engagement in educationally purposeful activities.

On the other hand, teacher continuance commitment did not significantly contribute to students' learning engagement. Hence, the study results highlight that teachers who remain in school due to costs associated with quitting it adopt a mechanical approach to instruction that could diminish students' experiences and engagement in learning activities (Smith, 2022). Teacher instruction that inspires student engagement involves more than just delivering content; it demands building a good rapport with students, understanding their needs, and promoting a conducive learning environment (Jones, 2023). In addition, student engagement is a multidimensional and complex construct, influenced by various factors and varies across study contexts (Ali & Hassan, 2018; Fredricks et al., 2016), suggesting a need for further exploration in different settings.

5. Conclusion

The study findings indicated that teacher commitment to their school is at an average level. From this result, the study concluded that teachers had a moderate level of belongingness to their school and felt a perceived obligation to remain with it. The

study also found that student engagement was low. Thus, it showed that students participated less in their instruction and extracurricular activities, frequently missed classes, devoted less time and energy to their learning, and applied fewer metacognitive skills and strategies in their learning. It was also revealed that teacher commitment to their school significantly contributed to student engagement. The study's results have important implications for teachers, leaders, and policymakers, and teachers' commitment to their school should be improved to increase student engagement in learning activities. More studies are required to strengthen the present study findings.

Given the study's limitations, the following suggestions are offered for future investigations: First, the present study samples were only teachers. Future studies should incorporate diversified samples to ensure the dependability of their findings. Second, the present study was undertaken in a secondary school context. Future inquiry should be conducted in primary and tertiary education for replicable results in different settings. Third, this study employed quantitative data only. Mixed research should be carried out to ascertain the detailed relationship between the variables under investigation. In sum, this study identified the contribution of teacher organizational commitment to student learning engagement. Hence, other theoretically and empirically supported variables, such as teacher classroom practices and family support, should be considered in future studies.

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Conflict of interest

The authors reported no potential conflict of interest.

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