



PRINCIPALS' HUMAN RESOURCE MANAGEMENT PRACTICES AS PREDICTORS OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

¹Amaka Angela Ekwesianya (Ph.D) & ²Dr. Okafor Patrick Chinenye

¹Department of Vocational Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, Nigeria

²Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, Nigeria

Article Details

Volume: 02

Issue: 02

Pages: 61-75

Month: February

Year: 2026

DOI: <https://doi.org/10.5281/zenodo.18763596>

Recommended Citation for APA 7th Edition:

Ekwesianya, A.A., & Okafor, P.C. (2026). Principals' human resource management practices as predictors of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Premium Advanced Educational Research*, 2(2), 61-75. DOI: <https://doi.org/10.5281/zenodo.18763596>



This work is licensed under Creative Commons Attribution 4.0 International. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>

Abstract

The study investigated principals' human resource management practices as predictors of teachers' job commitment in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. A correlational research design was adopted for the study. The population of the study comprised 8,187 teachers from the 269 public secondary schools in Anambra State. The sample for this study comprised 748 teachers, selected using a multistage sampling procedure. Two sets of instruments titled "Principals' Human Resource Management Practices Questionnaire (PHRMPQ)" and "Teachers' Job Commitment (TJCS)" were used for data collection. The instruments were subjected to face validation by three experts: two in Educational Management and one in Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The instruments were subjected to a test of internal consistency using Cronbach's alpha, yielding coefficients of 0.82 for PHRMPQ and 0.84 for TJCS. The researcher, together with five research assistants, administered the questionnaires directly to the respondents and a 98% return rate was recorded. Data were analyzed using simple regression to answer the research questions and test the hypotheses. The study's findings revealed that principals' professional development, motivational, and disciplinary practices are strong and significant predictors of teachers' job commitment in public secondary schools in Anambra State. Based on the findings, it was recommended, among others, that the Ministry of Education should prioritize annual staff professional development by allocating more funds for training programmes to improve teachers' job commitment in public secondary schools.

Keyword: Human Resource, Management Practice, Teachers, Job Commitment, Professional Development, Motivation, Discipline

1.1 Introduction

Education is the means of developing skills, expanding knowledge and nurturing individuals' behaviour to make them active and responsible citizens of a nation. It is also through education that individuals can develop critical thinking skills required to make informed decisions

to improve their health and standard of living. Okafor, Nnebedum and Oshia (2025) opined that education is one of the instruments for equipping students with practical skills and knowledge to engage in productive activities to improve their living conditions and make substantial contributions to societal progress. Furthermore, Okafor et al stressed that it is also a veritable tool for inculcating right values, cultivating critical thinking abilities, fostering a spirit of inquiry, fostering problem-solving competencies to bring about all-around development in individuals. The quality of education delivered to students is closely tied to teachers' job commitment.

Teachers' job commitment is their willingness to carry out their official obligations and functions in secondary schools. Alaribe, Ughamadu and Okaforcha (2025) defined teachers' job commitment as the emotional attachment, sense of responsibility, and loyalty that teachers demonstrate toward their profession, students, and institutions. Teachers' job commitment denotes dedication and promptness in the execution of teaching tasks and co-curricular activities in secondary schools. Eziuzo and Ezeanya (2024) described teachers' job commitment as the dedication and loyalty educators exhibit toward their work that contributes to improved school outcomes and student achievement. The authors added that teachers' job commitment is characterized by a teacher's continuous effort to fulfill their professional responsibilities and obligations, reflecting a strong attachment to their institution and students. Okpara, Okaforcha and Ohamobi (2025) asserted that teachers' job commitment is the unlimited involvement, passion, enthusiastic and devotion of the members of teaching staff towards their jobs. Job commitment is demonstrated by teachers who perform their duties wholeheartedly in secondary schools.

Teachers who are committed to their duties prepare lesson plans, accept assigned tasks, report early to work, cover schemes of work at the stipulated time, participate in all work activities and attend staff meetings, among others. Committed teachers also mark class attendance, manage student records, leave school after the official dismissal time, and adhere to professional teaching ethics. Nwodo, Oshia and Nnebedum (2026) maintained that teachers' job commitment is demonstrated through their devotion to lesson preparation, instructional delivery, the use of teaching aids, classroom control, student assessment, coverage of the scheme of work, management of instructional time, and involvement in school activities, among others. In sequel to this, Nwodo et al pointed out that teachers also demonstrate job commitment by accomplishing assigned duties on time, arriving at work on time, putting in extra effort to contribute to the success of the school, being emotionally attached to the learning needs of students, feeling proud and developing a sense of duty to continue working in the teaching profession. Similarly, Mugoya and Namagembe (2024) noted that teachers' job commitment is measured by consistent attendance, punctuality, alignment with the school's values, and timely completion of assigned tasks.

Some teachers have been found to demonstrate low commitment in various aspects of their job in public secondary schools in Anambra State. Dunu, Ughamadu and Ezeaku (2025) noted that some teachers exhibit a poor work attitude, indicating a low level of job commitment, in public secondary schools in Anambra State. The authors added that some teachers appear to arrive late to work, are absent without valid reasons, and perform their duties with low morale and little enthusiasm, which reduces their efficiency and productivity in public secondary schools in

Anambra State. In the same vein, Umeze, Ughamadu and Okeke (2025) reported that some teachers come late to school, engage in irregular and unauthorized movement from school, use the official hours for their private businesses and do not exhibit zeal in performing assigned responsibilities, which are signs of a low level of commitment in public secondary schools in Anambra State. Teachers can be supported to improve their job commitment through human resource management (HRM) practices.

HRM practices are managerial functions that oversee, direct and support the work activities of staff from recruitment through retirement. Ezinine and Chukwudi (2025) described HRM practices as the administrative tasks and procedures for recruiting, motivating, controlling, and satisfying an organization's workforce needs to attain set objectives. Similarly, Ubabuike, Nwodo and Nnebedum (2026) defined HRM practices as administrative approaches to motivating, guiding and controlling teachers to improve their instructional delivery in educational institutions. HRM practices include hiring staff, training them, ensuring safety, maintaining discipline, and providing adequate rewards for their contributions to the success of an organization. Abdinoor and Chui (2024) stated that HRM practices ensure that proper personnel are hired, trained, and motivated to provide students with high-quality education. Amuta and Aja (2024) noted that HRM practices include recruitment, orientation, promotion, motivation, discipline and professional development. The focus of this study is on professional development, motivation and the disciplinary aspects of HRM practices.

Professional development practices focus on organizing programmes that equip staff with the requisite skills and knowledge to perform their duties in the workplace. Ubabuike, Nwodo and Nnebedum (2026) described staff professional development as specialized training designed to update teachers' skills, knowledge, and teaching effectiveness. Continuing, Ubabuike et al, asserted that it offers teachers the opportunity to acquire relevant competencies to meet the demands of the new challenges and reforms in education. Professional development practices are associated with learning experiences that groom teachers to effectively carry out their duties in secondary schools. Ughamadu, Ezeaku and Nwagwu (2024) noted that professional development practices provide teachers with opportunities for self-improvement to meet the challenges and requirements posed by new equipment and technologies for performing tasks. Professional development practices keep teachers abreast with changes and innovations in the teaching profession. Teachers who participate in professional development programmes may be motivated to perform their duties in secondary schools.

Motivation is the driving force that propels staff to engage in goal-oriented behaviour in the workplace. Okaforcha, Ohamobi and Elodi (2024) noted that motivation signifies a driving force, a stimulus, an incentive, or an interest that spurs a teacher into action. Motivational practices include: promotion, bonuses, praise, recognition, awards of excellence, gifts, work autonomy, welfare packages and medical care, among others. Asiegbu and Okanime (2024) averred that Principals' motivational practices also include recommending staff for promotion, maintaining good interpersonal relationships with them, fostering a team atmosphere, and rendering counseling services to staff, among others. Motivational practices boost teachers' morale and encourage them

to put in the required effort to attain predetermined goals in secondary schools. Okafor, Ughamadu, and Enwezor (2025) asserted that motivational practices can induce, encourage, and stir teachers in any organization to put in their very best in the discharge of their duties in secondary schools. Motivated teachers are likely to exhibit a high level of discipline in secondary schools.

Discipline is concerned with controlling the behavior of staff to ensure compliance with established standards of conduct in an organization. According to Ezinine and Chukwudi (2025), discipline is the practice of adhering to an organization's rules, regulations, or policies. Continuing, Ezinine and Chukwudi asserted that it is also a mode of behavior, obedience, and action in conformity with an organization's norms, values, and belief systems to maintain orderliness in the workplace. Disciplinary practices are proactive and corrective actions undertaken by principals to ensure good conduct among members of staff in secondary schools. Disciplinary practices enable principals to maintain peace, harmony and decorum in secondary schools. Ugwu and Okafor (2026) asserted that disciplinary practices entail developing procedures and rules for members of staff to act in a socially and organizationally acceptable manner. Disciplinary practices that could be adopted by principals include the formulation and enforcement of rules, verbal reprimands, written warnings, recommendations for transfer, suspension, and demotion, among others. Obona, Hassan, and Willie (2024) noted that disciplinary practices include setting clear behavior expectations, consistently applying rules, managing conflicts, and promoting accountability. School administrators can adopt discipline practices to maintain order, enforce policies, and create a conducive teaching and learning environment.

Some principals neglect human resource management practices, failing to recognize staff achievements, expose them to learning programmes, and address their misconduct in secondary schools in Anambra State. To buttress this, Anyaeche, Manafa and Onyekazi (2021) noted that principals neglect human resource practices, leading to low staff morale due to incessant transfers, poor motivation, distorted communication channels, staff work overload, irregular training, and conflict in public secondary schools in Anambra State. Also, Obiora, Dikeocha and Okoronkwo (2021) asserted that little attention seems to be paid to critical issues such as the professional development of staff, the dignity and welfare of teachers, disciplinary issues, and other human resource management practices in public secondary schools in Anambra State. Okafor, Ughamadu and Enwezor (2025) revealed that most teachers on the ground are not given the opportunity for training and retraining to gain more knowledge and acquire basic teaching skills. Osegbue, Nwafor, and Nwafor (2024) noted that the ill-equipped offices of some teachers, irregular training, and the denial of the opportunity to participate in decision-making could be traced to a poor level of HRM practices in public secondary schools in Anambra State. These problems prompted an investigation into principals' human resource management practices as predictors of teachers' job commitment in public secondary schools in Anambra State.

1.2 Purpose of the Study

The purpose of the study is to investigate principals' human resource management practices as predictors of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to investigate:

1. Principals' professional development practices as predictors of teachers' job commitment in public secondary schools in Anambra State.
2. Motivational practices as predictors of teachers' job commitment in public secondary schools in Anambra State.
3. Disciplinary practices as predictors of teachers' job commitment in public secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' professional development practices on teachers' job commitment in public secondary schools in Anambra State?
2. What is the predictive value of motivational practices on teachers' job commitment in public secondary schools in Anambra State?
3. What is the predictive value of disciplinary practices on teachers' job commitment in public secondary schools in Anambra State?

1.4 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Principals' professional development practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.
2. Motivational practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.
3. Disciplinary practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

2. Methods

A correlational research design was adopted for the study. The population of the study comprised 8,187 teachers from the 269 public secondary schools in Anambra State. The sample for this study comprised 748 teachers, drawn using a multistage sampling procedure. Two sets of instruments titled "Principals' Human Resource Management Practices Questionnaire (PHRMPQ)" and "Teachers' Job Commitment (TJCS)" were used for data collection. PHRMPQ contained 27 items, divided into Clusters I, II, and III. Cluster I contained 8 items on professional development practices, Cluster II, which focused on motivational practices, had 12 items and Cluster III contained 7 items on disciplinary practices. TJCS, designed to measure teachers' job commitment, comprised 22 items. The items of both PHRMPQ and TJCS are rated on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with weights of 4, 3, 2, and 1, respectively. placed on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1, respectively.

The face validation of the instruments by three experts, comprising two experts in Educational Management and an expert in Measurement and Evaluation, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The internal consistency of the instruments was determined using Cronbach's alpha, yielding overall reliability indices of 0.82 for PHRMPQ and 0.84 for TJCS.

The researcher, with the assistance of five research assistants who are secondary school teachers in Anambra State, administered the questionnaires directly to the teachers. Of the 748 copies of the instruments distributed, 731 were properly completed and successfully retrieved, yielding a 98% return rate. The copies of the questionnaire that were distributed, duly filled out, and successfully retrieved were used for data analysis. The collected data were analysed using simple regression to answer the research questions and test the hypotheses. For the decision on the research questions, the coefficient (r) and the predictive value were interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows.

Coefficient	Predictive
.00- .10	Negligible Prediction
.11- .39	Weak Prediction
.40- .69	Moderate Prediction
.70- .89	Strong Prediction
.90- .99	Very Strong Prediction
1.00	Perfect

In taking decisions on the null hypotheses, if the p-value is equal to or less (\leq) than the significant level of 0.05, the null hypothesis is rejected, but if the p-value is greater than the significant level of 0.05, the null hypothesis is not rejected.

3. Results

Research Question 1: What is the predictive value of principals' professional development practices on teachers' job commitment in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Predictive Value of Principals' Professional Development Practices on Teachers' Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Professional Development Practices	731	0.770	0.593	0.593	0.45323	Strong

As revealed in Table 1, the predictive value of principals' professional development practices on teachers' job commitment is 0.770, with a coefficient of determination of 0.593. This shows principals' professional development practices could make 59.3% influences on teachers' job commitment. The regression coefficient r of 0.770 indicated that principals' professional

development practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of principals' motivational practices on teachers' job commitment in public secondary schools in Anambra State?

Table 2: The Summary of Simple Regression Analysis on Predictive Value of Principals' Motivational Practices on Teachers' Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Motivational Practices	731	0.789	0.612	0.611	0.34532	Strong

Table 2 indicates that the predictive value of principals' motivational practices on teachers' job commitment is 0.789, with a coefficient of determination of 0.611. This reveals that 61.1% improvement on teachers' job commitment could be associated with principals' motivational practices. The regression coefficient r of 0.789 indicated that principals' motivational practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State.

Research Question 3: What is the predictive value of principals' disciplinary practices on teachers' job commitment in public secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Predictive Value of Principals' Motivational Practices on Teachers' Job Commitment

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Motivational Practices	731	0.712	0.416	0.415	0.41937	Strong

Table 3 indicates that the predictive value of principals' disciplinary practices on teachers' job commitment is 0.712, with a coefficient of determination of 0.416. This reveals that 41.6% modifications in teachers' job commitment could be explained by principals' disciplinary practices. The regression coefficient r of 0.712 indicated that principals' disciplinary practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State.

Hypothesis One: Principals' professional development practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 4: The Summary of Simple Regression Analysis on Principals' Professional Development Practices as a Significant Predictor of Teachers' Job Commitment

Predictor	N	R	r ²	F	P-value	Remark
Professional Development Practices	731	0.770	0.593	356.765	0.000	*S

*Significant

As shown in Table 4, the simple regression coefficient (r) of principals' professional development practices as a significant predictor of teachers' job commitment is 0.770, while the r² is 0.593. This shows that 59.3% changes in teachers' job commitment could be caused by principals' professional development practices. The $F(1/731) = 356.765$ and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' professional development practices do significantly predict teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Two: Principals' motivational practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 5: The Summary of Simple Regression Analysis on Principals' Motivational Practices as a Significant Predictor of Teachers' Job Commitment

Predictor	N	R	r ²	F	P-value	Remark
Motivational Practices	731	0.789	0.612	563.111	0.000	*S

*Significant

Result in Table 5 reveals that the simple regression coefficient (r) of principals' motivational practices as a significant predictor of teachers' job commitment is 0.789, while the r² is 0.612. This indicates that principals' motivational practices can lead to 61.2% changes in teachers' job commitment. The $F(1/731) = 563.111$ and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' motivational practices do significantly predict teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Three: Principals' supervisory practices do not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 6: The Summary of Simple Regression Analysis on Principals' Supervisory Practices as a Significant Predictor of Teachers' Job Commitment

Predictor	N	R	r ²	F	P-value	Remark
Supervisory Practices	731	0.712	0.416	433.830	0.000	*S

*Significant

Table 6 shows that the simple regression coefficient (r) of principals' supervisory practices as a significant predictor of teachers' job commitment is 0.712, while the r² is 0.416. This indicates that principals' supervisory practices can make 41.6% contributions to teachers' job commitment. The $F(1/731) = 433.830$ and the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' supervisory practices do significantly predict teachers' job commitment in public secondary schools in Anambra State.

4. Discussion of Findings

The study found that principals' professional development practices are a strong predictor of teachers' job commitment in public secondary schools in Anambra State. The possible reason for this finding could be due to the fact that principals' professional development practices improve skills and knowledge of teachers, which could motivate and improve their job commitment in public secondary schools in Anambra State. This finding agreed with that of Ughamadu, Ezeaku and Nwagwu (2024) which showed that professional development was a strong predictor of teachers' job commitment in public secondary schools. The similarity in geographical location and participants could contribute to the agreement between the findings. This finding refuted that of Okere and Nwogu (2021), which revealed that professional development practices have a weak positive relationship with teachers' job commitment in public senior secondary schools. The different in time span could explain the disagreement between the findings. Teachers who participate in professional development programmes can develop competencies that boost their self-confidence and morale, thereby increasing their job commitment in public secondary schools in Anambra State. It was also found that principals' professional development practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This finding agreed with that of Eziuzo and Ezeanya (2024), which showed a significant correlation between staff professional development practices and teachers' job commitment in secondary schools. This finding differed from that of Mugizi (2019), which found no significant relationship between professional development practices and teachers' organizational commitment in government-aided secondary schools.

The study found that principals' motivational practices are a strong predictor of teachers' job commitment in public secondary schools in Anambra State. The possible explanation for this finding is that principals' motivational practices make teachers feel appreciated and recognized for

their contributions, thereby inspiring them to demonstrate job commitment in public secondary schools in Anambra State. This finding supported that of Ndinawe, Ainamani and Kintu (2024), which showed that motivational practices strongly correlate with organizational commitment among secondary school teachers. This contradicted the finding of Asiegbu and Okanime (2024), which showed a low positive relationship between principals' staff motivation practices and teachers' job commitment in public secondary Schools in Anambra State. The difference in instruments and statistical tools for data analysis could contribute to the disagreement between the findings. Motivated teachers are more willing to devote their time and put forth their best effort in performing their duties in public secondary schools in Anambra State. Further results indicated that principals' motivational practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This finding concurred with that of Ndinawe, Ainamani and Kintu (2024), which showed that motivational practices significantly correlate with organizational commitment among secondary school teachers. This also disagreed with the finding of Asiegbu and Okanime (2024), which showed that there was no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools.

It was found that principals' disciplinary practices is a strong predictor of teachers' job commitment in public secondary schools in Anambra State. The finding could be explained by the fact that principals' disciplinary practices create orderliness in work environment that strongly lead to teachers' job commitment in public secondary schools in Anambra State This finding aligned with the report of Ughamadu, Ifediorah-Okeke, Adinde and Onyekazi (2025) which indicated that principals' disciplinary practices are strong predictors of teachers' job commitment in public secondary schools. The similarity in geographical location and data analysis methods could explain the agreement between the findings. This finding contradicted that of Tantua and Wopara (2019), which found a negative relationship between disciplinary practices and employee commitment in construction firms. It is through disciplinary practices that teachers adhere to work rules, which, in turn, contribute to their job commitment in public secondary schools in Anambra State. The difference in the time span of the organizations in which the studies were conducted could be responsible for the disagreement between the findings. It was also revealed that principals' supervisory practices do significantly predict teachers' job commitment in public secondary schools in Anambra State. This finding supported the report by Ughamadu, Ifediorah-Okeke, Adinde, and Onyekazi (2025), which indicated that principals' disciplinary practices are significant predictors of teachers' job commitment in public secondary schools. Principals' disciplinary practices enable teachers to stick to their task expectations and thereby remain committed to their jobs in public secondary schools in Anambra State.

5. Conclusion

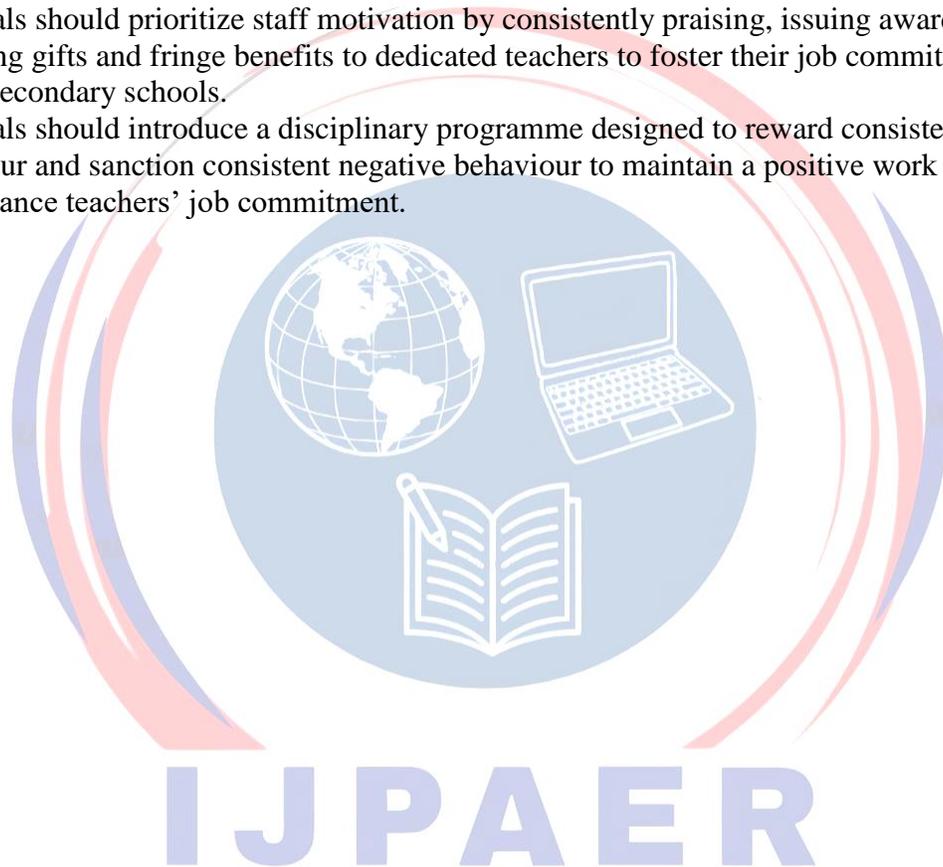
Based on the findings, it is concluded that principals' human resource management practices are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State. Teachers required professional development opportunities, motivation and discipline to foster their job commitment in public secondary schools in Anambra State.

Principals that engage in human resource management practices can empower, direct and motivate teachers to exhibit strong job commitment in public secondary schools in Anambra State.

6. Recommendations

Based on the findings, the following recommendations were made:

1. The Ministry of Education should prioritize annual staff professional development by allocating more funds for training programmes to improve teachers' job commitment in public secondary schools.
2. Principals should prioritize staff motivation by consistently praising, issuing awards, and providing gifts and fringe benefits to dedicated teachers to foster their job commitment in public secondary schools.
3. Principals should introduce a disciplinary programme designed to reward consistent positive behaviour and sanction consistent negative behaviour to maintain a positive work atmosphere and enhance teachers' job commitment.



REFERENCES

- Abdinoor, S. Y., & Chui, M. M. (2024). Human resource management practices and public\secondary schools performance in Wajir East Sub-County, Kenya. *The Strategic Journal of Business & Change Management*, 11 (2), 183-195. <http://dx.doi.org/10.61426/sjbcm.v11i2.2902>
- Alaribe, M.C., Ughamadu, U., & Okaforcha, C.C. (2025). Teachers' commitment as a correlate of teachers' satisfaction in public secondary schools in Delta State. *International Journal of Premium Advanced Educational Research*, 1(3), 1-13. DOI: <https://doi.org/10.5281/zenodo.17507127>
- Amuta, N.C., & Aja, S.N. (2024). Public secondary schools principals' human resource management practices as correlate of teachers job performance in Anambra State. *Journal Of Contemporary Research in Educational Administration & Management*, 1(2), 1-16.
- Anyaeche, I.C., Manafa, I.F., & Onyekazi, P.I, (2021). Human resource practices by principals in secondary schools in Anambra State. *Journal of Educational Research and Development*, 4(1), 209-214.
- Asiegbu, E.C., & Okanime, F.E. (2024). Relationship between staff motivation practices of principals and teachers' job commitment in public secondary schools in Anambra State. *Unizik Journal of Educational Management and Policy*, 6(4), 145-151.
- Dunu, C.L., Ughamadu, U., & Ezeaku, S.N. (2025). Principals' managerial skills as correlates of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Progressive Trends and Studies in Education*, 1(2),79-91. DOI: <https://doi.org/10.5281/zenodo.17482987>
- Ezinine, R.U. & Chukwudi, C.G. (2025). Human resource management practices as predictors of lecturers' job performance in Colleges of Education in the South-East States of Nigeria. *International Journal of Progressive Trends and Studies in Education*, 1(2), 48-65. DOI: <https://doi.org/10.5281/zenodo.17433935>
- Eziuzo, G.O., & Ezeanya, O.B. (2024). Staff professional development and performance appraisal practices as correlates of teachers' job commitment in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 13(2), 109-128.

- Mugoya, G.A., & Namagembe, A. (2024). Human resource management practices and teachers' commitment among government aided schools in Mbale City, Uganda. *Journal of Management & Business Sciences*, 2(1), 18-30.
- Mugizi, W. (2019). Human resource development practices and organisational commitment of teachers in government aided secondary schools in Wakiso District, Uganda. *American Journal of Research*, 3(4), 109-127.
- Ndinawe, E., Ainamani, H., & Kintu, D. (2024). The relationship between motivational practices and organizational commitment among secondary school teachers in Isingiro District. *International Journal of Scientific Research and Engineering Development*, 7(4), 741-747.
- Nwodo, E.C., Oshia, E.C., & Nnebedum, C. (2026). Principals' school plant planning and utilization practices as correlates of teachers' job commitment in public secondary schools in Ebonyi State. *International Journal of Premium Advanced Educational Research*, 2(2), 37-47. DOI: <https://doi.org/10.5281/zenodo.18610612>
- Obiora, A.I., Dikeocha, N.O., & Okoronkwo, W. (2021). Correlation study of human resource management practices and teachers job performance in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 3(1), 193-203.
- Obona, E.E., Hassan, I.K., & Willie, T.B. (2024). Discipline management techniques and teachers' job effectiveness in public secondary schools in Ikom Local Government Area, Cross River State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 18(2), 265-277.
- Okafor, P. C., Ughamadu, U., & Enwezor, H. C. (2025). Motivational techniques as correlates of teachers' job satisfaction in public secondary schools in Anambra State. *International Journal of Research in Education and Sustainable Development*, 5(2), 53-66. DOI: 10.5281/zenodo.15086338
- Okafor, P.C., Nnebedum, C. and Oshia, E.C. (2025). Challenges and measures to improve utilization of artificial intelligence in management of public secondary schools in Anambra State. *International Journal of Research*, 12(5), 630-640. DOI: [HTTPS://DOI.ORG/10.5281/ZENODO.15534383](https://doi.org/10.5281/zenodo.15534383)
- Okaforcha, C., Ohamobi, I., & Elodi, O. (2024). Principals' management practices as correlates of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Innovative Social & Science Education Research*, 12(4), 217-225. doi:10.5281/zenodo.14187651

- Okere, N.V., & Nwogu, U.J. (2021). Teacher training and collaborative work as correlates to teacher job commitment in public senior secondary schools in Rivers State. *South Asian Research Journal of Humanities and Social Sciences*, 3(6), 406-412. DOI: 10.36346/sarjhss.2021.v03i06.003
- Okpara, U.G., Okaforcha, C.C., & Ohamobi, I.N. (2025). Principals' competences as correlates of teachers' job commitment in public secondary schools in Anambra State, Nigeria. *NJEA*, 10(2), 101-111.
- Osegbue, G.C., Nwafor, H.E., & Nwafor, A.E. (2024). Contemporary managerial practices adopted by principals for effective administration of public secondary schools in Anambra State. *Journal of Association of Educational Management and Policy Practitioners*, 6(2), 109-116.
- Tantua, E., & Wopara, R. N. (2019). Disciplinary actions and employees commitment of construction firms in Rivers State, Nigeria. *The Strategic Journal of Business & Change Management*, 6(4), 217-231.
- Ubabuike, J.C., Nwodo, E.C., & Nnebedum, C. (2026). Comparative analysis of principals' human resource management practices for improving teachers' job performance in private and public secondary schools in the Federal Capital Territory, Abuja. *International Journal of Progressive Trends and Studies in Education*, 2(1),1-15. DOI: <https://doi.org/10.5281/zenodo.18140624>
- Ughamadu, U., Ezeaku, S., & Nwagwu, N.E. (2024). Teachers' support services as predictors of their job commitment in public secondary schools in Anambra State. *International Journal of Research in Education and Sustainable Development*, 4(10), 15-28. DOI: 10.5281/zenodo.13957140
- Ughamadu, U., Ifediorah-Okeke, N., Adinde, N.M. and Onyekazi, P.I. (2025). Principals' disciplinary practices as predictors of teachers' job commitment in public secondary schools in Anambra State. *Journal of Educational Research and Development*, 8(1), 1-11.
- Ugwu, I., & Okafor, U.E. (2026). Human resource management practices as predictors of lecturers' task performance in public universities in Anambra State. *International Journal of Progressive Trends and Studies in Education*, 2(1), 116-128. DOI: <https://doi.org/10.5281/zenodo.18489323>

Umeze, M. C., Ughamadu, U., & Okeke, N. I. (2025). Principals' conflict management skills as predictors of teachers' job performance in public secondary schools in Anambra State. *International Journal of Advanced Academic Research*, 11(6), 1-13. DOI: 10.5281/zenodo.15657449

