



## HUMAN RESOURCE MANAGEMENT PRACTICES AS PREDICTORS OF LECTURERS' JOB COMMITMENT IN PUBLIC UNIVERSITIES IN ANAMBRA STATE

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### Abstract

The study investigated human resource management practices as predictors of lecturers' job commitment in public universities 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 all the lecturers from the two public universities in Anambra State. The sample size for this study consisted of 517 lecturers drawn using proportionate stratified sampling technique. Two sets of instruments titled "Human Resource Management Practices Questionnaire (HRMPQ)" and "Lecturers' Job Commitment Questionnaire (LJCQ)" were used for data collection. The instruments were face validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations in the Measurement and Evaluation Unit, Faculty of Education, Nnamdi Azikiwe University. The internal consistency of the instruments was determined using the Cronbach alpha method, which yielded overall coefficients of 0.80 for HRMPQ and 0.83 for LJCQ, respectively. The researcher, together with one research assistant, collected data for the study using the direct approach method and 98% return was recorded. Simple regression was used to answer the research questions and test hypotheses. The findings of the study revealed, among others, that staff recruitment practices are a moderator and significant predictor of lecturers' job commitment in public universities in Anambra State. It was also found that staff professional development and performance appraisal practices are strong and significant predictors of lecturers' job commitment in public universities in Anambra State. Based on the findings, it was recommended, among others, that the Academic Staff Union of Universities should organize an annual professional development programme for their members to enable them to update their skills and knowledge so as to improve their job commitment in the universities.

**Keywords:** Human Resource, Management Practices, Lecturers, Job Commitment, Recruitment, Professional Development, Performance Appraisal.

### 1.1 Introduction

University education is a veritable tool for equipping individuals with high-level skills and knowledge to become functional and productive members of society. University education is also the medium for value orientation and moral training of individuals to become responsible members of society. Omenyi and Chukwunonye (2023) noted that university education equips learners with

relevant skills and sound knowledge for self-improvement and maximum contribution to the development of the nation. One of the key staff in universities is the lecturers. Umoren and Chime (2025) opined that lecturers are the main interface with students, and their job commitment is crucial to determine the level of performance of teaching, learning, research and service to the community, and thus critically affect students' performance.

Lecturers' job commitment is the emotional bond between academic staff and the educational institutions that induces dedication to their official obligations to achieve set goals at a specific time. Akpoguma and Nwogbo (2024a) described lecturers' job commitment as how members of staff feel attached and want to make the maximum contribution to the attainment of the set goals of an organization. The authors added that lecturers' job commitment is associated with greater involvement and putting effort towards carrying out work activities. Okan, Yusuf and Asemhe (2025) described lecturers' job commitment as how attached or dedicated a worker is in the attainment of the predetermined organizational goals and objectives. Lecturers' job commitment is the loyalty to the university community and a demonstration of high enthusiasm toward work roles. Ezechukwu and Obi (2023) noted that lecturers' job commitment is the desire of academic staff to remain loyal to the learning institution and demonstrate extra efforts in executing their duties. The authors added that the lecturers who are committed to their job devote time and energy to the service of educational institutions. Lecturers' job commitment is the degree to which academic staff devote their time and put their effort into discharging their duties in learning institutions.

Lecturers' job commitment is exhibited through positive work attitude and dedication to assigned roles in educational institutions. Azeez, Bello and Muhammad (2025) noted that commitment to the teaching profession reflects lecturers' willingness to fulfil their professional responsibilities towards students, colleagues, administrators, parents, and the community. Akpoguma and Nwogbo (2024b) noted that lecturers' job commitment could be measured with their genuine involvement in activities of university, regularity to work, developing of course outlines, delivery of lectures, completion of course outlines, administering and marking of assignments and quizzes, supervision of projects, conducting of examinations, marking of scripts, grading and submission of students' results on time, engagement in research and publications. However, lecturers' job commitment has continued to be a source of concern in public universities. Some lecturers arrive late to present their lectures, delay in providing feedback regarding projects of their supervisees, avoid departmental meetings and frequently miss their lectures, which results in them failing to complete the course contents in a given academic calendar. The job commitment of lecturers could be improved through motivating, training and supporting them via human resource management practices.

Human resource management (HRM) practices are administrative decisions and actions associated with the mobilization, control and utilization of staff to achieve set goals in an organization. According to Ejem, Akumh and Okeh (2024), HRM practices are concerned with recruitment, selection, training, counseling, motivation, rewarding and handling of other related matters for employees' well-being in the organization. HRM practices deal with planning and

ensuring the right staff are assigned the right and supported to execute them to achieve set goals within a given time frame in an organization. According to Okafor, Aronu and Ndupuechi (2026), HRM practices refer to a strategic and systematic approach to recruiting, developing, motivating, and retaining employees to achieve organizational goals. Human resource management practices are activities carried out to ensure the workforce is well-developed and motivated in performing their duties in an organization.

Human Resource Management (HRM) practices build a motivated workforce that contributes to the attainment of predetermined objectives of educational institutions. HRM practices recruitment, orientation, discipline, professional development, performance appraisal, and reward, among others. Adebeye and Ukutegbe (2024) noted that recruitment, job performance appraisal, compensation, employee relations, training and development are just a few of the human resource management practices in any organization, including the tertiary institutions. Abdinoor and Chui (2024) listed HRM practices to include: recruitment/selection, professional development and performance appraisal practices. Afrizal (2026) noted that HRM practices in educational contexts encompass recruitment and selection, training and development, performance appraisal, compensation, and employee involvement.

Staff recruitment is an activity concerned with attracting, scrutinizing and selecting the best persons for specified positions in an organization. Afrizal (2026) asserted that recruitment and selection represent foundational HRM practices designed to ensure that schools attract and hire qualified staff who possess the necessary knowledge, skills, and attitudes for teaching and other official roles. Alale, Namusonge and Makokha (2025) noted that staff recruitment practices include the entire hiring process, beginning from search to onboarding of an employee to the organization. Staff recruitment practices are associated with job descriptions, job analysis, advertisement of vacant position, reviewing applications, invitation of eligible candidates for oral interviews, selection of the best candidate, screening of credentials and offering of an appointment letter.

Staff development practices are formal learning processes that enable members of staff to acquire the skills and knowledge necessary for them to effectively discharge their duties in an organization. Omenyi and Chukwunonye (2023) noted that staff development practices are learning activities designed to help lecturers upgrade their skills and knowledge to perform effectively and efficiently on their job. The authors added that the frequency and magnitude of staff professional development practices through conferences, retreats, symposia and workshops could improve the skills of lecturers for effective delivery of their lectures. Professional development practices include induction, mentoring, coaching, workshops, seminars, conferences, job rotation and online learning programmes. In the same vein, Omolade and Onuoha (2026) averred that professional development practices encompass formal training, coaching, mentoring, and career planning that can improve employee competencies, performance, and engagement in the workplace.

Staff performance appraisal practices are periodic and systematic assessments of the work activities of personnel in an organization. Afrizal (2026) asserted that staff performance appraisal

practices involve systematic evaluation and feedback processes that help teachers understand their strengths and areas for improvement. Staff performance practices are the means of defining role expectations, which create the basis for evaluating the duties of lecturers in public universities. Bayo, Bamidele and Adesina (2026) noted that performance appraisal practices enable employees to have clear expectations of what is required of them, which ultimately leads to increased employee engagement, motivation and drives productivity levels up. Furthermore, the performance appraisal practices enable managers to identify the top performers among their staff who could be rewarded or promoted, which can boost morale across the entire team, while creating healthy competition within the workplace.

Human resources are not properly managed in public universities in Anambra State. Oguejiofor, Ogbuanya and Ezemba (2023) noted that recruitment into public universities in the South East, of which Anambra State is included, seems to be politicized and characterized by the issue of “godfatherism” and thereby prevents the employment of staff with the appropriate skills and knowledge needed for the smooth teaching and management of the affairs of universities. Furthermore, Oguejiofor et al asserted that staff members in public universities in the South East of Nigeria appear to have limited access to development programmes such as conferences, workshops and further education because of inadequate sponsorship, which prevents them from acquiring the needed knowledge and skills to effectively carry out their duties. The appraisal of staff performance is only done during the promotion period. To buttress this, Igbokwe and Nwankwo (2026) averred that there is inadequate assessment of staff performance coupled with a lack of clear goals and objectives, inadequate performance metrics, inefficient communication and feedback mechanism, which has resulted in poor service delivery, decreased productivity, low morale, neglect of duties, lateness to work and early departure among academic staff of tertiary institutions in Anambra State, Nigeria. It is based on these problems that the study investigated human resource management practices as predictors of lecturers’ job commitment in public universities in Anambra State.

### **1.2 Purpose of the Study**

The purpose of the study is to investigate human resource management practices as predictors of lecturers’ job commitment in public universities in Anambra State. Specifically, the study sought to investigate:

1. Staff recruitment practices as predictors of lecturers’ job commitment in public universities in Anambra State.
2. Staff professional development practices as predictors of lecturers’ job commitment in public universities in Anambra State.
3. Staff performance appraisal practices as predictors of lecturers’ job commitment in public universities in Anambra State.

### **1.3 Research Questions**

The following research questions guided the study:

1. What is the predictive value of staff recruitment practices on lecturers’ job commitment in public universities in Anambra State?

2. What is the predictive value of staff professional development practices on lecturers' job commitment in public universities in Anambra State?
3. What is the predictive value of staff performance appraisal practices on lecturers' job commitment in public universities in Anambra State?

#### **1.4 Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. Staff recruitment practices do not significantly predict lecturers' job commitment in public universities in Anambra State.
2. Staff professional development practices do not significantly predict lecturers' job commitment in public universities in Anambra State.
3. Staff performance appraisal practices do not significantly predict lecturers' job commitment in public universities in Anambra State.

#### **2. Methods**

A correlational research design was adopted for this study. The study was conducted in Anambra State, which has two publicly owned universities, which are Nnamdi Azikiwe University, Awka and Chukwuemeka Odimegwu Ojukwu University, Uli. The population of the study comprised all the lecturers in the two public universities in Anambra State. The sample size for this study consisted of 517 lecturers drawn using the proportionate stratified sampling technique.

Two sets of instruments titled "Human Resource Management Practices Questionnaire (HRMPQ)" and "Lecturers' Job Commitment Questionnaire (LJCQ)" were used for data collection. The researcher developed the instruments from a literature review and consultation with experts in the field of education. HRMPQ has three clusters, I, II and III, with 10, 8 and 7 items on staff recruitment, professional development and performance appraisal practices, respectively. HRMPQ contains 25 items structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. LJCQ has 25 items that measure the job engagement of teachers. The items of the instrument are placed on a 4-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 was determined by three experts, two in the Department of Educational Management and Policy, and one in the Department of Educational Foundations (Measurement and Evaluation Unit), all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were subjected to a test of internal consistency using the Cronbach's Alpha method. These yielded coefficient values obtained for Clusters I, II and III of HRMPQ were 0.81, 0.78 and 0.80, with the overall reliability of 0.80. On the other hand, the coefficient value of 0.83 was obtained for LJCQ.

The researcher, with one research assistant who is a university lecturer in Anambra State, used the direct data collection method. A total of 517 copies of instruments were distributed and 508 copies of questionnaires were properly filled and successfully retrieved, indicating a 98 percent return rate. The duly completed and successfully retrieved copies were used for data

analysis. Simple regression was used to answer the research questions and test hypotheses. For the decision on the research questions, the coefficient r and the predictive value were interpreted using the correlation coefficient by Cohen, Manion and Morrison, cited in Wubante (2020), as follows:

Predictive Value	Interpretation
0.00- 0.19	Weak Prediction
0.20- 0.39	Fair Prediction
0.40- 0.69	Moderate Prediction
0.70- 0.89	Strong Prediction
0.90-1.00	Very strong Prediction

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

### 3. Results

**Research Question 1:** What is the predictive value of staff recruitment practices on lecturers' job commitment in public universities in Anambra State?

**Table 1: The Summary of Simple Regression Analysis on Staff Recruitment Practices as a Predictor of Lecturers' Job Commitment**

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Recruitment Practices	508	0.627	0.513	0.511	0.45285	Moderate

As shown in Table 1, the predictive value of staff recruitment practices on lecturers' job commitment is 0.627 with a coefficient of determination of 0.513. This implies that staff recruitment practices make 51.3% contributions to lecturers' job commitment. The regression coefficient r of 0.627 indicated that staff recruitment practices is a moderate predictor of lecturers' job commitment in public universities in Anambra State.

**Research Question 2:** What is the predictive value of staff professional development practices on lecturers' job commitment in public universities in Anambra State?

**Table 2: The Summary of Simple Regression Analysis on Staff Professional Development Practices as a Predictor of Lecturers' Job Commitment**

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Professional development Practices	508	0.784	0.642	0.642	0.38762	Strong

Result in Table 2, the predictive value of staff professional development practices on lecturers' job commitment is 0.784 with a coefficient of determination of 0.642. This implies that 64.2% changes in lecturers' job commitment could be attributed to staff professional development practices. The regression coefficient  $r$  of 0.784 indicated that staff professional development practices is a strong predictor of lecturers' job commitment in public universities in Anambra State.

**Research Question 3:** What is the predictive value of staff performance appraisal practices on lecturers' job commitment in public universities in Anambra State?

**Table 3: The Summary of Simple Regression Analysis on Staff Performance Appraisal Practices as a Predictor of Lecturers' Job Commitment**

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Performance Appraisal Practices	508	0.746	0.501	0.499	0.51328	Strong

Table 3 indicates that the predictive value of staff performance appraisal practices on lecturers' job commitment is 0.784 with a coefficient of determination of 0.501. This shows that staff performance appraisal practices can bring about that 50.1% changes in lecturers' job commitment. The regression coefficient  $r$  of 0.746 indicated that staff performance practices is a strong predictor of lecturers' job commitment in public universities in Anambra State.

**Hypothesis One:** Staff recruitment practices do not significantly predict lecturers' job commitment in public universities in Anambra State.

**Table 4: The Summary of Simple Regression Analysis on Staff Recruitment Practices as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Recruitment Practices	508	0.627	0.513	21.761	0.000	*S

\*Significant

Table 4 indicates the simple regression coefficient ( $r$ ) is 0.627. while the  $R^2$  is 0.513 showing that staff recruitment practices bring about 51.3% changes in lecturers' job commitment. The  $F(1/508) = 21.761$  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, staff recruitment practices significantly predict lecturers' job commitment in public universities in Anambra State.

**Hypothesis Two:** Staff professional development practices do not significantly predict lecturers' job commitment in public universities in Anambra State.

**Table 5: The Summary of Simple Regression Analysis on Staff Professional Development Practices as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Professional Development Practices	508	0.784	0.642	10.824	0.000	*S

\*Significant

As shown in Table 5, the simple regression coefficient (r) is 0.784. while the R<sup>2</sup> is 0.642 showing that 64.2% changes in lecturers' job commitment could be explained by staff recruitment practices. The  $F(1/508) = 10.824$  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, staff professional development practices significantly predict lecturers' job commitment in public universities in Anambra State

**Hypothesis Three:** Staff performance appraisal practices do not significantly predict lecturers' job commitment in public universities in Anambra State.

**Table 6: The Summary of Simple Regression Analysis on Staff Performance Appraisal Practices as a Significant Predictor of Lecturers' Job Commitment**

Predictor	N	R	R <sup>2</sup>	F	P-value	Remark
Performance Appraisal Practices	508	0.746	0.501	43.098	0.000	*S

\*Significant

Result presented in Table 6 indicates the simple regression coefficient (r) is 0.746. while the R<sup>2</sup> is 0.501 showing that staff performance appraisal practices contribute to 50.1% changes in lecturers' job commitment. The  $F(1/508) = 43.098$  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, staff performance appraisal practices significantly predict lecturers' job commitment in public universities in Anambra State.

#### 4. Discussion

The finding of the study indicated that staff recruitment practices is a moderate predictor of lecturers' job commitment in public universities in Anambra State. The possible explanation for this finding is that recruitment practices outline job description that selected candidates fit in, which can be a source of motivation that contributes as a moderate predictor of lecturers' job commitment in public universities in Anambra State. This agreed with the finding of Mugizi and Nuwatuhaire (2018) who reported that recruitment practices had a moderate relationship with job

commitment of academic staff in a private University. The agreement between the findings could be explained by the fact that the studies were conducted in universities. This disagreed with the finding of Mugoya, Namagembe, Ndaazano, Mabanja and Namigugu (2024), which indicated that recruitment practices had a strong positive relationship with teachers' job commitment in secondary schools. The disagreement between the findings could be explained by the fact that the studies were conducted at different levels of education. Lecturers who are recruited are trusted to be capable of performing the given job, which they probably reciprocate through moderate job commitment in public universities in Anambra State. It was also found that staff recruitment practices significantly predict lecturers' job commitment in public universities in Anambra State. This is in line with the finding of Alale, Namusonge and Makokha (2025), which showed that there was a significant relationship between the recruitment practice and employee commitment in the selected county governments.

The result of the study showed that staff professional development practices is a strong predictor of lecturers' job commitment in public universities in Anambra State. Staff professional development practices make lecturers feel valued and thereby exhibit strong job commitment in public universities in Anambra State. This also aligned with the finding of Eziuzo and Ezeanya (2024), there is a strong positive and significant correlation between staff professional development practices and teachers' job commitment in secondary schools. This supported the finding of Muyiggwa, Kasujja and Ongodia (2020), which revealed that professional development practices strongly correlate with organizational commitment of academic staff in universities. The similarity in universities and participants of the studies could account for the agreement between the findings. This refuted the finding of Okan, Yusuf and Asemhe (2025), which showed that access to professional development practices significantly and moderately predicted lecturers' job commitment in private universities. The difference in geographical locations could account for the disagreement in the findings of the studies. Staff professional development practices provide an opportunity for lecturers to improve their skills and knowledge, which can motivate them to exhibit strong job commitment in public universities in Anambra State. Further result indicated that staff professional development practices significantly predict lecturers' job commitment in public universities in Anambra State. This concurred with the finding of Omolade and Onuoha (2026), which revealed a significant positive relationship between professional development practices and employees' job commitment.

It was discovered that staff performance appraisal practices is a strong predictor of lecturers' job commitment in public universities in Anambra State. This finding could be explained by the fact that performance appraisal practices are associated with role clarification and feedback, which can drive strong job commitment of lecturers in public universities in Anambra State. This affirmed the finding of Mugoya et al (2024), which showed that staff performance appraisal practices had a strong positive relationship with teachers' job commitment in secondary schools. This also agreed with the finding of Eziuzo and Ezeanya (2024), which showed that there was a strong positive and significant correlation between staff performance appraisal practices and teachers' job commitment in secondary schools. The agreement between the findings could be attributed to the fact that they were all conducted in educational institutions. The information from

staff performance appraisal practices is used for the promotion of lecturers, in which they can reciprocate with strong job commitment in public universities in Anambra State. It was also found that staff performance appraisal practices significantly predict lecturers' job commitment in public universities in Anambra State. This upheld the finding of Mugoya et al (2024), which showed that staff performance appraisal practices had a significant relationship with teachers' job commitment in secondary schools.

## **5. Conclusion**

Based on the findings, it is concluded that human resource management practices are strong and significant predictors of lecturers' job commitment in public universities in Anambra State. The recruitment of academic staff by merit, regular professional development and appraisal of lecturers' performance can motivate them to exhibit positive job commitment in public universities in Anambra State.

## **6. Recommendations**

Based on the findings, the following recommendations were made:

1. University Management should develop software to automate recruitment practices to minimize interferences in the process and enhance the job commitment of lecturers.
2. The Academic Staff Union of Universities should organize an annual professional development programme for its members to enable them to update their skills and knowledge so as to improve their job commitment in the universities.
3. The National Universities Commission should develop a checklist and a specific period for annual appraisal of lecturers' performance for enhancing their job commitment in public universities.

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