

ORGANISATIONAL NORMS AS PREDICTORS OF TEACHERS' JOBCOMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined organisational norms as predictors of teachers' job commitment in public secondary schools in Anambra State. two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study is 6,919 teachers in the 266 public secondary schools from the six Education Zones in Anambra State. The sample of 691 teachers (that is, 10% of teachers' population) was used for the study. Proportionate stratified and simple random sampling techniques were used for the study. Three instruments were used for data collection: Organisational Norms Questionnaire (ONQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were subjected to face and construct validation by three experts. The average coefficient values of 0.80 for ONG and 0.85 for TJCQ are considered highly reliable and suitable for the study. Simple linear regression analysis was used for the study. The findings of the study revealed that recognition involvement of teachers' in decision-making ($r=0.653$, $p=0.000$) and positively and significantly predicted teachers' job commitment in public secondary schools in Anambra State. This implies that improvement in organisational norms leads to proportional improvement in teachers' job commitment in public secondary schools in Anambra State. The study concluded that adequate application of principals' job

competencies and good practices of organisational norms positively and significantly predicted teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended among others that Principals should directly or indirectly involve teachers' in decision-making in the school affairs. This is because most of the problems in the school are sometimes first identified by the teachers and in most cases they may have discussed the problem among themselves and knows the right thing to be done. So if the principal should involve teachers in decision-making he/she would have easy solutions to the existing problems in the school. The study contributed to knowledge by establishing the fact that the combination of the components of organisational norms such as and involvement of teachers' in decision-making and recognition has a strong positive and significant prediction on teachers' job commitment in public secondary schools in Anambra State, Nigeria.

Keywords: *Organizational Norms, Teacher Job Commitment.*

Introduction

Education is an instrument for strengthening one's intellectual capacity, molding character and facilitating moral and cultural empowerment of individuals to bring about positive development in the society. A well administered education would equip individuals with capacities to confront problems and changing situations; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful (Agogbua, 2024). One of the formal institutions of learning which students receive education is the secondary school. Thus, this is made possible by teachers who are the most important resources in a school. School

teachers are those who teach, build up, instruct, train and guide students for healthy growth and stable adult life. Their job goes beyond teaching into molding young lives, guiding youth, motivating students and general character training. This implies that a teacher can be viewed as one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding learners to pass through the learning process. Hence, teachers as stated by Obiekwe *et al.* (2024) are the pillars of the society who help students to grow and shoulder the responsibility of nation building. Teachers are indeed the nation's human capital, and every effort needs to be made to ensure their commitment.

Commitment can be seen as the process through which people become willing to give their loyalty and energy to a particular social system. Teachers' job commitment is the emotional bond between the teachers and the school. Ikedimma and Okorji (2023) averred that teachers' job commitment is teachers' identification with and involvement in a particular school. This commitment can be characterized by a strong personal belief in and acceptance of the school goals and values, a desire to exert oneself for the betterment of the school, and a strong will to remain with the school. It is the psychological identification of the individual teacher with the school and the intention of that teacher to maintain his membership of the school, and show all personal interest.

Teachers' job commitment means teachers' attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession (Obasi, 2022). Lazaro and Victor (2022) explained job commitment as the strength of the individual's identification with, involvement in, and commitment to support and attain organizational goals Continuing, Obasi

noted that job commitment could manifest in three ways that is, affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts their self in the workplace. Fostering commitment among teachers is important because teachers, who are highly committed stay longer, perform better, actively involved in the work and engage in organizational citizenship behaviour.

Teachers' job commitment is the dedication of teaching staff towards their duties. Okaforcha (2021) noted teachers' job commitment expresses the teachers' motivational orientation to the job in which they are engaged. Teachers' job commitment is their engagement in statutory obligations in the school. Onafowope *et al.* (2023) defined teachers' job commitment as the willingness of teaching staff to put their efforts and time in performing their duties. Teachers who are committed to their job feel passionate about their duties and strive to excel in them. Nwogwugwu (2024) referred to teachers' job commitment as a physical, psychological and mental attachment to the demands of one's job. Teachers' job

commitment is the state of being loyal and devoted in executing instructional responsibilities in the school. High level of teachers' job commitment is essential for school success. Teachers with high level of commitment view themselves as integral part of the school, what threatens the school endangers them as well, they do their best to perform their duties better, and work for the school as if it belongs to them (Ikediugwu & Ibezim, 2023). In contrast, teachers with low level of commitment are less faithful to the school, view themselves as outsiders and are more concerned with personal success than with the success of the school as a whole. In order for school principals to perform their duties effectively, the prevailing organisational norms should be favourable to motivate teachers to cooperate with them for better school outcome. Owzorji and Bayo (2023) maintained that for an organisation to effectively and efficiently function well, the employees and the employers have to work in harmony in better organisational culture, better cooperation and understanding in order to increase their performance. It is therefore worth noting that every teaching institution needs motivated and functional teaching staff and the

organisational norms must be conducive and attractive (Esiaba, 2023).

Organisational norms are rules or expectations of behaviour within a specific cultural or social group. Organisational norms provide standards of appropriate and inappropriate behaviour, guiding what is and what is not acceptable as well as coordinate our interactions with others in our daily lives and workplaces. They lend meaning and coherence to life and the means to achieve a sense of duty, integrity, ingenuity, safety and belonging in social organizations such as school (Akinnubi *et al.*, 2024). Organisational norms are teaching and learning approaches, behaviours and relationships among or across the individuals in a school.

Organizational norms stands as the center from which all other factors of human resource management are derived (Anas, 2016). Wallach cited in Anas (2016) suggested that individual job commitment and favourable job outcomes, including job satisfaction, propensity to remain with the organization and job involvement depend upon the match between an individual's characteristics and the organization's culture. Organizational norms is a system of shared assumptions,

values and beliefs that governs how people behave in organizations. It provides boundaries and guidelines that help members of the organization know the correct way to perform their jobs. The unique culture of an organization creates a distinct atmosphere that is felt by the people who are part of the group and this atmosphere, is known as the culture of an organization.

Lazaro and Victor (2022) opined that organizational norms are set of values that help staff in school understand which actions are considered acceptable and which are considered unacceptable. These are specific collection of values and norms that are shared by people and groups in the organization and that control the way they interact with each other and with stakeholders outside the organization. Saphier and King (1985) identified twelve school norms that can impact positively on the performance and commitment of teachers. These include: collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out to the knowledge bases, appreciation and recognition, caring, celebration and humour, involvement in decision making, protection of what is important,

tradition, and honest and open communication.

This study focused on two of the twelve school norms identified by Saphier and King (1985); involvement in decision-making and recognition. The choice of these norms was based on the relevance of the variables to the school setting in the study area. It is expected that if they are properly applied and enhanced in the administrative process of public secondary schools in Anambra State, they would likely impact greatly on teachers' job commitment which would gradually translate to effective and improve education.

Employees' involvement in decision-making is the extent in which employers allow its employees to get involved in organizational decision-making. It has been recognized as managerial tools for improving organizational performance. This can be realized by way of allowing workers' contribute in establishing policies and procedures, for the attainment of organizational goals (Anakaa & Laye, 2022). Employees' involvement in decision-making creates a way of belonging among workers, and an enjoyable environment during which both management and employees willingly contribute to healthy relations (Obi &

Ebelechukwu, 2024). Thus, workers' involvements in decision-making are often seen as a motivational tool for encouraging high productivity and positive attitude (Eze *et al.*, 2023).

Recognition occurs when teachers' employers share teachers' good work and achievement with them and even with extended audience. Ikedimma and Okorji (2023) noted that recognition is good indication that the behaviour of the teacher is valued. They further observed that it is common in a workplace for employers to get more of the employers' behaviour they recognise and appreciate. They are capable of eliciting good work performance needed to maintain commitment in the school. Teachers' recognitions can be as candid as a pat-on-the-back and a genuine compliment. It can also be as simple as a 'thank you', praises, applause or a friendly greeting at work (Sunoma *et al.*, 2022).

Recognition can also be in form of involvement in decision-making. Getting employees involved in decision making is a sure shot way of making them feel important and boosting their morale (Dashwep & Macha, 2022). Participation in the decision-making process gives each employee the opportunity to voice their

opinions and to share their knowledge with others. While this improves the relationship between managers and employees, it also encourages a strong sense of teamwork among workers. The expression of viewpoints opens dialogue between co-workers, with each worker bringing their individual strengths to a project (Obionu *et al.*, 2024). It is also a good way to gather information about the employees as to how they work in a team environment and where training may be necessary, all of which leads to an increase in effectiveness, and ultimately an increase in good teamwork and performance.

These school norms, involvement in decision-making and recognition, works together to create effective school climate for change. Without motivated workforce, where principals are ineffective, organisational norms prevailing, an organization could lose all that they have earned over the years. The implication of non-commitment to duty and the high rate of teacher attrition arising from poor job satisfaction have drawn increased attention from an array of perspective including education ministries and general society. Though seldom articulated, the interest in these trends centres on their consequences for the students. Job commitment of teachers has direct implications on the learners and

the overall success of school as an organization. Within the Nigerian contemporary society, the education of youths is an issue of serious concern because it does not only ensure sustainable development but also makes for continued capacity building. While also the current argument on the influence of school norms on job commitment of teachers appear to be quite logical and coherent, it must also be appreciated that the argument is not backed up by empirical research data. As such, how organisational norms predict job commitment among secondary school teachers is still in doubt and requires very urgent empirical research, hence the import of this present study.

Statement of the Problem

The evidence based on literature showed that most teachers' lack job commitment in public secondary schools in Anambra State as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. This lack of commitment of teachers is the biggest danger as it leads to absence of fulfillment of school goals and objectives and invariably has

resulted in poor performance of students

This unpleasant development has attracted the attention of researchers and other stakeholders to find solution to this challenge. However, despite all efforts by stakeholders and scholars in improving teachers' commitment, the trend seems to have persisted. Some organizational norms in public secondary schools in Anambra state is hostile and unfavourable which limit teachers use of their initiatives, create low job satisfaction and negative attitude towards their duties and work environment. The unfriendly organizational culture as observed by the researcher is do devastating and if nothing is done would mar the goals of secondary education.

There have been increasing public speculations and complaints that the principals' job competencies in encouraging and influencing teachers under them to optimal commitment have been less than desired. The attainment of these loft goals hinges on the effective job competencies by the principal towards teachers' job commitment. The principal coordinates the human and material as well as physical resources through their various

job competencies in order to achieve the desired educational objectives.

In spite of the awareness of the goals of secondary education by the principals and teachers, it is highly surprising to observe incidences of unacceptable behaviours like teachers' poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. These situations therefore made it imperative to the researcher to determine how organizational norms predict teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to determine if organisational norms predicts teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to find out if:

7. Involvement in decision-making predicts teachers' job commitment in public secondary schools in Anambra State.
8. recognition predicts teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

3. What is the predictive value of involvement in decision-making on teachers' job commitment in public secondary schools in Anambra State?
4. What is the predictive value of recognition on teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Involvement in decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State
2. Recognition does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Methodology

The study adopted a correlational research design for this study. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha

and Otuocha. The population of the study comprised 6,919 teachers as respondents. The sample size is 691 teachers drawn using Proportionate stratified random sampling technique. The instrument for the study was a self-structured questionnaire, titled "Organizational Norms Questionnaire (ONQ) and Teacher Job Commitment Questionnaire (TJCQ) were used for data collection. ONQ which contain 20 items is made of two sections namely; A and B. Section A which focused on involvement in decision making contains 10 items, and section B contained 10 items on recognition. On the other hand, TJCQ contains 20 items. All the items in three instruments were structured on four point rating scale with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was

validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of five research assistants. A total number of 624 were retrieved which represented (90%) return rate and (10%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.80 for ONQ and 0.85 for TJCQ are considered highly reliable and suitable for the study. Data were analyzed using Simple linear regression analysis was used for the study. Simple linear regression analysis was used to answer the research questions and test the null hypotheses at 0.05 level of significance. .

Research Question 1: How does involvement in decision-making predict teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis with involvement in decision-making as it predicts teachers' job commitment in public secondary schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	B	β	β
Constant	31.124	5.537	
Involvement in Decision-Making	.675	.248	.653
R	.653		
R ²	.592		
Adj. R ²	.546		

The summary of the simple regression analysis as shown in Table 1 indicated that involvement in decision-making positively predict teachers' job commitment in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.653$). The coefficient of determination (R^2) value of 0.592 indicated that the explanatory power of the variable was moderately strong. This implies that 59% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in involvement in decision-making. The adjusted R^2 supported the claim of the R^2 with a value of 0.546 indicating that 55% of the total variation in the dependent variable (teachers' job commitment) was explained by the independent variable (involvement in decision-making). Thus, adjusted R^2 supports the statement that the explanatory power of involvement in decision-making is moderately strong in determining the teachers' job commitment in public secondary schools in Anambra State. Again, the standardized beta weight ($\beta = 0.653$) showed that involvement in decision-making is a positive predictor of teachers' job commitment in public secondary schools in Anambra State. This implies that additional improvement in teachers' involvement in decision-making led to 0.653(65%) improvement in teachers' job commitment in public secondary schools in Anambra State. Thus, the positive prediction of involvement in decision-making on teachers' job commitment means that teachers' job commitment

moderately depends on the adequate involvement of teachers in decision-making in public secondary schools in Anambra State.

Research Question 2: How does recognition predict teachers' job commitment in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis with recognition as it predicts teachers' job commitment in public secondary schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	B	β	β
Constant	25.271	7.614	
Recognition	.532	.367	.504
R	.504		
R ²	.412		
Adj. R ²	.397		

The summary of the simple regression analysis as shown in Table 2 indicated that recognition positively predict teachers' job commitment in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.504$). The coefficient of determination (R^2) value of 0.412 indicated that the explanatory power of the variable was moderately strong. This implies that 41% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in recognition. The adjusted R^2 supported the claim of the R^2 with a value of 0.397 indicating that 40% of the total variation in the dependent variable (teachers' job commitment) was explained by the independent variable (recognition). Thus, adjusted R^2 supports the statement that the explanatory power of recognition is moderately strong in determining the teachers' job commitment in public secondary schools in Anambra State. Furthermore, the standardized beta weight ($\beta = 0.504$) showed that recognition is a positive predictor of teachers' job commitment in public secondary schools in Anambra

State. This implies that a unit improvement in recognition led to 0.504(50%) improvement in teachers' job commitment in public secondary schools in Anambra State. Thus, the positive prediction of recognition on teachers' job commitment means that teachers' job commitment moderately depends on the adequate practice of good recognition system in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: Involvement in decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 3: Test of significance of simple regression analysis with involvement in decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	31.124	5.537		25.941	.000
Involvement in Decision-Making	.675	.248	.653	21.465	.000
R	.653				
R ²	.592				
Adj. R ²	.546				
F	37.734				.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) is 0.653 while the R² is 0.592 and Adjust R² is 0.546. The F-ratio associated with regression is 37.734, the t-test is 21.465

and the P-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that involvement in decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that involvement in decision-making significantly predicts teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Recognition does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 4: Test of significance of simple regression analysis with recognition does not significantly predict teachers' job commitment in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	25.271	7.614		22.975	.000
Recognition	.532	.367	.504	20.143	.000
R	.504				
R ²	.412				
Adj. R ²	.397				
F	30.427				.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is 0.504 while the R² is 0.412 and Adjust R² is 0.397. The F-ratio associated with regression is 30.427, the t-test is 20.143 and the P-value = 0.000. Since p-value (0.000) is less than the specified level of significance

0.05, the study therefore rejected the null hypothesis that recognition does not significantly predict teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that recognition significantly predicts teachers' job commitment in public secondary schools in Anambra State.

Discussion

Findings on how involvement in decision-making predicts teachers' job commitment in public secondary schools in Anambra State revealed that involvement in decision-making positively and significantly predicts teachers' job commitment in public secondary schools in Anambra State. This result is expected because, for principals to enjoy the cooperation of teachers in the task of delivery of the expected educational services, they need to involve them in decision making. Thus, study revealed that principals involve teachers in decision-making in public secondary schools in Anambra State. This shows that public secondary school teachers in Anambra State are involved in decision making on issues that concern them such as preparation of staff duty schedules, providing of facilities for staff offices, organizing orientation programme for staff, organizing of sporting activities for staff, providing of instructional materials for staff utilization in the school and formulating of timetable for various subjects. This

corroborated the finding of Anakaa and Laye (2022) which indicated that secondary school teachers to high extent are involved in staff welfare issues in schools. This is also in line with the finding of Eze *et al.* (2023) who reported that teachers are adequately involved in decision making. The finding of the study also revealed that principals involve teachers in decision-making in placement of students in various classes, disciplining of erring students in the school, organizing co-curricular activities for students in the school, organizing orientation programme for students in the school and deciding of mode of students' continuous assessment. This is in agreement with the finding of Tijani (2020) which indicated the extent to which teachers are involved in decision-making process in the areas of students' affairs was great. The findings also agreed with the findings of Obi and Ebelechukwu (2024) that teachers are involved in decision-making on students' matter. Teachers have firsthand knowledge of many problems inhibiting teaching and learning from attaining

desirable results. The involvement in decisions in secondary schools is anticipated as it gives them the opportunity to overcome the problems of teaching in order to bring about positive improvement on instructional delivery and learning outcomes. No wonder secondary school students in Anambra State are performing well in both internal and external examinations.

Findings on how recognition predicts teachers' job commitment in public secondary schools in Anambra State revealed that recognition positively and significantly predicts teachers' job commitment in public secondary schools in Anambra State. It is expected that all things being equal, teachers' job commitment should relate positively and significantly with teachers' recognition in schools. Recognition is not just about making teachers feel good, but it can also have a significant impact on their performance and engagement. Recognition makes teachers feel valued and drives them to do their best in school. These findings are in line with the findings of Onaolapo *et al.* (2020) that teachers who receive regular recognition and praise are more likely to be productive, engaged, and satisfied with their work, which ultimately benefits

their students and schools. Nwankwo and Ifeanyi (2022) findings revealed that there is a very high positive and significant correlation among teachers' teamwork, job commitment and job performance in public secondary schools in Anambra State. Quines and Nino (2023) suggested that recognition should be individualized and frequent and not limited to teachers' appreciation week. Ldama and Nasiru (2021) disclosed that recognition is so important because it meets a core human need for both the employee and the manager. Meeting this need is a key aspect of a strong company culture because it increases job satisfaction, employee engagement and retention, and quality of work. Kaegon and Okere (2023) found that recognition have high, positive and significant relationship with teachers' job commitment in public senior secondary schools. It was concluded that teachers are motivated to their job primarily by recognition and as such, if workplace practices are put in place there will be improved teachers' job commitment in public secondary schools.

Conclusion

Based on the results of the findings, the study concluded that adequate application of good practices of

organisational norms positively and significantly predicted teachers' job commitment in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals should directly or indirectly involve teachers' in decision-making in the school affairs. This is because most of the problems in the school are sometimes first identified by the

teachers and in most cases they may have discussed the problem among themselves and knows the right thing to be done. So if the principal should involve teachers in decision-making he/she would have easy solutions to the existing problems in the school.

2. Seminars and workshops on effective teamwork practices should be organized by the school management boards for teachers from time to time to enhance teachers' job commitment in public secondary schools in Anambra State.

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