
PRINCIPALS' JOB COMPETENCIES AND ORGANISATIONAL NORMS AS PREDICTORS OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined principals' job competencies and 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: Principals' Competencies Questionnaire (PCQ), 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 PCQ, 0.80 for ONQ 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 disciplinary competency ($r=0.559$, $p=0.000$), and involvement of teachers' in decision-making ($r=0.653$, $p=0.000$) positively and significantly predicted teachers' job commitment in public secondary schools in Anambra State. This implies that improvement in principals' job competencies and 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 that principals in public secondary schools in Anambra State should

exhibit high level of disciplinary competency since job commitment of teachers is significantly linked with principals' disciplinary competency which should create positive impact that will help to enhance and sustain teachers' job commitment in public secondary schools in Anambra State. The study contributed to knowledge by establishing the fact that the combination of the components of principals' job competencies based on discipline and the indices of organisational norms, involvement of teachers' in decision-making has a strong positive and significant prediction on teachers' job commitment in public secondary schools in Anambra State, Nigeria.

Keywords: *Job Competencies, Organizational Norms, Teacher, Job Commitment*

Introduction

Introduction

Education is an instrument for strengthening one's intellectual capacity, moulding character and facilitating moral and cultural empowerment of individuals to bring about positive development in the society. One of the formal institutions of learning which students receive education is the secondary school. Ugochukwu et al. (2021) noted that the introduction of secondary education played a pivotal role in the supply of manpower needed for economic growth and development by creating a class of educated leaders. Secondary education is the type of education which the students receive after basic education to acquire additional skills and knowledge that prepare them for higher studies in tertiary institutions. Thus, this is made possible by teachers who are the most important resources in a school. School teachers are those who

teach (especially with young ones), build up, instruct, train and guide them 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, imparting knowledge and innovations, and guiding learners to pass through the learning process. Hence, teachers as stated by Obiekweet 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. 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). 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. Similarly, 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. Onafowo *et al.* (2023) defined teachers' job commitment as the willingness of teaching staff to put their efforts and time in performing their duties.

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. This commitment area involves two essential components namely pride in one's being in the teaching job and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there, they have to develop pride knowing that this is a Nobel job charged with great responsibilities as the society hands over its students to this system for their wholesome education.

Teachers who are committed to their job feel passionate about their duties and strive to excel in them. 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. For teachers' optimal commitment to the school, their perception of principals' job competencies is crucial. Job competencies refer to the knowledge, skills and abilities required for performing specific tasks and responsibilities in a particular job or profession. Principals' job competencies may include leadership skills, educational administration knowledge, instructional management abilities, communication skills, problem-solving abilities, and so on. Principals' job competencies are specialized technical knowledge in certain jobs that principals possess to enable them perform their duties and roles effectively in schools.

Principals' job competencies as defined by Onafowo *et al.* (2023) is the ability of principals to effectively employ necessary expertise in management of human and materials resources to achieve stated goals. This could be done by demonstrating observable abilities and skills through efficient supervision of instruction in the classroom, provision of

quality leadership, managing human and materials resources to achieve the mission and vision of the school. Onafowo *et al.* outlined principals' job competency in terms of supervision of instruction, staff personnel management and communication, as crucial for improving teachers' job commitment. Similarly, Kosgei (2020) maintained that principals' competencies are set of principals' behaviour that derive the actions of teachers for improve job commitment in schools. Nwosu (2021) enumerated many components of principals' competencies to include communication, supervisory, human relation, conceptual, technical, facility, personnel, conflict management and interpersonal competencies.

Nwankwo and Ilozue (2023) and Onafowo *et al.* (2023) emphasized that there are five competency standards for principals. First, personality competencies, including: (1) having the integrity of personality as a leader; (2) have a strong desire in self-development as a school principal; (3) being open in carrying out basic tasks and functions; (4) have the ability to control themselves when facing problems at work as a school principal; and (5) having an interest in the position of educational leader. Second, managerial competencies, including: (1) being able to lead schools in the context of optimally utilizing school; (2) able to

manage school changes / development towards schools as effective learning organizations; (3) able to create a conducive and innovative culture and school; and (4) able to manage teachers and staff in the context of optimizing the use of school human resources. Third, entrepreneurial competencies, including: (1) able to create innovations that are useful for school development; (2) working hard to achieve school success as an effective learning organization; (3) have strong motivation to succeed in carrying out their main tasks and functions as school managers; (4) never give up and always look for the best solution in facing obstacles faced by schools; and (5) have an entrepreneurial instinct in managing school. Fourth, supervision potential, including: (1) being able to plan academic supervision programs in order to increase teacher professionalism; and (3) being able to carry out academic supervision of teachers using appropriate approaches and supervision techniques; and (3) able to follow up on the results of academic supervision of teachers in order to improve teacher professionalism. Fifth, social competence, including: (1) being able to work with other parties for the benefit of the school; and (2) have social sensitivity towards other people or groups. Thus, the study will examine only the disciplinary competency.

Principals' disciplinary competency is the basic knowledge that is considered necessary for a principal to acquire and to have a good command in the course of management of secondary schools. It is the principals' ability to discipline the erring teachers and students. However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Ehiane, 2024). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Sibomana & Andala, 2024). It is a basic requirement for successful teaching and learning in schools and a subject of concern for principals and teachers in schools (Edo & Bulopakaye, 2024). Principals' disciplinary competency should not be restricted to one approach; approaches such as corporal punishment, suspension, verbal punishment, withholding rewards and penalties can be used by principals' as and when due.

Furthermore, positive practice of principals' competencies breeds good organisational norms which may positively contribute to teachers' job commitment. This is because in nature, workers tend to be committed to jobs they are satisfied with and creating adequate organisational norms in the schools could

get teachers to be committed to the profession. Organisational norms are folklores, laws and standard of behaviour, attitude and beliefs that guide the conduct of the people in a particular setting. 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 (Akinnubiet *al.*, 2024).

Organisational norms are teaching and learning approaches, behaviours and relationships among or across the individuals in a school. Lazaro and Victor (2022) opined that school 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. The school wide norms are the foundation for respectful behaviour

among all in the school community. They provide an underground flow of feelings and pave the way within the school inform of vision, values, beliefs and expectations. School norms are not merely established and published handbooks, but are nurtured by education managers and school administrators in order to create a positive effect on the teachers and teaching learning situation.

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. Owhorji 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). Furthermore, 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 only on involvement in decision-making.

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 (Ezeet *al.*, 2023).

These school norms, decision making and recognition works together to create effective school climate for change. Without motivated workforce, where principals are incompetent and

improper 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 principals' competencies and 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 principals' job competencies and 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

Some principals' mode of communication creates barriers that thwart the meanings and interpretations of information provided, resulting to communication failure which could lead to educational goal misplacement and disharmony in the school. Not only this, some principals in Anambra State seem to appear incompetent in the discharge of some of their job responsibilities. Despite government's efforts through training and retraining of principals to improve their job competencies, there are still evidence of poor communication network, inadequacy in conflict management, poor disciplinary actions, non-involvement of teachers in decision-making, poor relationship between school and the community. There are also accusations of poor cordial relationship between principals and staff in some secondary schools in Anambra State. When teachers perceive the principal to be incompetent in handling the affairs of the school, it might lead them to mistrust their principal, low commitment and productivity and general ineffectiveness. Thus, principals' display of ineffectiveness in school management could lead to 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 principals' job competencies and

organisational 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 principals' job competencies and organisational norms as predictors of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to find out how:

5. principals' disciplinary competency predicts teachers' job commitment in public secondary schools in Anambra State.
6. involvement in decision-making predicts teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

7. How does principals' disciplinary competency predict teachers' job commitment in public secondary schools in Anambra State?
8. How does involvement in decision-making predict teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

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

5. Principals' disciplinary competency does not significantly predict teachers' job commitment in public secondary schools in Anambra State.
6. Involvement in decision-making 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. Lumen (2021) opined that correlational research design is the numerical representation of the strength and direction of relationship between two variables being studied. Thus, correlational research design was appropriate for this study because the researcher collected data from the given sample of teachers to examine how principals' competencies and organisational norms predict teachers' job commitment in public secondary schools in Anambra State.

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 "(PCONTJCQ). The instrument has four section A-C. Section A deals with the personal data of the respondents, while section B, and C is divided in clusters with 10 items, section C is divided in clusters with 20 items. The instrument has four point scale response options 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 PCQ, 0.80 for ONG 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. For Sig. (2-tailed) when

Research Question 1: How does principals' disciplinary competency predict teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis with principals' disciplinary competency as it predicts teachers' job commitment in public secondary schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	β	β	B
Constant	30.673	5.927	
Disciplinary Competency	.585	.326	.559
R	.559		
R ²	.463		
Adj. R ²	.428		

The summary of the simple regression analysis as shown in Table 3 indicated that principals' disciplinary competency positively predict teachers' job commitment in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.559$). The coefficient of determination (R^2) value of 0.463 indicated that the explanatory power of the variable was moderately strong. This implies that 46% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in principals' disciplinary competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.428 indicating that 43% of the total variation in the dependent variable (teachers' job commitment) was explained by the independent variable (principals' disciplinary competency). Thus, adjusted R^2 supports the statement that the explanatory power of principals' disciplinary competency is moderately strong in determining the teachers' job commitment in public secondary schools in Anambra State. However, the standardized beta weight ($\beta = 0.559$) showed that principals' disciplinary competency is a positive predictor of teachers' job commitment in public secondary schools in Anambra State. This implies that a unit increment in principals' disciplinary competency led to 0.559(60%) increment in teachers' job commitment in public secondary schools in Anambra State. Thus, the positive prediction of principals' disciplinary competency on teachers' job commitment means that teachers' job commitment

moderately depends on the good application of principals' disciplinary competency in public secondary schools in Anambra State.

Research Question 2: How does involvement in decision-making predict teachers' job commitment in public secondary schools in Anambra State?

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

	Unstandardized B	Std. Dev. β	Standardized B
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 6 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.

Test of Hypotheses

H₀₃: Principals' disciplinary competency does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 9: Test of significance of simple regression analysis with principals' disciplinary competency 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	30.673	5.927		25.187	.000
Disciplinary Competency	.585	.326	.559	22.536	.000
R	.559				
R ²	.463				
Adj. R ²	.428				
F	35.517				.000

The summary of the test of significance of simple regression analysis as shown in Table 9 showed that the simple regression coefficient (R) is 0.559 while the R² is 0.463 and Adjust R² is 0.428. The F-ratio associated with regression is 35.517, the t-test is 22.536 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 principals' disciplinary competency does not significantly predict teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' disciplinary competency significantly predicts teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Two

H₀₆: Involvement in decision-making does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 12: 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 Decision-Making	in	.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 12 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.

Discussion

Findings on how principals' disciplinary competency predicts teachers' job commitment in public secondary schools in Anambra State revealed that principals' disciplinary competency positively and significantly predicts teachers' job commitment in public secondary schools in Anambra State. The finding of the study is as a result of the fact that the

teachers accepted that principals: use canning method to discipline teachers, use oral caution in disciplining erring teachers in school, surcharge teachers as a form of discipline, seek teachers' opinion on issues concerning discipline in the school, discuss with teachers to know the causes of students' misbehaviour in school, do not discipline teachers anyhow they feel like, use written caution as stated

in school regulation as form of discipline, make sure teachers misbehaving are being disciplined, give serious attention to issues concerning discipline in the school, and monitor classroom co-curricular activities to keep teachers constructively occupied. The findings are in agreement with the findings of Nwankwo and Ilozue (2023) that principals use firm hand of disciplinary measure against erring teachers in schools. The result is no surprise at all because public schools are managed and controlled by principals. The finding of this study is consistent with the findings of Sibomana and Andala (2024) that made similar findings on disciplinary competencies as giving serious attention to issues concerning discipline and using oral caution in disciplining erring teachers in school. The findings of Ehiane (2024) also affirmed that principals' application of good disciplinary competencies is to correct and not to punish work related behaviour. Each employee is expected to maintain standards of performance and conduct as outlined by the immediate supervisor and to comply with applicable policies, procedures and laws for the purpose of creating enabling environment suitable for individual and organisational growth.

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 time-table for various subjects. This corroborated the finding of Anaka 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 Ezeet *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.

Conclusion

Based on the results of the findings, 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.

Recommendations

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

1. Principals in public secondary schools in Anambra State should exhibit high level of disciplinary competency since job commitment of teachers is significantly linked with principals' disciplinary competency which should create positive impact that will help to enhance and sustain teachers' job commitment in public secondary schools in Anambra State.
2. 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.

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