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HUMAN RESOURCE MANAGEMENT PRACTICES INFLUENCE ON TEACHER'S JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ONUEKE EDUCATION ZONE OF EBONYI STATE

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ABSTRACT

This study investigated the Human Resource Management Practices Influence on Teacher's Job Commitment in Public Secondary Schools in Onueke Education Zone of Ebonyi State. Two purposes, two research questions and two null hypotheses guided the study. The study adopted descriptive research design. The population of the study was 1,403 teachers made up of 602 males and 801 female teachers in public secondary schools in Onueke Education Zone of Ebonyi State while sample size consists of 311 teachers. Researcher structured instrument tagged "Human Resource Management Practices Influence on Teachers Job Commitment in Public Secondary Schools (HRMPITJCOSSQ)" was used for data collection. The instrument was validated by three experts, one expert from Measurement and Evaluation option of Science Education Department and two experts from Educational Administration and Planning Option of Educational Foundations Department. The overall reliability coefficient yielded 0.772. Data collected were analyzed using mean and standard deviation while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The result revealed that: orientation practices and performance appraisal practices¸ influenced teachers job commitment to a high extent while the result of the hypotheses revealed that, there were no significant difference between the mean ratings of male and female teachers on the extent to which orientation practices and performance appraisal practices¸ influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State. Based on the findings, the study recommended that Ministry of Education should organize seminar for principals on the need for implementing orientation exercise to their staff and that Principals should always involve teachers in in-service training for effective staff development in the school. This implied that teachers should be handled carefully as they possess the capability to make or mar the school and its programmes.

Keywords: Human Resource, Management Practices, Orientation Practice, Performance Appraisal, Job Commitment

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
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Introduction

Improving teacher's quality is of much concern among educational stakeholders and policy makers. This is because research has consistently shown that teachers are primary causal drivers of students' achievement (Maduabum, 2022) and that there are identifiable characteristics of teachers that are predictive of their success in the classroom (Kelly, 2022). Consequently, improving the quality of teacher's job commitment is a viable and important strategy for improving students' achievement. Recognition of this strategy leads to effective utilization of human resource practices in organizations.

Human resource is one of the most important components of an organization. The effective utilization of human resources paves the path to achieve organizational goals and ultimately the success of an organization (Kelly, 2022). Organizations should also attain their competitive advantage through effective and efficient use of these resources. It is on this ground that Egwu (2020) described human resource system as a set of distinct but interrelated activities, functions and processes that are directed at attracting, developing and maintaining a firm's human activities. In a school system, human resource includes the principal, vice principal, teaching and non-teaching staff. Human resources in this context are the driving force in the school system, with the responsibility of making sure that goals and specific objectives are achieved in the school system. Human resource management involves all management decisions and actions that affect the nature of the relationship between an organization and its employees. The decisions and actions according to Kelly, (2022), include: human resource planning, recruitment, selection, orientation, training and development, performance appraisal, promotions, transfers, demotions and separations. Human resource management involves human resources needs for assisting in the design of work system in terms of recruitment, selection, training and development, counseling, motivation and rewarding of employees, acting with unions and government organization and handling of other related matters for employees well-being in the organization.

Human resource management is essentially a way of working with people and materials to accomplish the purpose of an organization or the art of mobilizing the efforts of a number of people in an establishment towards the achievement of a common goal (Nwafor, 2022). For Kelly in Onah (2022) human resources are the number of people available for work in the organization. Human resources in school organization include the principal, teachers, non-teaching staff and the students that offer their services to the school. Without human resources in school organization, educational goals and objectives cannot be attained, because achieving school success is by working with people and working through people. For instance, in educational management, human potentials, individual's capabilities, time and talents must be managed effectively and efficiently in such a way to achieve

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

educational goals and objectives (Ayele, 2019). According to Chukwudi (2023), human resources management entails activities and strategies that focus on successfully managing employees at all levels of an organization to achieve organizational goals. In the practice of human resource management in schools, the principals have direct responsibility of managing the staff and they are concerned importantly with three major areas which include, assessing the staff need, satisfying the staff need, maintaining and improving staff services. Effective human resource management practices in the areas of orientation, training, performance appraisal, motivation, delegation of duties are positive areas of improving teachers job commitment in the school system (Onah, 2022). The functional scope of human resources management (HRM) practices at the school levels, include orientation, training, performance appraisal, motivation, delegation of duties to teachers and supervisors.

In most secondary schools in Ebonyi State, these practices appear neglected, even when conducted; they are done haphazardly as some school principals whose duties are to carryout effective management practices have no regard over such (Onah 2022). Administrators and school leadership such as principals in the secondary schools can improve teachers' job commitment by providing a work environment suitable to satisfy teachers' inner needs to execute their task efficiently.

Teachers' job commitment as defined by Onah (2022) is regarded as teachers' willingness to be an integral part of specific school to which they belong. Teachers' job commitment is an individual's attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his organization, its goals and values or to his occupation and profession. Teachers' job commitment refers to the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values (Meyer and Allen in Onye (2021). In the present study, teachers' job commitment is simply described as their attachment or devotion towards their work or task for accomplishment of school objectives and goals.

There are various manifestations or dimensions of teachers' job commitment which have been identified by different scholars like Onye (2021). Teachers' 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 him/herself in the workplace. Teachers' job commitment is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's instructional performance. Some of such

factors are: satisfying the learners through his teaching style and quality, apart from teaching, performance of other assignments as assigned by the Principal and the department, Management of class discipline, students' motivation and improvement of their achievement, commitment of his duties in a regular way, and interaction with students, parents, colleagues and high officials.

Teacher's job commitment plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Nwafor 2022). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning. This is manifested through adoption of effective human resource management practices which ranges from: orientation practices, staff manpower development (training), performance appraisal, delegatory practices and motivation practices (Ayele, 2019). But in this orientation and staff manpower development were investigated.

Orientation practices is the process that generally contains information about work health and safety, company history, company culture and values, organization hierarchy compliance training, policies, benefits, eligibility and other relevant work practices in the new organization, schools inclusive (Rebore, 2022). Good instructions, job description and job analysis, all give the newly recruited teacher a way to orient himself/herself with what is expected and required of him/her to be successful in the position (Omenyi, 2019). According to Edem in Egwu (2019) staff orientation is a form of socialization which assists newly appointed members of staff to make speedy adjustment to their new tasks and environment. To Ude (2023), orientation is the process of receiving and welcoming employees when they first joined the organization and given them the basic information they need to settle down quickly and start work happily.

Orientation is a transactional activity that introduces new employees to the organization, each department, to follow employees to their immediate supervisor and amenities (Egwu, 2022). It often includes being exposed to jobs description in each department, understand flow of information and service through the organization and training on the job improve teachers performance in the school system.

Performance appraisal of staff is another important aspect of human resource management practices that the principals consider. According to Onah (2022), performance appraisal is the procedure that involves, setting standard, assessing the employees standard, providing feedback to the employee with the aim of motivating that person to eliminate performance deficiencies. Duranti in Edem (2017) defined appraisal as the process of establishing the value of documents made or received in the course of the conduct of

affairs, qualifying that value, and determining its duration. Performance appraisal motivates teachers for self-improvement. Some principals use appraisal as a threat on their teachers instead of using it as a procedure to set standards, assess teacher's standard and provide feedback to the teachers with the hope of motivating them to eliminate performance deficiencies (Edem, 2017).

Performance of students depends on teachers' instructional performance. The importance of teachers in any educational institution of teaching-learning cannot be overemphasized, this is because of the central role they play as implementers of the curriculum at the classroom level. This explains that what teachers do or do not do could directly or indirectly affect the attainment of instructional objectives in the classroom. Consequently, scholars have often attributed students' learning outcome to certain teacher attributes such as their educational qualification, years of experience, classroom behaviour and even their job performance among others (Egwu, 2019). Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their instructional performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Olukunola (2020) performance may be described as "an act of accomplishing or executing a given task". It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives.

Performance of students in internal and external examinations seems to have some symbiotic influence on human resource management practices adopted by school principals. In schools where human resource management practices are not effectively carried out, teachers' job commitment might be low resulting to poor students' performance in schools. The research therefore aims at studying the influence of human resources management practices of principals on teachers' job commitment in public secondary schools in Onueke Education Zone of Ebonyi State.

Statement of the Problem

Education in Nigeria is currently undergoing transformation and parents and guardians prefer to show increasing interest in their wards in secondary schools. Many parents tend to send their children and wards to private secondary schools in spite of the high fees charged by the proprietors of private schools. Such parents seem to argue that private schools are better managed than public schools or that students in private schools perform better in external examinations than their counterparts in public schools. On the other hand, some stakeholders argue that public secondary schools are better staffed with qualified teachers than private schools, they also appear to believe that human resource management practices of public secondary schools are not encouraging, hence, there seems to be less reported cases of truancy,

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

absenteeism or lack of seriousness among teachers and students which has affected students' academic performance in secondary schools. Most people in Ebonyi State also made similar assumptions on the human resource management practices being used in public secondary schools. The question therefore is, to extent do human resource management practices used by public secondary school principals influence teachers job commitment in Onueke Education Zone of Ebonyi State?

Purpose of the Study

The main purpose of the study was to examine the trend human resource management practices influence on teacher's job commitment in public secondary schools in Onueke Education Zone of Ebonyi State. Specifically, the study sought to**:**

1. ascertain the extent to which orientation practices influence teachers job commitment in Public Secondary school in Onueke Education Zone of Ebonyi State.
2. determine the extent to which performance appraisal practices influence teachers job commitment in Public Secondary school in Onueke Education Zone of Ebonyi State

Research Questions

The following research questions guided the study.

1. To what extent does orientation practice influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State?
2. To what extent does performance appraisal practice influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

Ho_1: There is no significant difference between the mean ratings of male and female teachers on the extent to which orientation practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

Ho_2: There is no significant difference between the mean ratings of male and female teachers on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

Research Method

This study adopted a descriptive survey research design. Descriptive survey research design is the plan of study which enables the researcher to collect data from a well-defined population and systematically selected segments of the population in order to determine the attributes of the population. This study was carried out in Onueke Education Zone, out of the three Education Zones in Ebonyi State. Onueke Education

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Zone is made up of four local government areas: Ezza North LGA, Ezza South LGA, Ikwo LGA and Ishielu LGA, respectively. Onueke Education Zone is bounded in the East by Cross River State, in the West by Onicha Local Government, in the North by Abakaliki LGA, while in the South by Afikpo LGA. The people of Onueke Education zone of Ebonyi State are mainly farmers with a good number of them engaged in trade and civil service. They are known for their farming and agricultural produce like yam, Cassava, Garri, potatoes, palm oil and all kinds of agriculture produce so numerous to list. The people of the zone are mainly Igbos by their cultural background. There are Information Communication Technology centers and public library in the principal towns of the zone as well as many primary, secondary and tertiary institutions. The choice of the area for the study is based on the researcher's interest and zeal to contribute towards the improvement of human resource management practices in public secondary schools with regards healthy school climate with references to improving teachers job satisfaction.The population of this study comprised all the 1,403 teachers in the 65 public secondary schools in Onueke Education Zone of Ebonyi State. There are 602 male class room teachers and 801 female classroom teachers totaling 1,403 teachers in the zone.The sample for data collection comprised 311 respondents made up of male and female teachers using Taro Yamane formular, for finite population. The instrument for the study was a researcher's structural questionnaire tagged "Human Resource Management Practices Influence on Teachers Job Commitment in Public Secondary Schools Questionnaire (HRMPITJCPSSQ). The instrument is divided into two sections: Sections A and B. To ascertain the internal consistency of the instrument Cronbach's Alpha reliability coefficient was used for its analysis. Reliability coefficients for the clusters in Section B were as follows; cluster A**:** 0.757 and cluster B: 0.876 while the overall reliability score as 0.791. The result indicated that the instrument was reliable and therefore considered appropriate for use.

Research questions 1-2 were answered on individual item basis using mean and standard deviation. In answering the research questions 1-2, data collected from respondents was analysed in SPSS (Statistical Software Package for Social Sciences) using mean and standard deviation. In taking decision for mean, range values was adopted. That is 1.00-1.49 for VLE, 1.50 – 2.49 for LE, 2.50 – 3.49 for HE and 3.50 -4. 00 for VHE. In testing the hypotheses, t-test was used to test the entire null hypotheses at 0.05 level of significance. Then the t-cal. was compared with t-tables, where the t.cal is less than the t-tables, the hypothesis was accepted (ie significant) and where the t-cal is greater than the t-table, the hypothesis was rejected (i.e not significant).

Presentation of Results

Research Question 1: To what extent does orientation practice influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Table 1: Mean and Standard Deviation on the extent to which orientation practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State

S/N	Items Statement	N	$\bar{X}$	SD	Decision
1	Explanation of teaching professional ethic by school manager to teachers enhances teachers' job commitment	301	3.50	0.59	HE
2	knowledge of rules and regulation of the school to teachers influence their job satisfaction	301	3.29	0.68	HE
3	Describing the nature of job, the new teachers enhances job teachers' commitment	301	3.15	0.66	HE
4	School road map to familiarize the new teachers with the school layout to enhances teachers job commitment	301	2.69	0.79	HE
5	School principal exposes new teachers to the three education domains to ensure standard, this enhances job teachers' commitment	301	3.36	0.77	HE
6	Explanation of school security output to new teachers influence their job commitment	301	3.39	0.66	HE
	Grand mean (x)		**3.23**		**HE**

Source: Researcher's Field Work, 2024

Data in Table I showed that the respondents agreed on items 1, 2 ,3 4, 5 and 6 with mean scores of 3.50,3.29, 3.15, 2.69, 3.36 and 3.39, respectively, that orientation practices influenced teachers job commitment in Public Secondary schools to a high extent with a grand mean score of 3.23. The respondents agreed that: explanation of teaching professional ethic by school manager to teachers enhances teachers' job commitment, knowledge of rules and regulation of the school to teachers influence their job satisfaction, describing the nature of job, the new teachers enhances job teachers' commitment, school road map to familiarize the new teachers with the school layout to enhances teachers job commitment, school principal exposes new teachers to the three education domains to ensure standard, this enhances job teachers' commitment and that explanation of school security output to new teachers influence their job commitment.

Research Question 2: To what extent does performance appraisal practice influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State?

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Table 2: Mean and Standard Deviation on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools

S/N	Items Statement	N	$\bar{X}$	SD	Decision
7	School principal removes work alienation through counseling of teachers during and after examination influence teachers job commitment	301	3.29	0.65	HE
8	Appraisal of teachers for annual promotion influence teachers job commitment	301	3.32	0.84	HE
9	Give teacher correct information, that is, feedback on the task	301	3.47	0.58	HE
10	School principal forward appraisal report to the Secondary Education Board for utilization improve teachers commitment	301	3.40	0.55	HE
11	Strengthening of teachers toward self-development enhances teachers job commitment	301	3.41	0.60	HE
12	Recommendations of teachers for promotion enhances teachers job commitment	301	3.07	0.82	HE
	Grand mean (x)		**3.33**		**HE**

Source: Researcher's Field Work, 2024

Table 2 revealed that items 7-12 which are o n the school principal removes work alienation through counseling of teachers during and after examination influence teachers job commitment, appraisal of teachers for annual promotion influence teachers job commitment, giving teacher correct information, that is, feedback on the task, school principal forward appraisal report to the Secondary Education Board for utilization improve teachers commitment, strengthening of teachers toward self-development enhances teachers job commitment and recommendations of teachers for promotion enhances teachers job commitment had mean scores of 3.29, 3.32, 3.47, 3.40, 3.41 and 3.07 with a standard deviation of 0.65, 0.84, 0.58, 0.55, 0.60 and 0.82 respectively.

The mean of means for the cluster is 3.33; this is between 2.50 and 3.49 and corresponds to High Extent (HE).

Hypotheses

$H0_1$: There is no significant difference between the mean ratings of male and female teachers on the extent to which orientation practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Table 6: t-test of difference in the mean responses of male and female teachers on the extent to which orientation practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State

Items	Category of respondents	N	Mean	SD	Df	t-cal	t-crt	Decision
1.	Male	131	3.54	0.55	299	1.23	1.96	Not Significant
	Female	170	3.46	0.61				
2.	Male	131	3.26	0.73	299	0.63	1.96	Not Significant
	Female	170	3.31	0.64				
3.	Male	131	3.11	0.69	299	0.87	1.96	Not Significant
	Female	170	3.18	0.64				
4.	Male	131	2.64	0.83	299	0.02	1.96	Not Significant
	Female	170	2.73	0.75				
5.	Male	131	3.40	0.78	299	0.69	1.96	Not Significant
	Female	170	3.34	0.77				
6.	Male	131	3.36	0.63	299	0.58	1.96	Not Significant
	Female	170	3.41	0.68				
	Average					**0.67**	**1.96**	**Not Significant**

Source: Researcher's Field Work, 2024

Result in Table 3 revealed that the mean ratings of male and female teachers on the extent to which orientation practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State was not significant, as the t-cal of 0.67 was less than the Alpha value of 1.96. This means that male and female teachers were of the same opinion on the extent to which orientation practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State

$H0_2$: There is no significant difference between the mean ratings of male and female teachers on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (2), May-August, 2024 https://ajemates.org

Table 7: t-test of difference in the mean responses of male and female teachers on the extent to which performance appraisal practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State

Items	Category of Respondents	N	Mean	SD	Df	t-cal	t-crt	Decision
7	Male	131	3.25	0.65	299	0.84	1.96	Not Significant
	Female	170	3.32	0.65				
8	Male	131	3.25	0.90	299	1.13	1.96	Not Significant
	Female	170	3.37	0.78				
9	Male	131	3.48	0.61	299	0.23	1.96	Not Significant
	Female	170	3.46	0.56				
10	Male	131	3.40	0.59	299	0.11	1.96	Not Significant
	Female	170	3.41	0.52				
11	Male	131	3.44	0.60	299	0.60	1.96	Not Significant
	Female	170	3.40	0.59				
12	Male	131	3.00	0.82	299	1.32	1.96	Not Significant
	Female	170	3.13	0.82				
	Average					**0.71**	**1.96**	**Not Significant**

Source: Researcher's Field Work, 2024

Result on Table 4 revealed that the mean ratings of male and female teachers on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State was not significant, as the t-cal of 0.71 was less than t-critical of 1.96. This means that male and female teachers were of the same opinion on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

Discussion

The result shows that; orientation practices influenced teachers job commitment in Public Secondary schools as the respondents through the items statement agreed on the explanation of teaching professional ethic by school manager to teachers enhances teachers' job commitment, knowledge of rules and regulation of the school to teachers influence their job satisfaction, describing the nature of job, the new teachers enhances job teachers' commitment, school road map to familiarize the new teachers with the school layout to enhances teachers job commitment, school principal exposes new teachers to the three education domains to ensure standard, this enhances job teachers' commitment and that explanation of school security output to new teachers influence their job commitment. Based on the reviewed data analyzed, there is an indication that orientation practices of secondary school principals of any given schools have a great impact of teachers job

commitments in the school system. So, the study concluded that there is no significant difference between the mean ratings of male and female teachers on the extent to which orientation practices influence teachers' job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State.

The finding is in line with Armstrong (2009) who sees orientation as the process of receiving and welcoming employees when they first joined the organization and given them the basic information they need to settle down quickly and happily and start work. Based on the discussion, principals should not neglect programme of induction because it helps the newly absorbed teachers to attain the school objectives in the shortest possible time and help to establish good relationship between the new teachers and school authority. It is also important to give orientation to staff who are on transfer to familiarize them with new environment. Orientation is also seen technique by which a new employee is rehabilitated when joining an organization and introduces to its practices, polices purposes and predominance expectations. While Byar and Rue (2016) asserts that orientation is the introduction of new employees to the organization, their work unit and their job, which he asserted that orientation is an opening towards effective job commitment. The orientation of new staff is usually seen as a short one-off briefing session and the provision of basic information to a new staff. With particular reference to principals, orientation provides a way for appealing to and mobilizing teachers to be actively involved in school activities.

Findings from result of analysis of research question two as shown on Table 2 revealed that items 7-12 which are o n the school principal removes work alienation through counseling of teachers during and after examination influence teachers job commitment, appraisal of teachers for annual promotion influence teachers job commitment, giving teacher correct information, that is, feedback on the task, school principal forward appraisal report to the Secondary Education Board for utilization improve teachers commitment, strengthening of teachers toward self-development enhances teachers job commitment and recommendations of teachers for promotion enhances teachers job commitment. Indicates that appraisal practices influenced teachers job commitment in Public Secondary schools while hypothesis revealed that there is no significant difference between the mean ratings of male and female teachers on the extent to which performance appraisal practices influence teachers job commitment in Public Secondary schools in Onueke Education Zone of Ebonyi State

On the other hand, Alabi and Ehinola in Egwu (2016) discovered that selection and appraisal of teachers into public secondary schools should be the joint efforts of government and school Board but that principals should be given full authorities over the teachers posted to them.

Performance appraisal in the management of secondary school in Nigeria served as an instrument for motivating staff and improving their teaching standard, when this is done by the school head or management, teachers put in their best.

Conclusion

In subscription, the study focused mainly Human Resource Management Practices Influence Teachers Job Commitment in Secondary Schools. Based on the results and discussions of the study the following conclusions were made:

orientation practices influenced teachers' job commitment in secondary schools, staff development management practices influenced teachers' job commitment in secondary schools performance appraisal management practices influenced teachers' job commitment in public secondary schools.

Recommendations

The following recommendations were made based on the findings of the study:

1. Ministry of Education should organize seminar for principals on the need for implementing orientation exercise to their staff.
2. Principals should emulate various methods of appraisal/recruitment of qualified teachers to teach in their schools

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