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THE UNIVERSITY OF YAOUNDE I

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AND EDUCATIONAL SCIENCES"

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EDUCATIONAL ENGINEERING

HUMAN RESOURCE MANAGEMENT AND ITS EFFECT ON TEACHERS' COMMITMENT IN PRIVATE SECONDARY SCHOOLS IN MFOUNDI DIVISION

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By
WIRKOM DELPHINE NYUYE
B.Sc. in Geology
Registration Number: 21V3812



jury

Ranks	Names and grade	Universities
President	MAINGARI Daouda, Pr	UYI
Supervisor	WIRNGO TANI Ernestine, CC	UYI
Examiner	SHAÏBOU Abdoulaï HAJI, CC	UYI

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DEDICATION

To My Family

CERTIFICATION

This is to certify that this dissertation entitled “Human Resource Management and Its Effect On Teachers Commitment in Private Secondary Schools in Mfoundi Division” is the work of WIRKOM DELPHINE NYUYE (21V3812), submitted to the Department of Curriculum and Evaluation, Faculty of Education, University of Yaounde 1 and was under my guidance and supervision.

Dr. WIRNGO TANI ERNESTINE

(Supervisor)

(Date)

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ABSTRACT

This study entitled “Human resource management and its effect on teachers’ commitment” sets out to solve the problem of low productivity levels and lack of proper follow up among teachers and school administrators. The purpose of this study was to examine human resource management and its effect on teachers’ commitment. This study was guided by four research objectives which enabled the work to be carried out successfully as the researcher was able to seek ways to improve on the different challenges facing teachers’ commitment, thereby necessitated the need for proper human resources management strategies. The study centred on four constructs of human resources management -compensation, professional development, job security and work environment. The main theories that guided this work are the Equity Theory, the Herzberg’s Two Factors Theory, social exchange theory and the human capital theory.

A cross-sectional survey design was employed and the sample population of the study included seven (7) private secondary schools with 148 teachers of the English sub system of education. The researcher also used two main sampling technics which were the probability (simple random sampling - SRS) and the non-probability technics as a self- administered questionnaire and interview guides to 6 private school’s administrators respectively were used to capture the views of teachers on commitment to their teaching job. Data in this study was analysed mainly with the aid of ANOVA, content analysis and t-test.

The analysis of data collected revealed;

H1 The t-statistic for the coefficient of compensation is 1.994, and the associated p-value is 0.048. Since this p-value is less than 0.05, compensation is considered statistically significant in predicting teachers’ commitment in the model.

H2 The t-statistic for the coefficient of job security is 3.638, and the associated p-value is 0.000. Since this p-value is less than 0.05, job security is considered statistically significant in predicting teachers’ commitment in the model.

H3 The t-statistic for the coefficient of work environment is 4.124, and the associated p-value is 0.000. Since this p-value is less than 0.05, the work environment is considered statistically significant in predicting teachers’ commitment in the model.

H4 The t-statistic for the coefficient of professional development is 2.889, and the associated p-value is 0.004. Since this p-value is less than 0.05, professional development is considered statistically significant in predicting teachers' commitment in the model.

Thus, the results indicated that the human resources management strategies influence teachers' commitment to their job. Based on results of the finding, we recommend that, school human resources managers or personnel should always be selected not only considering accepted norms as academic and professional qualifications, but other aspects like evidence of potential managerial and teacher follow up skills.

Keywords: Human resources management, commitment, compensation, job security, work environment, professional development.

RESUME

Cette étude intitulée « La gestion des ressources humaines et son effet sur l'engagement des enseignants » vise à résoudre le problème des faibles niveaux de productivité et du manque de suivi adéquat auprès des enseignants et des administrateurs scolaires. Le but de cette étude était d'examiner la gestion des ressources humaines et ses effets sur l'engagement des enseignants. Cette étude a été guidée par quatre objectifs de recherche qui ont permis de mener à bien le travail, car le chercheur a été en mesure de chercher des moyens d'améliorer les différents défis auxquels est confronté l'engagement des enseignants, ce qui a nécessité la nécessité de stratégies appropriées de gestion des ressources humaines. L'étude s'est concentrée sur quatre éléments de la gestion des ressources humaines : la rémunération, le développement professionnel, la sécurité d'emploi et l'environnement de travail. Les principales théories qui ont guidé ce travail sont la théorie de l'équité, la théorie des deux facteurs de Herzberg, la théorie de l'échange social et la théorie du capital humain. Un plan d'enquête transversal a été utilisé et l'échantillon de population de l'étude comprenait sept (7) écoles secondaires privées avec 148 enseignants du sous-système éducatif anglais.

Le chercheur a également utilisé deux principales techniques d'échantillonnage, à savoir la méthode probabiliste (échantillonnage aléatoire simple - SRS) et la technique non probabiliste. Un questionnaire auto-administré et des guides d'entretien destinés respectivement à 6 administrateurs d'écoles privées ont été utilisés pour recueillir les points de vue des enseignants sur l'engagement. à leur métier d'enseignant. Les données de cette étude ont été analysées principalement à l'aide de l'ANOVA, de l'analyse de contenu et du test t.

L'analyse des données collectées a révélé :

H1 La statistique t pour le coefficient de compensation est de 1,994 et la valeur p associée est de 0,048. Puisque cette valeur p est inférieure à 0,05, la rémunération est considérée comme statistiquement significative pour prédire l'engagement des enseignants dans le modèle.

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H2 La statistique T pour le coefficient de sécurité de l'emploi est de 3,638 et la valeur p associée est de 0,000. Étant donné que cette valeur p est inférieure à 0,05, la sécurité de

l'emploi est considérée comme statistiquement significative pour prédire l'engagement des enseignants dans le modèle.

H3 La statistique t pour le coefficient d'environnement de travail est de 4,124 et la valeur p associée est de 0,000. Étant donné que cette valeur p est inférieure à 0,05, l'environnement de travail est considéré comme statistiquement significatif pour prédire l'engagement des enseignants dans le modèle

H4 La statistique t pour le coefficient de développement professionnel est de 2,889 et la valeur p associée est de 0,004. Puisque cette valeur p est inférieure à 0,05, le développement professionnel est considéré comme statistiquement significatif pour prédire l'engagement des enseignants dans le modèle.

Ainsi, les résultats indiquent que les stratégies de gestion des ressources humaines influencent l'engagement des enseignants dans leur travail. Sur la base des résultats de nos recherches, nous recommandons que les responsables des ressources humaines ou le personnel des écoles soient toujours sélectionnés non seulement en tenant compte des normes acceptées telles que les qualifications académiques et professionnelles, mais également d'autres aspects tels que la preuve de compétences potentielles en matière de gestion et de suivi des enseignants.

LIST OF ABBREVIATIONS

HRM	Human Resource Management
CD	Compact Disc
ANOVA	Analysis of Variance
TC	Teachers Commitment
PD	Professional Development
JS	Job Security
WE	Work Environment

CHAPTER ONE

Introduction

The problem

This research intends to study the relationship between human resource management practices and institutional commitment. A lot of scholars point out the fact that human resources management practices and teachers' commitment has remained a subject of interest over the decades.

Background of The Study

Human resource is undeniably one of the key resources in any form of an organization. According to Wilton (2011) Human Resources Management (HRM) is commonly used to describe institutional activities concerned with selecting, recruiting, designing work for, training and development, appraising and rewarding, directing, motivating and controlling workers. In other words, HRM is the strategic approach to the effective and efficient management of people in an institution such that they help their school gain a competitive advantage. It is designed to maximize teachers's commitment and performance in order to achieve strategic objectives of institutions. Ngairé (2015) expressed that HRM is the use of policies and practices that influence institution's strategic objectives. It is a shift from the traditional human resources transactional services of hiring and firing employees and running the pay roll department.

Management of the secondary schools require the effective management of Human Resource best practices namely; providing security to employees, hiring the right people, formation of teams that are effectively managed, fair and performance-based compensation, training in relevant skills, creating egalitarian organizations and making information easily accessible to those who need it (Redman and Wilkinson, 2019). According to Allui and Sahni (2016), there is need for highly qualified and committed teaching staff or teachers who can produce effective results by producing good quality students, who can as well contribute to their country's development. Teachers commitment is crucial in attaining the educational goals and it is the role of managers to employ human resource management practices that will ensure teachers are motivated in carrying out their day-to-day teaching and learning activities. Olembo (2012) pointed out that these practices include job promotion, housing facilities, soft loan, teamwork, incentives, in-service training, performance appraisal, lunch

programmes and recognition of individual effort. Human resources management plays a significant role in making an institution successful. This is because human resources are the main determinants for improving the output of the institution (Ahmad & Halimah, 2017).

Historical Background to The Study

The concept of HRM has evolved through various stages of Industrial revolution, trade union, scientific management, behavioral science and human relations. Hence, the concept HRM has gradually replaced the term Personnel Management.

Historically, the beginning of HRM from the writing of Robert Owen, Charles Babbage and Henry Towde, especially, the HRM growth was particularly marked in the inter-war era. It has branched out specifically along the domains of applied psychology and sociology. The latter in turn has evolved around the concept of the “welfare state”. While the former has proceeded as the behavioural science movement. Human Resources Management (HRM) is relatively a very recent term considered for managing human resources in an organisation. HRM is still evolving to become an amalgam of organizational behavior, personnel management, industrial relations and labour legislation.

During the last year of the 19th century, arrived the age of efficiency and productivity movement. The two decades from 1900 to 1920 were the years of scientific management movement. Taylor’s Scientific Management Thought was accepted during this period. Taylor opposed the idea of trade unionism and workers’ organization. The main contribution of these two decades has been the increase in the size of units, introduction of scientific thinking into actions, job analysis, standards costing, scientific selection and training of workers and the idea of mental revolution.

Up to 1925, the Human Resources Management had taken a definite form. Staff line organization became the basis of Human Resource Management. The opposition of scientific management movement by workers introduced the need of industrial psychology. Industrial psychologists developed many new techniques like psychological testing, interviewing, workers training and non-financial incentives. They helped to give a professional form to Human Resources Management. The Human Resources Management began to be realized as a profession and a specialist’s function.

When Prof. Elton Mayo and his companions conducted Hawthorn experiments, it was the beginning of recognition of the fact that human resources have greater influence on production than other psychological resources. A worker must be treated as a human being. His social, psychological and moral instincts should be fully recognized by the management. Due to these experiments the commodity concept of labour changed to social concept. The decade of 1940-1950 was very important for the development of Human Resources Management. During that decade, many new techniques were developed for the selection, training and induction of workers. The human resource philosophy became people-oriented. Trade unions flourished and provision of fringe benefits for the workers became common.

The history of Human Resource Management since 1950 up to current times is the age of modern developments. It is the period of the citizenship concept of labour where the workers have full right to be consulted in determining the rules and regulations under which they work. The concept of industrial democracy has imposed many new responsibilities upon the human resources managers of industrial houses. In modern times, Human Resources Management is widely accepted as an independent discipline. One finds two important developments during this period, after 1960, the Human Resources Management began to be realized as a behavioural science which centred completely on human elements with the study of organizational behaviour as its main crux. After 1970s the belief of 'open social and industrial system' became very popular for business organizations. In modern times, Human Resources Management is fully recognized as a profession dealing with the management of human resources. These developments have widened the scope of Human Resources Management.

The history of modern Human Resource Management began with the efforts of Robert Owen. Owen is called the founder of Human Resource Management. In 1813, he wrote a book, *A New View of Society*. In it he propounded the need for better industrial relations and improvements in the service conditions. His attitude towards workers was very cordial, liberal and paternalistic. He got good houses constructed for his workers by the side of his factory. He eliminated child labour and provided healthy working conditions. J.S. Mill, Andrew Yule and Charles Bewarage, contemporaries of Robert Owen, developed Human Resources Management as a science and supported the idea of wage incentives, profit sharing and labour welfare, etc.

Contextual Background

Private schools in Cameroon are guided by Laws laid down by the government for the smooth functioning of the educational system. Law No 2004/022 of 22 July 2004 lay down the rules governing the organization and functioning of private education in Cameroon. This law lays down the rules governing the organization and functioning of private education in Cameroon, pursuant to Law No. 98/4 of 14 April 1998 to lay down guidelines for education in Cameroon. The proprietor of a private school or training establishment shall assume civil, administrative, financial and pedagogic responsibility therefore. He shall therefore be bound to ensure its proper functioning. Each organization shall be administered independently, in accordance with the laws and regulations of the Republic. It shall be the sole representative in relations with supervisory authorities. Each proprietor shall be bound to belong to one of these organizations. The conditions of application of this Section shall be specified by regulation.

Administrative and pedagogic officials in private schools and training establishments shall be education professionals. They shall be responsible for ensuring quality in the courses offered. They shall be full-time staff and be approved by the State. The teaching staff of private schools and training establishments shall be recruited from among holders of requisite professional or academic diplomas. They shall, where necessary, be authorized by the State. They may be full-time or part-time staff. Under no circumstances may any private school or training establishment operate with a quota of part-time teaching staff above 40% of the overall staff strength, under one of the sanctions stipulated under Section 24 below.

Teachers of private schools or training establishments shall be responsible for the quality of teaching they provide. They shall be entitled to continuing education, a regular salary, as well as social welfare benefits as stipulated by the regulation in force. They shall be duty bound to teach and objectively assess learners. The duties and conditions for approving managerial staff, as well as the conditions for granting authorizations to staff of private schools or training establishments shall be laid down by regulation. Except for those seconded by the State, personnel of private schools or training establishments shall be governed, during their entire period of employment, by the provisions of the Labour Code. All teaching or non-teaching staff of private schools or training establishments shall be bound to respect the rules and regulations of the Organization to which they belong, to respect the laws and regulations,

and to uphold good morals and professional ethics. The resources of a private school or training establishment shall be derived from the following sources:

The proprietor's own contribution; school fees or boarding fees; any assistance from the parent's/teachers association; proceeds of various activities of the establishment or the organization; donations, legacies and loans obtained in accordance with the laws in force; possible State assistance; contributions from regional and local authorities.

School fees for independent establishments shall be fixed by the proprietor. Tuition fees for private schools or training establishments under contract shall be fixed by the State, upon consultation with Private Education Organizations. Depending on available resources, the State may grant private schools or training establishments under contract assistance which may comprise the following: a financial subsidy; secondment of teachers; educational equipment and teaching aids.

The criteria and modalities for granting the assistance provided for, above, shall be defined by regulation. Any assistance from the State to organizations and private schools or training establishments as well as the resources mentioned above, except the proprietor's own contribution and students' school fees, shall be public funds and property.

Conceptual Background

Human resource management

Different authors have given different definitions of the term Human Resource Management. Human resource management is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations (Armstrong, 2016) Human resource management is the process through which management builds the workforce and tries to create the human performances that the organization needs. (Boxall and Purcell, 2016). Human resource management is concerned with the procurement, development, compensation, integration and maintenance of the personnel of an organization for the purpose of contributing toward the accomplishment of that organization's major goals or objectives (Edwin, 2017). Pigors and Myres (2018) defines HRM as a method of developing the potentialities of employees so that they get maximum satisfaction out of the work and give their best effort to the institution.

American Society for Personnel Administration (2015) stated that Personnel administration is the art of acquiring, developing and maintaining a competent work force in such a manner as to accomplish maximum efficiency and economy in the functions and objectives of the institution. Personnel Management is the part of the management function which is primarily concerned with human relationships within an organization. Its objective is the maintenance of those relationships on a basis of considering the well-being of the individual (Indian Institute of Personnel Management, 2016).

Compensation

The compensation is a substitute word of wages and salaries (Bhattacharyya 2009). Compensation is the remuneration received by a teacher in return as their contribution to the school. One of the key functions of compensation management of any institution is to create a hearty competition among the employees in order to attain more efficiency and provide growth opportunities to its employees (Khan, Aslam, Lodhi, 2011). According to Cascio (1995) the “Compensation includes direct cash payments and indirect payments in form of personnel benefits and incentives to motivate them to strive for higher levels of productivity”. According to Milkovitch and Newman (2005) the “Compensation is all forms of financial returns, tangible services and benefits teachers receive as part of an employment relationship.” The phrase “financial returns” refers to an individual's base salary, as well as short- and long-term incentives. “Tangible services and benefits” are such things as insurance, paid vacation and sick days, pension plans, and employee discounts.

Job security

Job security is defined as the assurance in a teacher's job continuity due to the general economic conditions in the country (James, 2012). It is concerned with the possibility or probability of an individual keeping his/her job (Adebayo and Lucky, 2012). It deals with the chances of teachers or institutional personnel keeping their jobs in order to not be unemployed (Simon, 2011). Jobs which are not backed by indefinite contract or cannot be guaranteed for reasonable periods are deemed to lack job security. It is also seen as the employees free from the fear of being dismissed from his/her present employment or job loss. Job security is an employee's assurance or confidence that they will keep their current job for a longer period as they so wish. It is the assurance from the institution or organization that their employees will remain with them for a reasonable period of time without being wrongly dismissed (Adebayo and Lucky, 2012; Simon, 2011).

Work environment

Many scholars have attempted conceptualizing the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions and circumstances under which people work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical setting (e.g. heat, equipment etc.), characteristics of the job itself (e.g. workload, task complexity), broader organizational and institutional features (e.g. culture, history) and even aspects of the extra organizational setting (e.g. local labor market conditions, industry sector, work-home relationships). It means that work environment is the sum of the interrelationship that exists among the teachers and the employers and the school environment in which the teachers work which includes the technical, the human and the organizational environment.

Professional development

Professional development is defined differently in different fields. In the business world, professional development is designed to help organizations enhance workforce effectiveness and productivity (Broad & Newstrom, 1992). The National Staff Development Council defines professional development for classroom teachers as “a comprehensive, substantiated and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement” (Mizell, 2008). According to the U.S. Department of Education (1998), teacher professional development should respect the leadership capacity of teachers, emphasize individual and organizational improvement, integrate current research in teaching and learning, provide content and strategies, promote continuous inquiry, and be evaluated on the basis of teacher and student impact. Across fields, professional development activities can include workshops, conferences, study groups, professional networks, task forces, and peer coaching (Porter, Garet, Desimone, & Birman, 2003) as well as program observations, journaling, curriculum development, and higher education (NSDC, 2004).

Teachers commitment

Commitment refers to behavior or psychological state explaining the teacher-proprietor relationship which ultimately affects their tendency to stay or quit the institution (Kotzé & Nel, 2020). Particularly, teacher commitment is fundamental for excellent instructing and it integrates a commitment to the school, learners, vocation persistence, skillful knowledge base, and teaching profession (Crosswell & Elliott, 2004) and teachers’ commitment reflects

teachers' sense of loyalty and dependence on the school they work for and is shown as a substantial indicator of numerous learning and psychological outcomes (Day, 2008). The development of commitment within the academic environment may be logically expected to contain energetic and mutual relationships among various mental, relational, and surrounding factors (Human-Vogel, 2013). Considering such repeated interplay, multiple commitments have higher necessity compared to others in different instances, and also the strength of such commitments depends on the outcomes of various powers in people's lives (Choi & Tang, 2009). Committed teachers get engaged in communication with their learners and take into account their improvement and they make an effort for competence in nurturing various methods (Day, 2008). Commitment is an important problem that is related to educators' identity referring to the fact that any instructional degree has critical importance and has acquired lots of crucial attention. The management of the academic section calls for a better expert commitment of educators, which is described as an attachment, association, and agreement to the workplace and responsibilities to fulfill the tasks and duties (Zhang et al., 2021). Commitment on the part of teacher educators simply involves both using their best for presenting educator trainees to the capabilities they would require as educators at school and motivating them to teach values of the teaching career.

Theoretical Background

Looking at the theoretical background, this study employs two theories the Equity Theory and the Herzberg's Two Factors Theory.

Equity Theory (Adams, 1963)

This theory was advanced by Adams (1963) who stated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work station. Inequity occurs when a person perceives the ratio of his/her outcomes to inputs are unequal on the man's side of the exchange. Inputs include education, intelligence, and experience training skills, seniority, gender and social status. The efforts expended on the jobs outcomes expected consists job security, salary, employee benefits, Recognition, Praise, Responsibility. Individual motivation is based on what he/she considers to be fair when compared to others. Redmond (2010). The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion. Liu, Yang & Nauta's (2013) points out that the relationship held between

supervisors and employees must have equity in order to succeed and maintain perceived justice.

This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers are overworked, underpaid quit teaching to look other jobs that pay better.

Herzberg's Two Factors Theory

The motivation –hygiene theory was proposed by psychologist Frederick Herzberg in **1959**. In His belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factor which define the context. Herzberg suggested certain extrinsic factor or hygiene factors, those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow's higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement. Although Herzberg is most noted for his famous hygiene and motivational factors theory, he was essentially concerned with people's wellbeing at work, he was basically attempting to bring more humanity and caring in to work place. Herzberg's theory thus posits that there are two classes of factors that influence employee motivation which are; Intrinsic and extrinsic. Herzberg's research proved that people will strive to achieve hygiene needs because they are unhappy without them. But once satisfied the effect soon wears off, satisfaction is temporary. Example of Herzberg's hygiene needs (or maintenance factors) in work place are: -salary policy, relationship with supervisor, working condition, status, security, personal life and security.

Hygiene factor lead to dissatisfaction with a job because of the need to avoid unpleasantness. They are referred to as hygiene factors because they can be avoided or prevented by the use of hygiene methods.

Herzberg's theory is relevant for the study because both hygiene and motivator factors impact the performance of employees at all levels from the school management to the teaching staff. Achievement and recognition contribute to enhanced prestige about the job for the teachers.

STATEMENT OF THE PROBLEM

Teachers play a very critical role in the student learning environment. However, the inputs and energy utilized in the teaching process highly depend on how satisfied and committed they are towards their job. Hence, commitment is paramount and play a vital role in performance and attainment of set objectives and student-teacher interaction (Nisa & Nazia 2022). It is strongly affected by the level of motivation which is necessary for boosting the employees moral towards the job (Rajak, 2017). It is but normal for every employee to be committed to his job if there is a match between the expectation of the job and the reward the job offers. This will furthermore play a positive impact on teacher's commitment and the overall performance of the educational sector. Its rather saddening that there is low teacher commitment and its detrimental effect on student achievement are main problems of many education systems in Africa (Michaelowa, 2002). This is not different in Cameroon as most teachers abandon their jobs due to poor job satisfaction especially in the private sector. In most private schools in Cameroon there is a problem of job security, the problem of remuneration in private schools where the payment is low as compared to teachers input, teachers are not paid during holiday, and some teachers are paid according to time covered. Due to these problems most teachers in private secondary schools in Cameroon are not committed to their jobs. These can be seen through non punctuality, lack of time consciousness, lack of assiduity which are all functions or indicators of lack of commitment. For the educational sector to yield more valuable fruits and play a significant role in the economy, the private teachers should be given the attention they deserve. In most societies the variances between private and public schools are so apparent with serious gaps. For teachers to be committed to their job, in private schools, there should be effective human resources management follow up strategies employed or applied by the corresponding stake holders/founders of the institutions.

Purpose of The Study

The aim of this study is to investigate human resources management and its effect on teacher's commitment in private secondary schools in Mfoundi Division

Specific Objectives

- To investigate the effect of compensation on teacher's commitment
- To examine the effect of work environment on teacher's commitment
- To assess the effect of job security on teacher's commitment
- To explore the effect of teacher's professional development on teacher's commitment

Research Questions

- 1) What is the effect of compensation on teacher's commitment in private secondary schools?
- 2) What is the effect of job security on teacher's commitment in private secondary schools?
- 3) What is the effect of work environment on teacher's commitment in private secondary schools?
- 4) What is the effect of professional development on teacher's commitment in private secondary schools?

Research Hypothesis

H_{a1}: Compensation has a statistically significant effect on teacher's commitment.

H_{a2}: Job security has a statistically significant effect on teacher's commitment.

H_{a3}: Work environment has a statistically significant effect on teacher's commitment.

H_{a4}: Professional development has a statistically significant effect on teacher's commitment.

SIGNIFICANCE OF THE STUDY

Scientific Significance

Evidence-Based Insights: This research contributes to the existing body of knowledge by providing empirical data on the role of human resource management (HRM) practices in enhancing teacher commitment in private secondary schools. The findings offer evidence-based insights that can guide policymakers, educational administrators, and HR professionals in designing and implementing effective HRM strategies.

Generalizability: By focusing on private secondary schools in Mfoundi, the study provides a specific context that can be compared with other regions and educational systems. This can help identify common patterns and unique challenges, contributing to the broader understanding of HRM practices in different educational settings.

Theoretical Efficiency

Enhanced Understanding of HRM Theories: The research integrates and tests various HRM theories within the context of education, specifically focusing on private secondary schools. By doing so, it enhances the understanding of how these theories apply to the educational sector, particularly in developing regions.

Validation of Existing Theories: The study validates existing HRM and organizational behavior theories by demonstrating their relevance and applicability in the context of teacher commitment. For instance, theories related to job satisfaction, motivation, and employee retention are empirically supported by the findings of this research.

To the school heads: The school heads will be able to identify human resource management practices that contribute to organizational commitment and job satisfaction in private secondary schools. Board of administration who are managers of schools will be in a position to articulate for people management practices that enhance organizational commitment and job satisfaction. Parents as financiers of schools will be sensitized on key HR areas needing their support and finally heads of departments will be encouraged to aspire for HR practices that enhance commitment and job satisfaction.

To the proprietors: This study will inform private school owners on how to better manage all the resources of their institutions. This study will provide private schools with different strategies on how to manage teacher's commitment with the help of motivation, compensation, recruitment, promotion, retirement etc.

To the managers of institutions: The management of learning institutions in Cameroon would find this study very useful and informative as they will get to implement all these different strategies to their daily activities of personnel career management like recruitment, motivation, compensation and promotion. The managers of these learning institutions will be greatly equipped by this study as they will come to apply knowledge of human resource management practices acquired after going through this work.

On the other hand, this study could serve as a baseline data to support head teachers and principals in schools to realize the importance of human resource training programs which would greatly enhance interpersonal skills, like sense of being fair and humane when dealing with work personnel and teachers.

To policy makers: The number of graduates in most schools especially professional is alarming by the day. This is attributed to the increasing rate of unemployment in the country which has in a critical way influenced the number of graduates. This is a connecting ray to the management of human resources and its effect to the improvement of teacher's commitment.

Scope of the study

This study focuses on human resource management practices and its effect on teachers' commitment in private secondary schools in Mfoundi Division, with my focus. The primary aim of this study is to examine the role of compensation on teacher's commitment, the role of work environment on teacher's commitment, the role of job security on teacher's commitment and finally the role of teacher's professional development on teacher's commitment in an educational institution and its general impact on teachers' commitment and ways by which the issues or problems identified can be solved. This study will focus mainly on teachers and administrators in private secondary schools in Mfoundi Division.

Definition of terms

Teachers: A teacher is a person who imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information.

Administrative duties: Administrative duties include creating reports, inputting and managing data, managing files, basic bookkeeping and other financial tasks.

Decision making: It is a managerial function to solve organizational problems by choosing an exact course of action or plan.

Private schools: A school founded, conducted, and maintained by a private group rather than by the government.

Structure of the study

This study was organized in five chapters. Chapter one constitutes the background of the study, statement of the problem, objectives, significance, scope and definition of key terms. Chapter two comprises of the conceptual framework, theoretical literature review, empirical literature review, and research gaps. Chapter three involves the methodology which presents the research design, area of the study, study population, target population, sampling design, research instrument, data collection procedure, data analysis and ethical considerations. Chapter four constitutes data analysis and findings of the study. Chapter five presents discussion, conclusion, recommendations for policy and practice, and recommendations for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature review plays a very vital role in to a researcher in which it explains the discussed topic and related issues. In this section, the researcher tries to give a summary overview of literature reviews on human resources management practices and we start with few observed studies on human resource management; the significance of human resource in the organization and pressure it can have on organizational commitment. This literature review enacts the most important areas.

Conceptual Background

Human resource management

The education system in Cameroon is characterized by a dual colonial legacy, incorporating both French and British influences. Primary education starts at age six and lasts six years, followed by secondary education, which is divided into junior and senior phases. Junior secondary, known as "collège" in French-speaking regions and "secondary school" in English-speaking areas, lasts four years (Nwana, 2011). Senior secondary spans three years, culminating in the Baccalauréat for Francophone students or the GCE A-Level for Anglophones (Tambo, 2003). Higher education includes universities and technical colleges offering Bachelor's, Master's, and Doctorate degrees, with instruction conducted in both French and English depending on the region (Tchombe, 2001).

The legal framework for education in Cameroon is anchored in the constitution, which guarantees the right to education for all citizens (Republic of Cameroon, 1996). Law No. 98/004 of 14 April 1998 outlines the structure and principles of the education system, making education compulsory for children aged 6 to 14 years and recognizing both public and private institutions (Law No. 98/004, 1998). The law mandates quality assurance through standards and inspections, overseen by the Ministry of Basic Education (MINEDUB) for primary education, the Ministry of Secondary Education (MINESEC) for secondary education, and the Ministry of Higher Education (MINESUP) for higher education (Republic of Cameroon, 1998).

Despite significant progress, challenges remain in ensuring quality and equitable access to education across Cameroon. Public schools, which are more accessible and prevalent, especially in urban areas, often suffer from overcrowding, inadequate infrastructure, and

limited resources (Ngoh, 2019). Private education, including faith-based and international schools, plays a crucial role in supplementing public education, offering higher standards but at a higher cost (Fonchingong, 2013). Disparities in education quality between urban and rural areas persist, compounded by issues related to teacher training and retention, and a lack of basic infrastructure in many schools (Tchombe, 2001).

There are many definitions given by different people in regards to the human resource management in the literature. In fact, the practice of human resource management has long existed and evolved. Legge (1989) opines that human resource management has undergone three phases of evolution: personnel management later moved to human resource management and to strategic human resource management. However, Cameroon, as a developing country is still in the phase of strengthening its human resource management. Clearly, it is crucial to determine the success of any institution regardless of its nature and goal. Shoeb (2011) states that anything, living or dead, for some specific reason, can be seen as a resource. This might include monetary, physical and human capital as part of the resources. He further defines that human resource management is a process that binds teachers and institutions to accomplish both needs and purposes.

Human resource is undeniably one of the key resources in any form of an institution. According to Wilton (2011) Human Resource Management (HRM) is commonly used to describe organization activities concerned with selecting, recruiting, designing work for, training and developing appraising, and rewarding, directing, motivating and controlling teachers. In other words, HRM is the strategic approach to the effective and efficient management of people in an establishment or institution such that they help their institution gain a competitive advantage. It is designed to maximize teachers's performance in order to achieve institution's strategic objectives. Ngaire (2015) expressed that HRM is the use of policies and practices that influence institutions's strategic objectives. It is a shift from the traditional human resources transactional services of hiring and firing teacher's and running the pay roll department.

Management of human resources is a distinct methodology to job administration that aims to gain comparative efficiency by deploying strongly dedicated and knowledgeable teachers, leveraging a mixture of strategic, societal, and institutional staff (Owence et al., 2014). Everything and anything concerned with the administration of workplace relationships in this institution can be deemed to be included (Boxall & Purcell, 2015). HRM listed initiatives

include those relating to human resource management, productivity management, training and growth, workforce relations, incentive management, healthcare and safety, community services, and institutional practices attributable to institutional development, jobs, and task building (Buonocore & Russo, 2013). The activities of the school in carrying out the above-mentioned tasks as a cluster can impact the degree of institutional engagement and job satisfaction. (Manu, 2016).

Zaidatol & Foo Say Fooi (2007) agree that human resource management is a coordination and integration of human capital to move effectively towards achieving institutional goal. Whereby, Amstrong (2010) defines human resource management as a strategic and coherent approach to manage the most valuable organizational asset which is the employees or teachers who individually and collectively contribute to the attainment of institutional objective and ensure the institutional survival in the competition.

According to Snell & Bohlander (2012), Human Resource Management (HRM) is the process of managing human talent to achieve an organization's objectives. Dessler (2015) also states that human resource management is the process of acquiring, training, appraising, and compensating teachers, and of attending to their labor relations, health and safety, and fairness concerns. In addition, HR continues to work closely with management teams in the company to ensure the efficiency of its workforce. HRM plays a key role in HR planning, recruitment, selection, staffing, job design, training and development, performance appraisal, compensation management, and labor relations (Bohlander, 2012). HRM covers all activities within an institution that has a specific function in running a school.

Elements of Human Resource Management

Acquiring: Gary (2010) defines acquiring as building an effective workforce with unique skills to enable the organization to meet its' strategic objectives, and prevent opponents from being successful.

Developing: Werner & Desimone (2012) regard human resource development as systematic and planned activities by an institution aimed to provide its teachers with the opportunity to learn necessary skills to meet current and future demands that will later on lead to institutional success. In the school context, Hewton (1998) describes that developing is one of the major influences to improve the quality of schools. According to him, fulfilling the individual needs of teachers within the school could enhance the quality of students. This is

supported by Guskey & Sparks (1996) who suggested that teacher professional development has the significant influence on student development and all other aspects of schools.

Rewarding: The literature includes salary increment as the most commonly used reward system by the human resource manager. Odden & Kelly (2002) state that money is assumed as one motivator among many towards teacher performance. This is supported by Clincy (2003) who mentions that the reward system could increase productivity. Similarly, Harris & Adams (2007) note that there should be an increase in financial incentives for teachers, for instance, the eligibility for pensions, holiday trip bonuses, etc., have also to be ruled in such a way that can distinguish induce teachers to stay until they reach the retirement age. However, some disagree as they see that the increase of salary would result in increased education expenses and may be politically difficult (Holt, 2001; Chamberlin et al., 2002). In fact, rewards can be tangible and intangible.

Maintaining: Herzberg (1966) in his motivation-hygiene theory emphasises on teacher's satisfaction. According to him, teachers' satisfaction is strongly related to job attitude. This theory also explains how satisfaction can result in teachers' being content with their job. Both motivation and hygiene factors listed by Herzberg that include recognition, advancement, possibility of growth, policy, interpersonal and intrapersonal relationships as well as job security are among the strategies used by employers or school administrators to maintain or retain teachers in the institution.

Figure 1: Functions of human resource management



Source: (Siengthai & Bechter, 2004) page 18

- HRM stresses on the motivation of teachers by providing them various financial & non-financial incentives.
- Right organizational climate is also stressed upon so that the school personnel can contribute their maximum to the achievement of the institutional objectives.
- Effective management of HR promotes team work & team spirit among teachers.
- It offers excellent growth opportunities to people who have the potential to rise.
- It also encourages people to work with diligence & commitment (Siengthai & Bechter, 2004)

The role of HRM is to plan, develop and administer policies and programs designed to make expeditious use of an institutions human resources. It is that part of management which is concerned with the people at work and with their relationship within an institution (Wailerdsak, 2003).

Principles of Human Resource Management

There are several principles of human resource management, namely strategic integration, organizational flexibility, commitment, and quality (Dessler, 2015).

- **Strategic integration** is an attempt to strategically address all labor management processes, from recruitment and training to remuneration and reduction, by integrating them into the company's broader business concerns.
- **Organizational flexibility**, flexibility can be defined as the organization adapting to size, composition, responsiveness and the people. Their inputs and costs required to achieved organizational objectives and goals.
- **Commitment**, from control to commitment by changing the organization's culture. The mission statement should state these core values. Also only recruiting those prepared to subscribe to these core values.
- **Quality, ensuring a culture of quality:** Quality work, quality workers, quality products and services; Total Quality Management, Quality assurance, and zero defects, Empowering workers via team working.

Commitment

Commitment is a multidimensional concept. It can be defined by two aspects. One is behavioral and the other aspect is attitudinal. When a teacher is attached to an institution either psychologically or emotionally, and demonstrates the desire to remain with the institution, an attitudinal approach is followed (Meyer et al., 2012). On the other hand, when employees think in terms of the cost and benefit of leaving or remaining in the institution, a behavioral approach is followed (A. Cohen, 2007; Nawaz, Afzal, & Shehzadi, 2013). In other words, commitment can be defined in terms of the level of attachment that an individual teacher demonstrates to the institution. The level of attachment or commitment of a teacher can also be analyzed. Whether teachers will stay with the institution in good or bad times, protect the schools interests and assets, accept and share the goals of the institution and regularly attend work (Mahdavi, Arab, & Mahmoudi, 2014). Teachers' willingness to work hard and exert effort to achieve the establishment's goals and objectives, accept the establishment's values, and maintain a strong desire to remain in the institute can also be classified as commitment (Khan & Iqbal, 2020).

Commitment also refers to a wide range of feelings, attitudes, values, practices, and implementation of brilliant ideas in the interest of the institute to which a teacher belongs

(Abdullah & Othman, 2019). It reflects the degree of a teachers's attachment and his/her dedication to the institution and is currently widely recognized as a multidimensional work attitude. Commitment has gained prominence in management discourse, since it plays an essential role in goal achievement, innovation, and stability of an institution (Gardi et al. 2020). It improves the trust between teachers, managers, owners, units, and other concerned parties of any institution. Commitment better fosters superior-subordinate relationships and improves institutional climate, consequently leading to institutional development, growth, and survival (Garg & Rastogi, 2009).

commitment concerns all institution in terms of teachers benefits. Continuity of teachers is a significant issue for all institutions. The way for the teachers to remain in the school is to ensure their commitment to the institution (Othman et al. 2019). Teachers with high commitment to the institution tend to internalize the institution's goals (Anwar, 2017). Teachers with a high level of commitment make them believe that they need to show loyalty to their institutions (Kurtulmuş, Kinay and Gündaş, 2012). Commitment has an important effect on achieving the goals of the institution and on teachers. It can be referred that individuals with low levels of commitment to the institution may exhibit negative behaviors against the institution and work, such as not coming to school, coming to school late and leaving work (Arı, Gülova and Köse, 2017).

Commitment is now seen as an exchange of benefits and a dual-natured commitment that can occur simultaneously or in conjunction with other forms of workplace commitment (Oh & Sawang, 2021).

Types of commitment

There are three types of commitment (Normative, affective and continuous commitments) each one of these show a level of commitment of an employee to the organization which determines how much each employee is committed to the organization. Some people are committed to their jobs because they love what they do, (Anwar & Balcioglu, 2016) or because their goals align with those of the organisation. Others might stay because they fear what they could lose if they leave (Abdullah & Abdul Rahman, 2015). Still others might stay because they feel obligated to the organization, or to their manager (Faraj et al. 2021).

Figure 2 : Types of commitment



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Affective Commitment: Affective commitment is defined as the emotional status when teachers have a strong identification with and attachment to their institution's goals and values (Kim et al., 2016). The teachers who have affective commitment want to devote their lives to the school. With affective organizational commitment, employees want to be involved in the organization's and develop emotional attachment to their organization (Mercurio, 2015).

Affective commitment identifies with the number of teachers need to stay at their institutions. In the event that a teacher is affectively committed to their institution, it implies that they want to stay at their organization (Othman & Abdullah, 2016). They commonly relate to the organizational goals, feel that they fit into the institution and are fulfilled by their work (Anwar & Abdullah, employee of a business who objectives, and 2021). Teachers who are affectively committed feel esteemed, go about as representatives for their institution and are for the most part extraordinary resources for organization (Abdullah & Othman, 2016). Affective commitment is the most important concept of organizational commitment

(Mercurio, 2015). Affective commitment has been found as the key factor that has a positive relationship to employees' loyalty (Meyer & Maltin, 2010).

Affective commitment allows teachers to work with dedication, accept the goals and objectives of their employers, and contribute to the organization's success (Hashmi, Ahmad, & Nawaz, 2021; Ullah, Kamran, Akram, Nawaz, & Rehman, 2021). An affective commitment result in a higher level of happiness at work, a higher level of commitment and less turnover (Javeria, 2013; Khan & Iqbal, 2020). When a teacher considers the perceived cost of time, money, and effort invested in the institution before leaving, it develops into a continuous commitment. The final component, known as normative commitment, is a sense of obligation to remain in an institution. If a teacher believes that remaining a member of the institution is morally and legally correct, they are more likely to stay with the institution (Muhammad, Afridi, Ali, Shah, & Alasan, 2021).

It seems like scholars have underlined only positive facets of the commitment because management and leadership of organizations may be reluctant and unwilling to accept the fact that their employees are dissatisfied in any way. If institutions accept this fact, it requires a lot of dramatic changes that will cost a lot (Hussain, Bhatti, Nawaz, & Ahmad, 2019). Affective and normative commitment antecedents include the exchange between leader and member (leader-member exchange), the appraisal process in favor of teachers, which satisfies their needs and provides the basis for self-esteem, emotional support, and the need for affiliation (Oh & Sawang, 2021; Shafiq, Hua, Bhatti, & Gillani, 2021).

Other effects of affective commitment include a positive teacher appraisal process, less anxiety and greater job satisfaction, a balanced work-life approach, and increased involvement with work (Allen & Meyer, 1990; Becker et al., 2012; Javeria, 2013). Likewise, the determinants of normative commitment include the teacher induction process into the institution, socialization that arises from family background, society, and through teachers social contacts (Bhatti, Farhan, Ahmad, & Sharif, 2019). Moreover, continuance commitment antecedents arise from two sources: alternatives and investment. Investment sources include invested time, invested money, and invested effort that teachers spend with the passage of time and during their job tenure. Therefore, teachers with strong continuance commitment think in terms of these investments before leaving that they have made in the institution.

Affective commitment has the strongest impact on teachers' behaviors such as attendance, performance, organizational citizenship behavior and employees' roles conflict (Meyer & Maltin, 2010). Affective commitment is related to other critical employees' behavior outcomes such as turnover, absenteeism, organizational citizenship behaviors and stress, so many researchers focus on exploring the factors impact on affective commitment (Khan & Iqbal (2020). Affective commitment includes essential objectives that institutions should attain in management because it decreases the teachers' negative behaviors and increases teachers' positive behaviors, and affective commitment is also among the criteria to measure the organizational management effectiveness (Mercurio, 2015).

Continual commitment: Continuous commitment which demonstrates the risk to the person of specific losses that the teacher would cause if they somehow managed to leave the institution. Here the dedication of the representative to the institution is because of the reason that the choice of quitting from the institution is excessive for the worker. He/she sees high cost from losing the enrollment of the institution. This expense incorporates the (monetary cost, for example, annuity and (social cost, for example, (fellowship with the collaborators. There is more commitment to the institution in duration duty since he she "needs to" (Anwar & Abd Zebari, 2015).

Here the emotional quotient is largely moot and the teacher perceives it to be very costly to lose institutional membership (Gardi et al. 2020). This could be for a host of reasons right from financial costs of salary and benefits to social costs of ties and reputation. Such an employee or teacher stays with the institution because he or she is tied in (Prabhu et al. 2020). Continuation commitment alludes to an individual's awareness of the expense to leave the organization (Anwar & Abdullah, 2021). Continuation commitment is an auxiliary marvel which happens as a consequence of the exchanges of people and organizations (Yang, 2008). At that point, continuance commitment is identified with one's experience and what one has given to an organization.

Continuation responsibility connected with the experience that has been given to the organization (Anwar & Abd Zebari, 2015). Representatives with a high managed duty think that it's hard to leave the association as a result of apprehension of the open-door cost borne when leaving the organization or on the grounds that they have next to zero option opportunities outside the organization (Anwar & Surarchith, 2015). The school work personnel who stay inside of their institution with a solid continuance commitment are there

in light of the fact that they require it. Continuance commitment reflects financial binds to the institution taking into account the expenses connected with leaving the institution. Research into continuance commitment proposes that this part comprises of two related sub-measurements: giving up of one's own priorities and saw absence of options (Anwar, 2017). In other words, teachers will remain in the institution because there are no other job alternatives outside the institution or because it is not accepted elsewhere (Anwar, 2016).

Normative commitment: Normative commitment refers to the commitment or obligation that the individual feels because of the advantages, for example, preparing, training, and learning opportunities, profession development given by the organization to the person. The sentiment commitment, makes the teacher more dedicated as the inclination that the institution has contributed on the individual makes him stay in the institution to "reimburse the obligation" the worker stays with the institution in standardizing responsibility since he "ought to" (Anwar & Shukur, 2015).

Normative commitment refers to loyalty and a sense of debt to the institution based on moral obligation and usually develops as a result of socialization practices and based on a sense of duty and loyalty (Abdulla et al. 2017). Normative commitment explains the teachers with strong normative commitment will remain with an institution by virtue of their belief that it is the "right and moral" thing to do (Anwar & Balcioglu, 2016). Normative commitment is defined as a strong social emphasis on the obligations and the tendency of individuals (Hameed & Anwar, 2018).

Normative commitment refers to feelings and obligations of teachers to remain employed in the institution. Furthermore, normative commitment can increase when an individual feels loyal to his employer or responsible to work for the benefits that he gets from the institution as a result of the desire to compensate the favors received from the institution (Anwar & Qadir, 2017).

In normative commitment, teachers feel loyal to the institution by feeling they owe their institution, and they consider staying in the institution a moral obligation for them (Yalçın and İplik, 2005). This dimension of institutional commitment is a form of attachment because teachers feel responsible and obliged to their institution, and that they necessarily display the behavior of staying in the organization (Wasti, 2002). If teachers have a sense of gratitude to their institution, their behavior to stay in the organization will be high. The reason for this is

that they have positive thoughts about their institution or have value judgments that it would be best to stay with their employers (Bayram, 2004). Normative commitment is different from attendance commitment because it is not affected by emotional commitment and losses that may arise because of leaving the institution since the individual recognises working in the institution as a duty for him and thinks that his commitment to the institution is correct (Wasti, 2000).

Many studies related to institutional commitment have been conducted in and outside of Turkey. In these studies, it was found that institutional commitment is significant in terms of the level of job satisfaction (Demirtaş, 2010), and that work quality of life on the overall level of institutional commitment (Taşdemir Afşar, 2011), that there is a negative relationship between the institutional cynicism and institutional opposition (Yıldız, 2013), a positive relationship with the perception of performance (Özdemir and Yaylı, 2014), that there is a negative and significant relationship with organizational silence (Köse, 2014), positive relationship with institutional justice (Arı, Altın Gülova and Köse, 2017), that there is a positive and significant relationship with satisfaction, profession itself, wages and control (Malik, Nawab, Naeem, and Danish, 2010), that job motivation has a positive effect on institutional commitment (Alimohammadi and Neyshabor, 2013), that tional culture positively affects organizational commitment (Kolancıoğlu and Karabulut, 2018), negative relationship with the violation of psychological contract, organizational citizenship behavior, organizational trust and positive relationship with organizational identity (Thomas, 2015), that there is a positive relationship between emotional commitment and perceived organizational competence and perceived organizational support (Kim, Eisenberger and Baik, 2016), that there is a positive relationship with transformational leadership (Patiar and Wang, 2015), positive relationship with organizational citizenship behavior (Ortiz, Rosario, Marquez and Gruneuro, 2015), that there is a positive relationship with authentic leadership (Rego, Lopes and Nascimento, 2016). In the present study, the relationship between academic psychological well-being and organizational commitment was investigated.

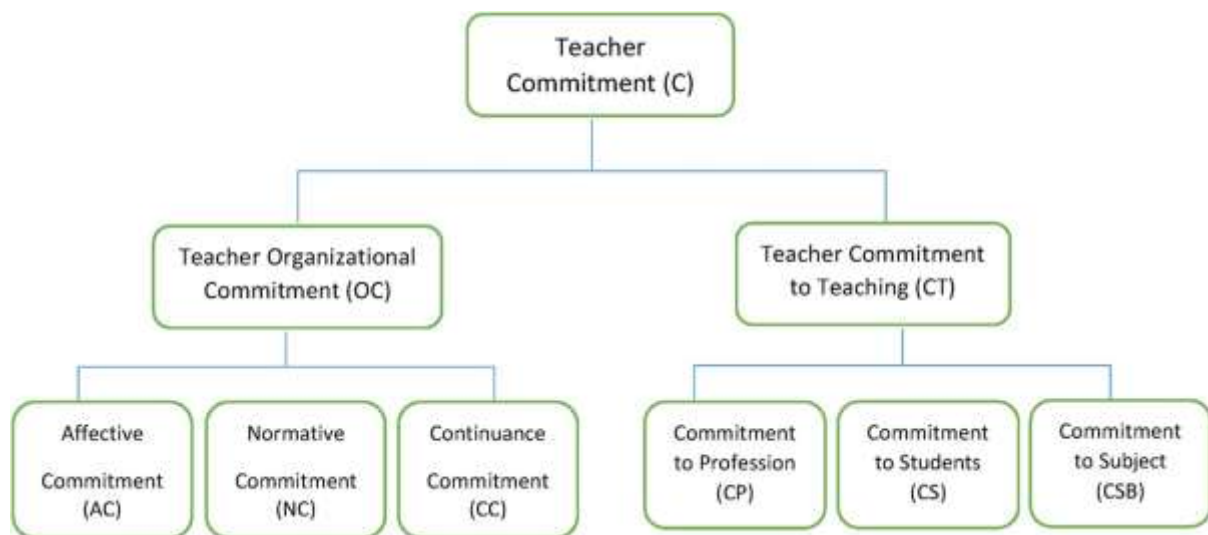
According to Rani and Samuel (2018), affective commitment is fundamental and self-determined while normative and continuance commitment are driven by feelings of obligation or pressure to be attached. Hence, more than continuance or normative commitment, affective commitment is seen to have a stronger correlation to positive attitudes and behaviors such as high job performance, attendance, and organizational citizenship

behavior, as well as low turnover, stress and work-family conflict (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Hence, affective commitment has been considered an important determinant of employee dedication and loyalty (Rhoades, Eisenberger, & Armeli, 2001).

Teachers commitment:

Based on the previous discussion, this study conceptualizes teacher commitment (C) to include two major dimensions: teacher organizational commitment (OC) and teacher commitment to teaching (CT) and it is measured as an arithmetic average of both components. Teacher organizational commitment (OC) will follow Meyer and Allen’s conceptualization and consists of three dimensions: affective commitment (AC), normative commitment (NC), and continuance commitment (CC). Commitment to teaching (CT), on the other hand, consists of three dimensions: commitment to profession (CP), commitment to students (CS), and commitment to subject (CSB).

Figure 3: Components of teacher commitment.



source: Meyer and Allen (1984)

Teacher commitment is made of two main components; teacher’s organizational commitment and teacher’s commitment to teaching.

Teacher's organizational commitment is concerned with all the obligations or duties or responsibilities the teachers owe to the organization for example, using the curriculum to teach, following the scheme of work, filling the cahier de text etc.

Teacher's commitment to teaching has to do with the duties or obligations the teachers owe to the students for example, teaching, evaluating, follow up, good performance, etc.

Teachers organizational commitment is further subdivided into; affective, normative and continuance commitment and teachers' commitment to teaching is subdivided into teacher's commitment to their profession, teachers' commitment to students, and teachers' commitment to the subject.

Human resource management and teachers' commitment:

Management of human resources in schools is essentially important majorly because a majority of the resources in such a context revolve around human beings (Sukawati et al., 2020). Human resource management is a factor in determining the effectiveness of the employees, as it dictates the pace of employee engagement by ensuring the commitment of the organisation (Aktar & Pangil, 2018). This commitment also known as organisational support can be in the form of career advancement, performance feedback, job security, training and development, rewards and recognition, and the participation of the employees (Aktar & Pangil, 2018). Concomitantly, such commitment is likely to yield quality performance, job satisfaction, and even affective commitment from the employees (Aktar & Pangil, 2018). This is a form of social exchange as what the organisation invests in the employees is highly proportional to the output the organisation would get from them (Nazir et al., 2018).

In the school system, the appraisal of the teachers is a function of human resource management; and the way the teachers perceive the appraisal is particularly important to the success of the school, as it builds trust (Agha et al., 2020). The appraisal of the teacher helps in promotion, salary increment, appreciation, motivation, and professional development (Agha et al., 2020). These factors are highly deterministic of the teachers' performance (Andriani, 2018). And the role of the teacher in the quality of education cannot be relegated. No nation grows above the quality of the education that it possesses (Agha et al., 2020). And so, the quality of education as largely engineered by teachers is a metric for measuring the overall development of the nation.

Specifically, educator commitment mirrors educators' feeling of loyalty and attachment to the organization they work at and has been proven to be a significant indicator for various learning and mental results (Day, 2008). According to existing studies, committed educators focus more on their work, emphasize achieving school objectives, and remain in school. Moreover, teacher commitment was discovered to be associated with instructional presentation, absenteeism, burnout, and turnover. It has also been demonstrated to affect learners' attainment benefits and their performance toward school (Park, 2005). The growth of commitment in the scholastic setting can be logically anticipated to involve active and two-way associations between different psychological, relational, and surrounding elements (Human- Vogel, 2013). Commitment is a cycle with frequent interactions between the individual, professional, and academic structured elements (Choi and Tang, 2009). Due to this frequent interaction, numerous commitments are more essential than others in various circumstances, and the power of such commitments also depends on the consequences of different forces in an individual's life (Choi and Tang, 2009). Committed educators are involved in communicating with their students and consider their development and they meaningfully struggle for aptitude in cultivating and developing numerous approaches (Day, 2008).

Human resource management in private schools:

The role of human resource management in private schools is more pronounced because, unlike public schools, the management of schools is not vested in the state. In public schools, there is centralised management as coordinated by the Teaching Service Commission (TSC); but in private schools, the management is wholly left to the school (Adejare & Ade, 2021). The management of privately owned schools is usually set by the owners; and because there is more competition amongst the private schools, the role of management is sensitive to the school having a competitive edge. This, therefore, demands a whole lot of competency from the teacher, as reflected in knowledge, teaching implementation, innovative ability, personality; communication skills, and modern technology (Yang & Sheikh Khairuddin, 2022). The human resources management section of private schools is fully saddled with the responsibility of assessing and enhancing these components of teacher competency (Yang & Sheikh Khairuddin, 2022).

The perception of the teachers towards the human resources management practices is very important because it can either bring about turnover intention or retention of the teachers

(Manthi et al., 2018). This issue is more critical for private schools because the constant disengagement of teachers does not portray the school in good light, and would consequently bring about a negative perception of the school by the public. Sometimes, the human resources management of a private school's performance of their duty may be misunderstood by the teachers. It is important for teachers to be aware of the purpose of teachers' performance appraisal for instance (Agha et al., 2020). When the purpose is not well spelled out for the teachers, they may have a negative perception of it, and this may consequently affect their performance. Also, in the reward system of the teachers, when teachers perceive their promotion to be wholly tied to merit in the form of hard work, their work ethics would be positively impacted; but when they think otherwise, it would have negative tendencies (Wandia, 2015).

The essential idea behind human resource management is to obtain and maintain a competitive edge by means of effective use of their human assets. Almost all assets which are considered traditionally significant, such as cash, capital, equipment, and buildings, are now less significant as compared to human capital because it is difficult to obtain, retain, and maintain (Jeffrey, 2013). It is an asset which cannot be copied or duplicated by rivals. Therefore, a committed & trained workforce is a source of sustainable competitive advantage and contributes to the development of the organization (Khan & Iqbal, 2020b). As specified by Meyer and Allen (1991), it is vital for organizations to understand how commitment is developed and discover ways to evolve the desired commitment in order to increase the performance and productivity of the organization.

Review by Objectives

Compensation and teachers' commitment:

Compensation plays a critical role in influencing teacher commitment in private schools in Cameroon. Adequate and fair compensation, which includes salaries, bonuses, and other financial incentives, is fundamental in ensuring that teachers feel valued and appreciated for their work. According to Talla (2021), competitive compensation packages directly correlate with higher levels of teacher satisfaction and commitment. When teachers believe that they are being fairly compensated for their efforts and expertise, they are more likely to remain dedicated to their roles and less inclined to seek employment elsewhere. This sense of

financial security and recognition fosters a stronger commitment to their school and their students (Talla, 2021).

Beyond the immediate financial benefits, compensation also impacts teachers' long-term commitment by affecting their overall quality of life and professional well-being. Inadequate compensation can lead to financial stress and dissatisfaction, which, in turn, can negatively affect teachers' morale and performance. As noted by Nkwenti (2020), teachers in private schools who receive lower pay often experience higher levels of job-related stress and burnout, leading to decreased commitment and higher turnover rates. Conversely, well-compensated teachers are more likely to feel secure and satisfied in their positions, which enhances their overall job performance and commitment to the school (Nkwenti, 2020).

Additionally, compensation can serve as a motivating factor that encourages teachers to pursue further professional development and excellence in their teaching practices. Moki (2019) highlights that when private schools in Cameroon offer performance-based incentives and opportunities for salary increases tied to professional growth, teachers are more motivated to improve their skills and take on additional responsibilities. This not only enhances their commitment to their current roles but also contributes to their professional growth and development. Consequently, schools that implement fair and motivating compensation structures can cultivate a more committed, motivated, and high-performing teaching workforce, ultimately leading to improved educational outcomes for their students (Moki, 2019).

Job security and teachers' commitment:

Job security is a pivotal factor in determining teachers' commitment in private schools in Cameroon. When teachers feel secure in their jobs, they are more likely to invest in their roles and demonstrate higher levels of dedication and loyalty. As highlighted by Mbala (2021), job security reduces the anxiety and stress associated with potential job loss, allowing teachers to focus more effectively on their teaching responsibilities. This sense of stability fosters a supportive environment where teachers can plan for the long term, engage more deeply with their students, and contribute positively to the school community. Consequently, schools that provide robust job security measures are more likely to retain committed and motivated teachers (Mbala, 2021).

Moreover, job security contributes to a teacher's overall job satisfaction and professional well-being. According to Ekane (2020), teachers who perceive their jobs as secure are more satisfied with their positions and are less likely to experience job-related stress and burnout. In private schools in Cameroon, where employment contracts can sometimes be less stable compared to public schools, ensuring job security can be a significant factor in enhancing teacher morale and commitment. Teachers who feel secure in their positions are more likely to participate in school activities, collaborate with colleagues, and invest in their professional development, all of which contribute to a more vibrant and effective educational environment (Ekane, 2020).

Furthermore, the relationship between job security and teacher commitment is also influenced by the broader socio-economic context. In Cameroon, where economic instability can heighten concerns about employment, job security becomes even more critical. As noted by Fonkeng (2019), teachers who work in private schools with stable employment policies and clear career progression pathways are more committed to their roles. They tend to develop a stronger attachment to their school and are more willing to go above and beyond in their duties. Implementing policies that enhance job security, such as long-term contracts, clear tenure guidelines, and transparent evaluation processes, can significantly boost teacher commitment and reduce turnover rates in private schools (Fonkeng, 2019).

Professional development and teachers' commitment:

Professional development has a profound impact on teacher commitment in private schools in Cameroon, serving as a key factor in enhancing their engagement, effectiveness, and retention. According to Enoh (2021), professional development programs that provide ongoing training, mentoring, and skill enhancement opportunities are crucial in fostering a committed teaching workforce. These programs enable teachers to stay updated with the latest educational trends, methodologies, and technologies, which not only improves their teaching practices but also increases their job satisfaction. When teachers feel that their professional growth is being supported and valued, their commitment to their roles and to the school significantly increases (Enoh, 2021).

Moreover, professional development contributes to a sense of professional identity and career progression among teachers. As highlighted by Fomunyam (2020), teachers who participate in continuous professional development activities perceive themselves as lifelong learners

and professionals who are advancing in their careers. This perception is particularly important in private schools in Cameroon, where opportunities for career advancement may not always be as structured as in public schools. Professional development programs that include clear pathways for career progression, such as certifications, advanced degrees, and leadership training, provide teachers with a sense of direction and purpose, thereby enhancing their commitment and reducing turnover rates (Fomunyan, 2020).

Additionally, the collaborative nature of many professional development activities fosters a supportive and collegial work environment, which is another critical factor in teacher commitment. Workshops, seminars, and peer coaching sessions allow teachers to share experiences, discuss challenges, and develop solutions collectively. According to Ndong (2019), such collaborative professional development initiatives help build a strong sense of community among teachers, which is essential for sustaining their motivation and commitment. In private schools in Cameroon, where teachers might sometimes feel isolated due to limited staff, these opportunities for collaboration and professional interaction are particularly valuable. They not only enhance teachers' skills and knowledge but also strengthen their sense of belonging and commitment to the school community (Ndong, 2019).

Work environment and teachers' commitment

The work environment plays a crucial role in shaping teachers' commitment in private schools in Cameroon. A conducive work environment includes not only physical aspects such as well-maintained classrooms, adequate teaching materials, and safe and clean facilities but also psychological and social factors. According to a study by Bako (2020), teachers who work in environments where they feel supported and valued by the administration report higher levels of job satisfaction and commitment. When teachers have access to necessary resources and a supportive administration, they are more likely to be engaged and committed to their roles. Conversely, a lack of resources and administrative support can lead to frustration, burnout, and ultimately a decrease in commitment (Bako, 2020).

The social dynamics within the work environment also significantly impact teacher commitment. Positive relationships with colleagues and a collaborative work culture foster a sense of community and professional fulfillment. As noted by Mbang (2019), teachers who experience a collegial and collaborative atmosphere are more motivated and committed to their work. In private schools in Cameroon, where resources may sometimes be limited, the

support and camaraderie among staff can mitigate the challenges posed by resource constraints. A collaborative environment where teachers can share ideas, support each other, and work together towards common goals enhances their commitment and reduces turnover rates (Mbang, 2019).

Moreover, the leadership style and practices of school administrators play a pivotal role in shaping the work environment and, consequently, teacher commitment. Effective leadership that recognizes and rewards teachers' efforts, provides opportunities for professional growth, and fosters an inclusive and participatory decision-making process contributes significantly to teacher commitment. According to Tambo (2018), school leaders who engage in transformational leadership practices tend to have more committed and motivated teachers. In private schools in Cameroon, where the administrative structure can vary widely, the presence of strong and supportive leadership can make a significant difference in retaining committed teachers and enhancing overall school performance (Tambo, 2018).

Theoretical Framework:

Four theories guided this study which are the Social Exchange Theory, Human Capital Theory, Equity Theory by Adams, Frederick Herzberg's motivation theory.

Social Exchange Theory by Homans (1958) and Blau (1964)

The Social Exchange Theory (SET) was developed by scholars such as Homans (1958) and Blau (1964) to explain what influenced social behaviour. Homans in an essay entitled "social behaviour" was interested in the psychological conditions that induce individuals to engage in exchange. Homans stated that social behaviour is an exchange of both material goods and non-material ones. Homans explained that persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. This process of influence tends to work out at equilibrium to balance the exchanges. In an exchange, what one gives may be a cost, just as what one gets may be a reward. Blau was interested in exchange as the elementary particle of social life, in which social structures are rooted. Blau analysed exchange processes as the micro-foundation of macro-sociological phenomena. Blau stated that mutual bonds emerge in social interaction as persons who incur obligations reciprocate. Marescaux, Winne and Sels (2013) explains that Social Exchange Theory proposes that human resource management practices initiate a positive exchange

relationship to which employees reciprocate with positive attitudes and behaviour towards the organisation and/ or job.

Geetha and Mampilly (2012) argue that the basic principle with Social Exchange Theory is that employees view satisfying human resource management practices as an organisation's commitment towards them. Employees thus reciprocate this through positive behaviours like employee commitment. They are thus more likely to exchange their commitment for resources and benefits provided by their organisation. For example, when individuals receive economic and socio-emotional resources from their organisation they feel obliged to respond in kind and repay the organisation. Social Exchange Theory argues that obligations generate through a series of interactions between parties who are in a state of reciprocal interdependence. The core belief in Social Exchange Theory is that relationships evolve over time into trusting, loyal, and mutual commitments as long as the parties abide by certain "rules" of exchange. The rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to a response or actions by the other party. Studies such as the study by Chew and Chan (2008) have Social Exchange Theory as their theoretical basis. In summary, the propositions of SET indicate that social exchanges employees obtain from organizations such as human resource management practices may lead to employee commitment.

Social Exchange Theory (SET) and Employee Commitment:

Social exchange theory is a sociological and psychological framework that focuses on the relationships between individuals and the costs and benefits they perceive in these relationships. It explains how people make decisions based on a weighing of the rewards they expect to receive against the costs they anticipate. In the context of teachers' commitment, social exchange theory can shed light on how teachers evaluate their commitments to their profession based on the perceived rewards and costs of their interactions with students, colleagues, administrators, and the education system as a whole.

Social exchange theory (SET) assumes that encouragement activities undertaken between an organization and its employees generates the organizational commitment (Aldhuwaihi, 2013). Grounded on the assumption of SET, the employees with the expectation that organization provide the better working environment and culture, he/she join an organization and utilize

their skills and knowledge to achieve their goals. Hence, favourable exchange relationship between employees and an organization are resulted in increased organizational commitment. Based on the SET, a causal model is formulated which postulates the exchange relationship between strategic orientation, organizational culture, and organizational commitment which ultimately affects the organizational performance.

The SET deals with three principles to explain the relationships between employee and employer (foa & Foa, 2012).

- Rationality
- Reciprocity
- Specificity

The first rationality principle reasons that employees will have association with that organization which can provide desirable rewards and satisfy its employees needs and wants. The second reciprocity principle theorize that social relationship is always reciprocal between employee and employer. The third specificity principle postulates that only reciprocity type can endure an exchange relationship between the employees and an organization (Foa & Foa, 2012).

For the employees, strategic orientation and good organizational culture would be a strategic focus organizational fair activity which increases employee's commitment towards their employer. While, in exchange of this, the employee's commitment may be a desirable feeling of employees to continue their loyalty with the organization and significantly affects organizational outcomes including performance (Pinho et al., 2014; Aldhuwaihi, 2013; Kidombo et al., 2012; Kidombo, 2007; Cheung, 2000).

Therefore, the relationships between the strategic orientation, organizational culture, organizational commitment, and organizational performance are inter-linked and portrays resources exchange relationships (Foa & Foa, 2012). The reciprocity of these organizational constructs is likely to satisfy both employees and organizational needs. In gist, the three principles of SET underpinned the reciprocal relationships between strategic orientation, organizational culture, organizational commitment, and organizational performance.

The review of the Social Exchange Theory (SET) brought out the fact that human resource management practices initiate a positive exchange relationship to which employees reciprocate with positive attitudes and behaviour towards the organisation and/ or job (Marescaux et al, 2013). According to Geetha and Mampilly (2012), the basic principle with

Social Exchange Theory is that employees view satisfying HRM practices as an organisation's commitment towards them. Employees thus reciprocate this through positive behaviours like employee commitment. They are thus more likely to exchange their commitment for resources and benefits provided by their organisation.

Social exchange theory and teachers' commitment

Social exchange theory offers a robust framework for understanding teacher commitment by examining the perceived rewards and costs of their interactions within the educational context. Teachers' commitment is influenced by the rewards they perceive, which include intrinsic satisfaction from student success, positive relationships with colleagues and students, and recognition for their efforts. This sense of personal fulfillment is derived from contributing to the development of young minds and aligns with Blau's (1964) theory on exchange and power in social life. The positive reinforcement teachers receive plays a crucial role in fostering a deep commitment to their profession.

Conversely, teachers must also navigate the costs associated with their roles, such as long working hours, heavy workloads, administrative demands, and challenging student behavior. These factors can lead to burnout and reduced job satisfaction, as highlighted by Maslach, Schaufeli, and Leiter (2001) in their research on job burnout. Teachers continuously weigh these costs against the perceived benefits, affecting their overall commitment to the profession. The balance between these rewards and costs is critical, as significant imbalances can lead to diminished motivation and increased turnover rates.

Social exchange theory introduces the concepts of the "comparison level" (CL) and the "comparison level for alternatives" (CL_{alt}) to further explain teacher commitment. The comparison level is the standard against which teachers evaluate their experiences, influenced by their personal expectations and professional standards (Thibaut & Kelley, 1959). Teachers who perceive their experiences as meeting or exceeding these standards are more likely to remain committed. On the other hand, the comparison level for alternatives considers other career opportunities. If teachers perceive that alternative professions offer better rewards with fewer costs, their commitment to teaching may wane, as described by Rusbult, Martz, and Agnew (1998).

Equity, fairness, and trust also play significant roles in shaping teacher commitment within the framework of social exchange theory. Teachers' perceptions of whether their rewards are

proportionate to their efforts are crucial; perceived inequity can lead to dissatisfaction and reduced commitment (Adams, 1965). Trust and reciprocity further influence commitment, as positive interactions and support from colleagues, administrators, and the educational system bolster teachers' dedication (Holmes, 1981). Additionally, broader cultural and organizational factors, such as the educational culture, school environment, and administrative practices, also impact perceived rewards and costs, thereby influencing commitment (Deal & Peterson, 2009). By addressing these factors, educational institutions can enhance teacher commitment, leading to improved educational outcomes.

Human Capital Theory by Schultz 1961

Human Capital Theory was proposed by Schultz in 1961 and later extensively developed by Becker (1964) and Rosen (1976). According to Schultz (1979) human capital involves increase investment in education and training of the individuals. Individual's abilities can be enhanced through education and training that bring about effective change in the performance of jobs. To Okojie (1995) human capital refers to the "abilities and skills of the human resources of a country." In the words of Marimuthu, Arokiasamy and Ismail (2009) human capital "is related to training, education and other professional activities as a means to improve abilities, knowledge, skills, values, and social assets of an employee which culminates to employee's job satisfaction and performance".

Recently, the definition of human capital has revealed that it is not based on knowledge or skills but also 'attributes', and 'attitudes' such as 'reliability, honesty, self-reliance, and individual responsibility' as well as 'competencies', (Becker, 2002, p. 6). However, education takes the podium, as the anchor in forming human capital, which is vital 'economic success' (Gurria 2007). Studies shows that human capital is linked with enhanced-commitment (Iles, Mabey & Robertson, 1990), organisational retention (Robertson, Iles, Gratton & Sharpley, 1991) and performance and sustainable competitive advantage (Noudhaug, 1998).

Human capital theory and teachers' commitment

Human capital theory provides valuable insights into understanding teachers' commitment by highlighting the investments they make in their education, training, and skill development. According to this theory, teachers who have undergone quality education and training are more likely to feel competent and confident in their roles. This sense of competence

positively influences their commitment to teaching, as they feel better equipped to fulfill their responsibilities. Additionally, continuous professional development and training contribute to enhanced job satisfaction, empowering teachers and fostering a sense of capability and fulfillment in their work. This satisfaction, in turn, correlates with higher levels of commitment to their students and the education system (Becker, 1964).

Furthermore, human capital theory emphasizes the concept of "return on investment" in education. Teachers who invest time and effort in improving their skills and knowledge can expect to see positive outcomes such as career advancement, higher wages, and job stability. This potential for future benefits motivates teachers to remain committed to ongoing professional growth and development, as they perceive it as an investment in their career success (Mincer, 1958).

Moreover, human capital theory suggests that the skills and knowledge acquired through education and training are transferable across different job contexts. Teachers who receive comprehensive training are better able to adapt to changes in educational practices, technologies, and student needs. This adaptability enhances their resilience and commitment to the profession, as they feel prepared to address evolving challenges and thrive in various teaching environments (Schultz, 1961).

Additionally, human capital theory recognizes the non-monetary returns of investments in education and training. Teachers who commit to continuous learning may experience intrinsic rewards such as personal fulfillment and a sense of purpose. Moreover, they may receive recognition from peers and experience the satisfaction of making a positive impact on students' lives. These social and intrinsic benefits contribute to their commitment to teaching and their dedication to their students' success (Becker, 1993).

Furthermore, human capital theory acknowledges the role of social capital in fostering commitment. Teachers who engage in collaborative professional development and build supportive networks within the education community develop a collective commitment to their colleagues, the school, and the broader education system. These social connections enhance their sense of belonging and commitment to the profession, as they feel part of a supportive community working towards common goals (Coleman, 1988).

In the context of human resource development (HRD) practices, human capital has been viewed as a source of value in effective organisation (Thomas & Diez, 2013). This is evident because of the established nexus between human capital theory and the field of human resource development (HRD) practices (Swanson, 1999; Nafukho & Chermack, 2007; Mclean, 2014). Furthermore, human capital is a base on which HRD practices such as training and development are linked to other areas of HRD practices. The value of human capital theory is widely accepted in order to increase organisational performance as a result of enhanced employee commitment. Thus, organisations rely on employees' skill, knowledge, ability as a key concept of value creation.

Equity Theory by Adams (1963)

This theory was advanced by Adams (1963) who stated that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work station. Inequity occurs when a person perceives the ratio of his/her outcomes to inputs are unequal on the man's side of the exchange. Inputs include education, intelligence, and experience training skills, seniority, gender and social status. The efforts expended on the jobs outcomes expected consists job security, salary, Employee benefits, Recognition, Praise, Responsibility. Individual motivation is based on what he/she considers to be fair when compared to others Redmond (2010). The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. Gino & Pierce (2009) point out that inequity could lead to undesirable employee behavior such as low inputs, absenteeism, turnover, taking long breaks, reluctance, an agitating for increased salary and promotion.

Liu, Yang & Nauta's (2013) points out that the relationship held between supervisors and employees must have equity in order to succeed and maintain perceived justice. This theory is relevant to the study because it covers both hygiene and motivator factors of the working environment where remuneration is one of the major concerns. The Adams Equity theory of motivation states that positive outcomes and high levels of motivation can be expected only when employees perceive their fair treatment. Equity theory focuses on determining whether the distribution of resources is fair to both rational partners. Equity theory is measured by comparing the ratios of contribution and benefits of each person within the relationship. Equity theory is relevant to head teachers and teachers. When the head teacher and teachers

are overworked, underpaid quit teaching to look other jobs that pay better, ECDE co-ordinators may take long breaks which hinder implementation of the curriculum.

Frederick Herzberg's Motivation Theory (1959)

The motivation –hygiene theory was proposed by psychologist Frederick Herzberg in 1959. In His belief that job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfies deal with factor which define the context. Herzberg suggested certain extrinsic factor or hygiene factors those associated with environment surrounding a job. The extrinsic or hygiene factor largely corresponding to Maslow's higher order needs which include the work itself, responsibility, recognition for work well done, advancement and achievement. Although Herzberg is most noted for his famous hygiene and motivational factors theory, he was essentially concerned with people's wellbeing at work, he was basically attempting to bring more humanity and caring in to work place.

The efforts expended on the jobs outcomes expected consists job security, salary, Employee benefits, Recognition, Praise, Responsibility. Herzberg's theory is relevant for the study because both hygiene and motivator factors impact on the performance of employees at all levels from the school management to the teaching staff. Achievement and recognition contribute to enhanced prestige about the job for the teachers. The study will therefore confirm these findings in Machakos County.

The double-factor theory, also known as the motivation-hygiene theory, was developed by Frederick Herzberg in 2003. Herzberg built upon Maslow's hierarchy of needs by categorizing them into lower and higher needs. In his work with 200 engineers and accountants, Herzberg posed two crucial questions to individuals, asking them to describe the events that made them feel the best and the worst while working. Through this inquiry, Herzberg identified two groups of human needs: hygiene factors and motivation factors. Hygiene factors, also termed external factors, relate to the prevention of discomfort or pain, whereas motivation factors, or internal factors, pertain to psychological development (Nelson & Quick, 1997).

Hygiene factors encompass elements like physical working conditions, wages, administration, status, and corporate policies, which address lower-level requirements such as physiological, safety, and social needs (Yüksel, 1998). While these factors do not directly

impact motivation, they serve to eliminate dissatisfaction. Conversely, motivation factors, which include aspects like recognition, responsibility, feedback, and opportunities for development, are intrinsic to the job and contribute significantly to job satisfaction and performance (Adair, 2003).

Herzberg's theory proposes that the presence of hygiene factors prevents dissatisfaction, but their enhancement does not necessarily lead to increased motivation. Instead, management should focus on fostering motivation factors to drive high performance continuously (Önen & Tüzün, 2005). When both motivation and hygiene factors are high, individuals experience high motivation with minimal complaints. Conversely, low levels of both factors result in low motivation and numerous complaints. However, when hygiene factors are high but motivation factors are low, individuals may still display high motivation despite some dissatisfaction with the job. Conversely, low motivation and few complaints may occur in a situation where hygiene factors are high, but motivation factors are low (Karapınar & Önen, 2008).

Herzberg's Two-Factor Theory of Motivation and teachers' commitment

Herzberg's Two-Factor Theory of Motivation offers a nuanced framework for examining teachers' commitment to their profession, distinguishing between hygiene factors and motivational factors that shape their dedication. These factors interact to influence teachers' job satisfaction and overall commitment. Let's delve deeper into how Herzberg's theory elucidates the dynamics of teacher commitment:

Hygiene Factors and Teachers' Commitment

Work Conditions: Quality working conditions, encompassing factors such as access to resources, a conducive physical environment, and supportive administrative policies, are crucial for fostering teachers' job satisfaction (Herzberg, 2003). Research suggests that favorable work conditions contribute to higher levels of commitment among educators (Brewer & Garger, 2003).

Salary and Benefits: While competitive salaries and comprehensive benefits may not directly enhance commitment, inadequate compensation can lead to dissatisfaction and undermine teachers' motivation to remain in the profession (Ingersoll & May, 2011). Fair and equitable compensation is essential for sustaining teachers' commitment over the long term.

Interpersonal Relationships: Positive relationships with colleagues, students, and administrators play a pivotal role in shaping teachers' commitment. Supportive interactions, collaboration, and a sense of belonging within the school community are associated with higher levels of job satisfaction and commitment (Van Maele & Van Houtte, 2012).

Supervision and Leadership: Effective leadership and supportive supervision provide teachers with guidance, recognition, and opportunities for professional growth, which are essential for maintaining their commitment (Leithwood et al., 2006). Strong leadership fosters a positive organizational climate conducive to teacher commitment.

Motivational Factors and Teachers' Commitment

Recognition and Appreciation: Recognition of teachers' contributions and achievements, both within the school and the broader community, positively impacts their commitment (Erez & Somech, 2015). Acknowledgment and appreciation reinforce teachers' sense of value and purpose in their profession.

Achievement and Personal Growth: Opportunities for professional development, career advancement, and making a meaningful impact on students' lives are significant motivational factors for teachers (Hargreaves & Fullan, 2012). Continuous growth and learning contribute to sustained commitment over time.

Challenging and Meaningful Work: Engaging teaching experiences that allow for creativity, innovation, and addressing diverse student needs enhance teachers' motivation and commitment (Dweck, 2016). Meaningful work fosters a sense of purpose and fulfillment among educators.

Responsibility and Autonomy: Granting teachers autonomy and responsibility in their classrooms promotes a sense of ownership and commitment to their work (Deci et al., 2017). Teachers who have control over their instructional practices are more likely to be invested in their profession.

Advancement Opportunities: Clear pathways for career progression, leadership roles, and professional recognition within education serve as motivators for teachers to remain committed to the profession (Hanushek et al., 2004). Opportunities for growth and advancement contribute to sustained commitment and job satisfaction.

Herzberg's theory underscores the multifaceted nature of teacher commitment, highlighting the interplay between intrinsic and extrinsic factors in shaping educators' dedication to their profession. By addressing both hygiene and motivational factors, educational leaders can cultivate a supportive work environment that fosters sustained commitment and enhances overall teacher well-being.

Empirical Studies

Human Resources Management in Education

Effective human resources management (HRM) is vital for organizational growth and employee commitment in the education sector. Sukawati et al. (2020) examined HRM in basic education and emphasized the importance of key HRM roles such as job analysis, employee selection, training, placement, promotion, and compensation. Their comprehensive scoping review concluded that these functions are fundamental for motivating teachers and ensuring job satisfaction. By systematically addressing these areas, schools can create an environment that supports teacher development and enhances commitment.

Similarly, Uysal and Caganaga (2018) found that teachers in Northern Cyprus perceive HRM functions like staffing, training, evaluation, and rewards positively. Their study highlighted that effective HRM practices are crucial for maintaining a committed teaching workforce. Teachers who experience well-structured HRM practices feel more valued and supported, which in turn fosters a sense of loyalty and dedication to their roles. This finding aligns with the broader literature, suggesting that well-implemented HRM strategies can significantly impact teachers' job satisfaction and organizational commitment.

In a related study, Hamadamin and Atan (2019) evaluated the influence of strategic HRM practices on achieving competitive advantages and employee commitment in universities in Iraq. They found that strategic HRM has a positive influence on sustaining competitive advantage and employee commitment, particularly through the mediation of human capital development. This underscores the importance of strategic HRM practices in educational institutions, where continuous professional development and recognition of teachers' contributions are key to fostering a committed and motivated workforce.

Furthermore, Manthi et al. (2018) investigated how HRM practices predict employee turnover intentions among teachers in teacher training colleges. Their study revealed that poorly practiced HRM functions such as training, compensation, career development, and performance management significantly predicted employees' turnover intentions. This indicates that inadequate HRM practices can lead to higher turnover rates, highlighting the need for comprehensive and effective HRM strategies to retain committed teachers.

Collectively, these studies underscore the critical role of effective HRM in the education sector. By focusing on comprehensive HRM practices, educational institutions can enhance

teachers' job satisfaction, reduce turnover intentions, and foster a committed and motivated teaching workforce. This, in turn, contributes to the overall effectiveness and growth of educational organizations.

Strategic HRM and Teacher Commitment

Strategic human resources management (HRM) practices play a significant role in fostering teacher commitment and enhancing competitive advantage within educational institutions. Research by Hamadamin and Atan (2019) in Iraqi universities underscores this relationship, demonstrating that strategic HRM practices positively influence both competitive advantage and employee commitment, particularly through the mediation of human capital development. Their findings suggest that institutions that invest in their human capital through strategic HRM are better positioned to retain a committed and motivated workforce. Conversely, Manthi et al. (2018) in Kenya highlighted the detrimental effects of poor HRM practices on teacher retention. Their study found that inadequate training, compensation, career development, and performance management significantly predict teachers' turnover intentions. This underscores the critical need for effective HRM strategies to prevent high turnover rates and ensure the retention of committed teachers. The study indicates that when HRM practices are lacking, it directly impacts teachers' desire to stay within their roles, highlighting the importance of comprehensive and supportive HRM practices.

Further corroborating these findings, Alabri et al. (2022) demonstrated that HRM practices significantly impact employees' adaptive performance, particularly when mediated by transformational leadership. Their research illustrates that effective HRM practices, coupled with strong leadership, can significantly enhance employees' ability to adapt and perform, thus fostering greater commitment. This reinforces the notion that strategic HRM is not only about implementing policies but also about nurturing leadership that can inspire and motivate teachers.

Collectively, these studies highlight the critical role of strategic HRM and effective school management in influencing teachers' commitment. Effective leadership, supportive working conditions, fair compensation, and opportunities for professional growth are essential components that enhance teachers' dedication to their profession. By fostering a positive and motivating environment, educational institutions can significantly improve teachers' job satisfaction and commitment, ultimately leading to better educational outcomes.

Compensation on Teacher's Commitment

A study carried out by Oyewunmi, Ogunnaike and amuwagun (2016) titled the Empirical Appraisal of Compensation and Organizational Commitment in Education Management. This study investigated the effects of compensation on organizational commitment in selected secondary schools in Nigeria. The survey method was adopted for the study and a total of one hundred and seventy-two (172) teachers were sampled across four (4) secondary schools in Lagos State. Linear regression analysis and correlation were used to test the hypotheses. Results showed that compensation has a significant influence on organizational commitment. It is recommended that organizations should ensure the design of compensation packages that are adequate. This will contribute to increased employee commitment and positive performance outcomes. From the findings of this study, it can be concluded that adequate compensation enhances employee commitment. When employees are adequately compensated, performance will be enhanced and intention to leave the organization will be drastically reduced. This study found that compensation has a significant relationship with organizational commitment.

It is therefore recommended that appropriate and timely compensation be deployed to facilitate increased organizational commitment. The subject of compensation poses a critical challenge for the Nigerian workforce. Particularly within the public sector, employees have to constantly resort to industrial actions to receive commensurate compensation for their effort (Oyewunmi and Oyewunmi, 2014). There is a critical need for all relevant stakeholders to jointly resolve issues relating to compensation and design strategies, to ensure appropriate and timely compensation of teaching staff, as well as other support personnel. This will have a positive impact on performance outcomes and enhance the commitment levels of employees.

Ngozi and Unyime (2023) carried out a study on Work commitment among teachers: The roles of compensation and performance appraisal in Ikenne Local Government. The purpose of this study was to examine the potential influence of compensation and performance appraisal on work commitment among teachers in Ikenne, Ogun state. Descriptive research design was adopted and the sample size of one hundred and forty-one (141) teachers from five (5) secondary schools in the area of study were selected through total enumeration technique. Three validated instruments namely Work Commitment scale, Compensation scale

and Performance appraisal scale with reliability coefficient of 0.53, 0.898 and 0.788 respectively were adopted and used for data collection. One research question was analyzed using descriptive statistics while four hypotheses postulated were tested at 0.05 level of significance using multiple regression analysis. The finding of this study revealed significant combined influence of compensation and performance appraisal on teachers work commitment ($F(2,138) = 59.855, P < .05$). It further revealed that compensation and performance appraisal jointly accounted for about 46% of variance in teachers work commitment ($Adj. R^2 = .457$). A significant relative influence of the independent variables on work commitment was also discovered while findings also show that monetary compensation is the package mostly available to teachers. Based on the findings, it was concluded that teachers should be compensated for their hard work as it makes them more committed to their work. It was recommended that school administrators should administer performance appraisals to ensure teachers are more productive in their work. Compensations such as promotions, monetary rewards and awards should be based on the results of these performance appraisals so as to ensure commitment of the teachers.

Zayed, Mamunur, Saad, Faisal-E-Alam, and Anwarul. (2022), carried out a study on The Power of Compensation System (CS) on Employee Satisfaction (ES). The compensation system, employee motivation, and employee satisfaction have received much attention from academics for many years. Existing research, however, does not yet detail the mediation effect of employee motivation on the relationship between the entire compensation system and employee satisfaction. The study explores the influence of the compensation structure on employee satisfaction using employee motivation as mediation. This research embraced a quantitative design, positivism paradigm, deductive approach, and explanatory research. Cross-sectional data from 100 employees were drawn with a random sampling technique using a self-administered survey questionnaire. First, in sequence of analysis, descriptive statistics were conducted. After that, a reliability test was used to test internal consistency. Finally, a correlation test, direct effect, indirect effect, and total effect were used to test the hypotheses at the 0.05 level while analyzing the data. The findings show that the compensation system has a favorable impact on employee satisfaction by partially mediating motivation. Concurrently, this study establishes awareness intending to revise a robust compensation strategy so that employee morale, engagement will increase and turnover will reduce.

The study outcomes will assist policymakers in improving the situation of the existing workforce in insurance companies and other financial companies in Bangladesh.

Work Environment on Teacher's Commitment

A study carried out by Haerofiatna, Heri Erlangga, Nurjaya and Rozi (2021) on The Effect of Organizational Commitment and Work Environment on Job Satisfaction and Teachers Performance. The purpose of this study was to analyze the effect of Organizational Commitment on Job Satisfaction, the effect of Work Environment on Job Satisfaction, the influence of Organizational Commitment on Teachers Performance, the effect of Work Environment on Teachers Performance, the effect of Job Satisfaction on Teachers Performance. The analytical method used in this research is structural equation modeling (SEM) to determine the causal relationship between latent variables contained in structural equations. The analysis tool used is with the help of Smart PLS. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 150 respondents. Based on the results of the data analysis, it was concluded that motivation had no significant effect on Teachers Performance. Organizational Commitment has no significant effect on Job Satisfaction Performance. Work Environment has no significant effect on Job Satisfaction. Organizational Commitment affects teachers' performance. Work Environment has a significant effect on teachers Performance. job satisfaction has no significant effect on teachers' performance.

Anwar, Khan and Jabbar (2022), carried out an empirical study on the Relationship between Working Environment and Teachers' Performance. The major objective of this study was to determine the effect of the working environment on teachers' performance of teaching faculty. This study was quantitative and based on a cross-sectional research design. In this study, the working environment was used as an independent variable, while the teachers' job performance was treated as a dependent variable. The population of the study was public secondary school teachers in Sheikhupura, while 234 respondents were selected as a sample through a simple random sampling technique. The self-administered questionnaire was adapted based on five points Likert scale format. The data were collected by research tool through a survey method. The Statistical Package for Social Science was administered to analyse the research hypothesis. The study's findings revealed a positive and significant correlation between the working environment and job performance. Moreover, the working environment had a positive and moderate effect on teachers' job performance. The study is

beneficial for developing the teaching-learning process at the secondary school level by adapting the various innovative techniques.

A study carried out by Ker, Lee, Ho (2022) on The Impact of Work Environment and Teacher stating that teachers play a critical role in student learning processes and in their academic success, and as such their job satisfaction directly impacts upon their teaching efficacy and lecture quality. In light of the importance of job satisfaction in educational practice, this study investigates the impact of work environment factors and personal attributes on teachers' job satisfaction. Materials/methods – This study utilizes data from the 2019 TIMSS (Trends in International Mathematics and Science Study) for eighthgrade science teachers from the United States. The Results of this study reveal that teacher job satisfaction showed a strong association with the majority of work environment factors and professional development factors, whilst no significant relationship was found with teacher background. Teachers' job satisfaction significantly impacts on their performance, retention, and teaching efficacy. Through analysis of the TIMSS 2019 dataset, it was seen that teacher job satisfaction is primarily affected by the environment in which they work and also their professional development. These results concur with other findings reported in the literature. However, contrary to prior works, this study revealed no association between job satisfaction and teachers' background.

As a result, schools should prioritize creating a congenial work environment in order to improve teaching quality. The limitations of this research and suggestions for future work are also discussed.

Usman, Rita and Austin (2020) carried out a study on Exploring work environment factors influencing the application of teacher professional development in Ghanaian basic schools. This study explored the work environment factors that support or constrain the application of teacher professional development initiatives in Ghanaian basic schools. Utilizing qualitative research paradigm, 15 teachers were purposively selected and interviewed from one educational district in Ghana. Findings from the study showed that headteachers support through the provision of the required teaching and learning resources, peer support through culture of shared norms, beliefs and values and the opportunity to share knowledge during school-based in-service training (INSET), interest and commitment shown by students toward learning, and availability of needed teaching and learning materials supported transfer

of learning of teachers. In contrast, lack of time due to rigid and inflexible school timetable, teacher workload, and inadequate teaching and learning resources constrained effective transfer of professional development of teachers. The study concludes that educational policymakers and training practitioners need to support infrastructures that would empower headteachers to be resourceful in order to assist and provide teachers with the required teaching and learning facilities to facilitate the transfer of their learning.

Job Security on Teacher's Commitment

Henry and William (2020) carried out a study on *The Effect of Job Security on the Commitment of Teachers in Ghana: The Mediating Role of Career Satisfaction*. This study sought to assess the effect of job security on the commitment of teachers in the Cape Coast Metropolis of Ghana. The study further assessed the mediating role of career satisfaction in the relationship between job security and organizational commitment. Using an explanatory survey design, 228 senior high school teachers were systematically selected and surveyed accordingly. The estimated target population was 530 teachers. An internal consistency of .807 was recorded for the instrument. Data processing and analysis were done using SPSS and SMART PLS to assess the effect of job security on the four dimensions of organizational commitment (affective, continuance, normative, and value commitment). The measurement model met all the quality criteria. It was found that job security had a positive influence on all four dimensions of organizational commitment as well as career satisfaction. Similarly, career satisfaction had a positive influence on all four dimensions of organizational commitment. Furthermore, career satisfaction mediated the relationships among job security and all dimensions of organizational commitment except value commitment.

Thus, the findings suggest that Ghana Education Service should institute policies and measures that enable teachers to feel more secure in their job, and increase their opportunities for career development in Ghana's public senior high schools. Additionally, teachers should take advantage of human resource development policies initiated by their respective institutions to increase the level of their career satisfaction and consequently, their commitment to their respective schools.

Mosaybian and Jafari (2017) examined the relationship between job security and organizational commitment. The aim of this research was to study the relationship between job security and organizational commitment. This study was practical due to its objectives,

and was descriptive due to its methodology. The statistical society included all 1612 employees of Illiterate Education Organization among whom the researchers selected 373 persons randomly and using Kukran formula. In order to collect the data needed, the researchers used, in addition to library researches, two questionnaires. The alpha coefficient for test reliability was 0.89 for job security and 0.76 for organizational commitment. Moreover, the researchers used SPSS software and Pearson Correlation to analyse the data. Finally, the result showed that there is a significant relationship between job security and organizational commitment. They concluded that the success of any organization is due to its human resources and also satisfying related needs which are depended upon job security.

Imran, Majeed and Ayub (2015) studied the impact of organizational justice, job security and job satisfaction on organizational productivity. The study employed descriptive statistics and regression technique. The study found that employees' job security plays a very important role to enhance employee job commitment to the organization and in the end, organizational productivity will be increased. They asserted that job security, job satisfaction and organizational justice, the productivity of any organization can be increased. Similarly, Jimenez and Didona (2017) investigated the perceived job security and its effects on job performance. They employed quantitative research method and correlation technique. The study found that there is a significant positive correlation between the perception of job security and job performance and this means that the more secure an employee feels at a job, the better he or she will perform. They asserted that strong benefits package, probability of advancement, employee participation in the provision and status of the employment, and opportunity for personal growth and development may all play a significant role in the employees' perception of job security, and turn, have an impact on employee commitment.

Professional Development on Teacher's Commitment

Empirically, career development practice help workers comprehend their thought processes, their qualities, and how they may add to organization, for instance in the study of Khadijetou (2016) on the effect of career development programs on employee retention in international non-governmental organizations, it revealed that career development programs affect employee retention. Pillay, Dawood and Karodia (2015) found that career development had a highly positive correlation with employee engagement and service quality. Also, it was established that organizational Career planning is a fundamental human resource policy in

NGOs. The study further revealed that Career counselling is a fundamental human resource policy in NGOs.

Siti, Bambang, Nur and Achmad (2021) carried out a study on The Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia. It is premised in this study that quality of education is largely determined by the quality of teachers, which further depends upon their continuous professional development. This study aimed to determine the effect of professional development, innovative work and work commitment on quality of teacher learning among elementary school teachers in Indonesia. Method The research sample comprised of 100 teachers of elementary schools sampled with the help of the Slovin formula. Structured questionnaires were used to collect data. Data analysis was carried out by Structural Equation Modeling (SEM) using the SmartPLS tool. Both measurement and structural models were calculated to understand the relationships between the variables of the study. The results of this study indicate that professional development had a significant positive effect on teachers' work commitment, and that work commitment affects the quality of teacher learning. It was further found that innovative work also affected the quality of learning. Implications for Research and Practice: It has been asserted in this study that professional development of teacher by improving work commitment and innovative work improved the quality of education and produced competitive quality human resources. This shows teachers and educational institutions can plan their strategies by taking the benefit of these findings. By making use of innovation, teachers can devise various learning models to help students achieve their learning goals.

Kefelegn (2016) examined the effect of career development on staff motivation and retention. Descriptive and explanatory analysis was used. The study employed survey research design and revealed that among other things, low chances of promotion and a marked lack of opportunities regarding career paths was revealed. The study revealed that there is lack of recognition for skills and accomplishments, staff at levels do not benefit from career advancement. It was revealed, through the study, that the inflexible organizational structure, poor policies on promotion, and favouritism were responsible for lack of career advancement after the reform. The study identified setting clear and transparent policies on promotion and free and fair competition for promotion as a few of the strategies that could minimize constraints to career advancement. Omerzel and Gulev (2016) empirically deduced that organizations need to adopt the development of employees so as to foster a sound

organizational memory. This will in turn enable employees to develop capabilities needed to remember what had previously worked as well as what previously failed. This will enhance sound and prompt execution of tasks as organizational information can be retrieved to enhance better employee performance.

School Management and Teachers' Commitment in Africa

Empirical studies in Africa highlight the significant impact of school management on teachers' commitment. For instance, Khumalo (2019) conducted research in South Africa and found that transformational leadership, characterized by involvement and participation, enhances teachers' motivation and subsequently their commitment. This aligns with the findings of Tadesse (2019) in Ethiopia, who noted that mentoring inexperienced teachers bolsters their commitment. Similarly, Oduk (2016) reported that in Kenya, transformational leadership styles positively influence teachers' job commitment, emphasizing the role of leadership in fostering a dedicated teaching workforce.

In Nigeria, Olurotimi et al. (2015) explored the influence of motivational factors on teachers' commitment in public secondary schools in Mbale Municipality. They discovered that rewards such as pay, recognition, and promotion opportunities significantly impact teachers' commitment. In a similar vein, Akinwale and George (2020) examined the role of job satisfaction in teacher commitment in Lagos State and found that intrinsic factors like professional growth and extrinsic factors such as compensation are vital in promoting commitment among teachers.

Alsiewi and Agil (2014) in Libya identified job satisfaction factors such as a positive attitude towards the job, growth and development opportunities, and the relevance and meaning of the job as key influencers of teachers' commitment. These findings are echoed by Hassan et al. (2017) in Ghana, who reported that supportive leadership and professional development opportunities significantly enhance teachers' organizational commitment. Additionally, Yusuf and Alhaji (2016) in Tanzania found that school leadership styles that foster a positive school climate and involve teachers in decision-making processes contribute to higher levels of commitment.

Furthermore, a study by Nyenyembe et al. (2016) in Malawi investigated the impact of school management practices on teacher retention and commitment. They found that supportive management practices, including regular feedback and recognition, significantly reduce

turnover intentions and increase commitment. Similarly, Kadzamira (2019) in Zambia reported that school management's provision of adequate teaching resources and a supportive environment plays a crucial role in enhancing teachers' commitment.

These studies collectively underscore the critical role of supportive and motivating school management practices in enhancing teachers' commitment across various African contexts. By fostering positive working conditions, recognizing teachers' efforts, and providing opportunities for professional growth, school leaders can significantly boost teachers' dedication to their profession, leading to improved educational outcomes.

Global Perspectives on School Management and Teachers' Commitment

Research from different regions supports the notion that effective school management is crucial for teachers' commitment. Eliophotou-Menon and Ioannou (2016) investigated the relationship between transformational leadership and teachers' job satisfaction and commitment in Androula. They found that school leadership significantly influences commitment through teamwork, participative decision-making, and fostering a positive organizational climate. This aligns with the study by Hariri, Monypenny, and Prideaux (2016) in Indonesia, which demonstrated that transformational leadership enhances teachers' job satisfaction and commitment through supportive and empowering practices.

Similarly, Marshall (2015) studied the influence of principal leadership styles on teachers' commitment among secondary schools in Barbados and found that there is a close relationship between leadership style and teacher commitment. The study highlighted that principals who engage in transformational leadership practices, such as recognizing teachers' efforts and involving them in decision-making, significantly boost teachers' commitment. Likewise, Dou et al. (2016) investigated the relationships between school principal leadership, teachers' job satisfaction, and organizational commitment in China. Their findings indicated that instructional and transformational leadership positively impact teachers' job satisfaction and organizational commitment.

In Europe, a study by Leithwood and Jantzi (2006) in the United Kingdom examined the impact of transformational school leadership on teachers' motivation and commitment. The results showed that leadership practices that emphasize professional development, recognition, and collaborative decision-making are essential for enhancing teachers' commitment. Additionally, Berkovich and Bogler (2020) in Israel found that principals' transformational leadership behaviors, such as setting a clear vision and providing individual

support, are key factors in fostering teachers' organizational commitment and reducing turnover intentions.

In North America, the research by Louis et al. (2010) in the United States underscored the importance of shared leadership in schools. Their study revealed that when teachers are given leadership roles and responsibilities, their commitment to the school and its goals increases significantly. Similarly, Hallinger and Heck (2010) reviewed multiple studies and concluded that effective school leadership is a critical determinant of teachers' commitment, impacting school culture, teacher collaboration, and overall job satisfaction.

In Oceania, a study by Robinson, Lloyd, and Rowe (2008) in New Zealand highlighted that leadership practices focusing on promoting professional learning communities and fostering a supportive school environment are vital for teacher commitment. The research showed that principals who prioritize teacher development and create a culture of mutual respect and collaboration enhance teachers' dedication to their roles.

These global perspectives underscore the universal importance of effective school management and leadership in fostering teachers' commitment. By adopting transformational leadership practices, involving teachers in decision-making, and creating supportive and collaborative environments, school leaders can significantly enhance teachers' motivation and dedication to their profession, leading to better educational outcomes across diverse contexts.

CHAPTER THREE

METHODOLOGY

This section discusses the research methodology used for collecting and analyzing data. It reveals the processes used to collect data from the field. The section opens with a description of the research design and how the study will be carried out. Next, we discussed the study area, the population of the study, the target population, and the accessible population from which our sample size will be derived. The sample and the sampling techniques, data-gathering tools and methods for validating them will be discussed. The processes for administering the instruments will also be discussed, method of data analysis and ethical considerations.

Research design

The research adopted a mixed-methods approach, combining quantitative and qualitative data collection and analysis methods to gain a comprehensive and holistic understanding of human resources management practices and their impact on teacher commitment. This mixed-methods design will allow for a deeper exploration of the research problem. Quantitative research involves gathering numerical data through surveys or questionnaires to measure specific variables related to human resource management practices and teacher commitment. Quantitative methods are valuable for analyzing large datasets and identifying statistical patterns and correlations while qualitative methods aim to capture rich, in-depth insights, experiences, and perceptions of the participants, providing a deeper understanding of the research problem. By employing a mixed-methods research design, this study aims to offer a more holistic and nuanced understanding of the complex relationship between human resources management practices and teacher commitment in some selected private secondary schools in Mfoundi division.

Area of Study

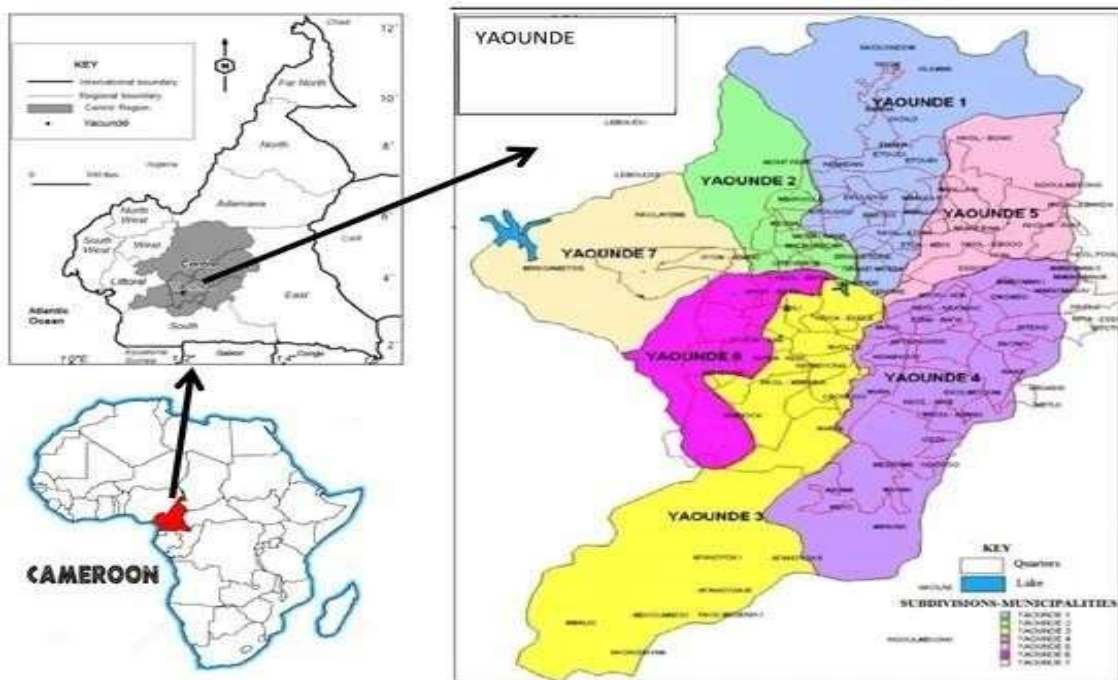
A research area is a physical site that is the locality, topography, and history where the research project is being conducted. This study was conducted in the Mfoundi Municipality of the Centre Region of Cameroon. The Mfoundi Municipality was purposively sampled. Mfoundi division is a department of Centre region in Cameroon. The department covers an area of 180 km² (69.50 sq mi) and as of 2023 had a total population of 2,765,568 inhabitants. The department forms the Yaounde capital and greater area. The division was created following Decree No. 74/193 of March 11, 1974 separating it from the division of Méfou (today itself divided into Méfou-et-Afamba and Méfou-et-Akono).

The department has only one urban community: However, each of the 7 current boroughs has an urban borough council, elected and headed by an urban borough mayor. The urban community covering the entire department makes it a community with a special status.

The department (division) has 7 subdivisions:

1. Yaoundé I (Nlongkak)
2. Yaoundé II (Tsinga)
3. Yaoundé III (Efoulan)
4. Yaoundé IV (Kondengui)
5. Yaoundé V (Essos)
6. Yaoundé VI (Biyem-Assi)
7. Yaoundé VII (Nkolbisson)

Figure 4: map of Mfoundi Division



Population of Study

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). The population of the study is/ are teachers from some selected private secondary schools in Mfoundi division, reason why this study chooses private secondary schools' teachers from Mfoundi Division. Firstly, private secondary schools in Mfoundi division are funded and set up by private individuals and operate independently without financial support. They are quite different from public secondary

schools in terms of nature and management system of the school. The management of teachers in private schools is more inclined to command and control. Teachers' participation in decision-making in teaching management is low, and teachers' often lack attention and satisfaction.

Target Population

The target population is the complete set of individuals, that meet the criteria for inclusion in a research study. Target population can be based on various characteristics, such as demographics and specific traits or other criteria relevant to the research question. The scope of the target population can vary widely depending on the research objectives. It could be a specific subgroup within a larger population or the entire population of interest. In some cases, it may not be feasible to study the entire target population due to constraints such as time, budget, or logistical challenges. In such situations, researchers often work with a sample a smaller, representative subset of the target population to draw conclusions about the larger group. Therefore, the target population of this research are teachers (part time and permanent teachers) in eight (8) private secondary schools in Mfoundi division and (10) administrators of the selected private secondary school.

Table 1: Distribution of target population

No	Name of School	Sub-division	Target teachers	Targeted administrators
1.	Bilingual School Complex Esperance, Vallee	Yaounde 1	44	1
2.	MacMillan Bilingual Academy	Yaoundé 2	43	1
3.	Kamza Bilingual College Ahala	Yaounde 3	37	1
4.	L'espoir Anglo-Saxon School Complex (EEKO) Terminus Odza	Yaounde 4	48	2
5.	St John Academy of Excellence	Yaounde 4	10	1
6.	Leadership Bilingual College	Yaounde 5	41	1
7.	Me Vick Bilingual Grammar School Etougebe Yaounde	Yaounde 6	47	1
8.	Genius Trilingual College Nkolbisson	Yaounde 7	45	2
	Total		315	10

The table above shows the total number of targeted teachers in selected private secondary schools in Mfoundi Division. Therefore, eight (08) private secondary schools in Mfoundi were targeted with a total population of 315 teachers and 10 administrators.

Accessible population

The accessible population, also known as the study population or sampling frame, refers to the subset or segment of the target population that is accessible and available for researchers to study. The accessible population represents the portion of the broader group (target population) that researchers can realistically and practically reach and include in the research. Asiamah et al. (2017) corroborate by postulating that after eliminating every member of the target population who might or might not engage in the study or who cannot be reached during that time, the accessible population is then reached. The accessible population of this study was drawn from seven (07) private secondary schools from the seven subdivision of Mfoundi. The researcher, therefore, had access to 305 teachers drawn from the seven (07) private secondary schools, as seen below.

Table 2: Distribution of accessible population per school

No	Name of school	Sub-division	Accessible Population
1	Bilingual School Complex Esperance, Vallee	Yaounde 1	44
2	MacMillan Bilingual Academy	Yaounde 2	43
3	Kamza Bilingual College Ahala	Yaounde 3	37
4	L'espoir Anglo-Saxon School Complex (EEKO) Terminus Odza	Yaounde 4	48
5	Leadership Bilingual College	Yaounde 5	41
6	Mevick Bilingual Grammar School Etougebe Yaounde	Yaounde 6	47
7	Genius Trilingual College Nkolbisson	Yaounde 7	45
	Total		305

Table 3: Distribution of accessible base on permanent and part time teachers

No	Name of school	Sub-division	Permanent teachers	Part time teachers
1	Bilingual School Complex Esperance, Vallee	Yaounde 1	35	09
2	MacMillan Bilingual Academy	Yaounde 2	39	04
3	Kamza Bilingual College Ahala	Yaounde 3	31	06
4	L'espoir Anglo-Saxon School Complex (EEKO) Terminus Odza	Yaoundé 4	38	10
5	Leadership Bilingual College	Yaounde 5	33	08
6	Mevick Bilingual Grammar School Etougebe Yaounde	Yaounde 6	37	10
7	Genius Trilingual College Nkolbisson	Yaounde 7	36	09
	Total		249	56

Source: fieldwork (2023)

The table below present the distribution of accessible population base on permanent teachers and part time teachers in (7) selected private schools in Mfoundi division

Sample of the study

The sample of this research work is drawn from the accessible population of 249 private secondary school teachers from the seven schools the researcher had access to. A good sample is one that statistically represents the target population and is sizable enough to provide an answer to the research issue. Amin (2005) views a sample as a portion of the population whose results can be generalized to the entire population. The author adds that a sample can also be considered representative of a population. The sample size will be determined using research advisor sample size table (2006), which constitutes 152 private secondary school teachers with 95% confidence level and 5% margin error as well as an online sample size calculator. However, of the 152 questionnaires sampled in the field, 148 were fully responded to. The responses gotten from the other 4 samples were incomplete and some not responded to at all.

Table 4: Distribution of sample per school

No	Name of school	Sub-division	Accessible Population (permanent teachers only)	Sample size
1	Bilingual School Complex Esperance, Vallee	Yaounde 1	35	20
2	MacMillan Bilingual Academy	Yaounde 2	39	22
3	Kamza Bilingual College Ahala	Yaounde 3	31	20
4	L'espoir Anglo-Saxon School Complex (EKO) Terminus Odza	Yaounde 4	38	21
5	Leadership Bilingual College	Yaounde 5	33	23
6	Me Vick Bilingual Grammar School Etougebe Yaounde	Yaounde 6	37	18
7	Genius Trilingual College Nkolbisson	Yaounde 7	36	24
	Total		249	~148

Source: fieldwork (2023)

Sampling technique:

Sampling techniques refer to the various strategies a researcher uses to draw out a sample from the parent population of the study (Amin, 2005). There are two main sampling techniques; probability and non-probability techniques. The sampling technique used for quantitative data in this study is probability sampling, in which all the elements of the population have some probability of being selected. Probability sampling will provide a base for the researcher to generalize about the population. The type of probability sampling technique employed in this research is simple random sampling (SRS). Amin (2005) opined that a simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. Through this technique, no school or teacher were left out, ensuring the representativeness of all private secondary school teachers in the Mfoundi division.

For qualitative data the sampling techniques employed for this study was the purposive sampling (or Purposeful Sampling) which involves deliberately selecting participants or data sources based on specific criteria that are relevant to the research question or objectives.

Purposive Sampling was used to ensure that the sample includes individuals or sources with the expertise, knowledge, or experiences necessary to provide valuable insights.

Instrument for Data collection

An instrument is any tool that has been methodically built to collect data and should be gathered accurately.

Quantitative data

This study will make use of the closed-ended questionnaire including Likert-style rating scales and questions. These closed questions are simple and take little time to complete. According to Creswell (2016), a questionnaire takes a quantitative approach to measure perceptions and provides data upon which generalizations can be made on the views of a given population on a particular phenomenon. This self-administered questionnaire is preferred, given that the targeted respondents could read and express themselves effectively. The researcher will use a self-administered questionnaire to capture the teacher's views on human resources management in some private secondary schools in Mfoundi Division.

The teacher's questionnaire was divided into two sections whereby the first contained the demographic information that seek to find out the background information in terms of gender, age, professional qualification, and teaching experience. The second section consist of sub-variables (the independent and dependent variables) using the Likert scale ranking system which will gather information about the human resources management practices in relation to teacher's job commitment.

Table 5: Questionnaire options and corresponding weights on the Likert scale

Option	Weight
Strongly Agree (SA)	4 Points
Agree (A)	3 Points
Disagree(D)	2 Points
Strongly Disagree (SD)	1 Point

Table 5 shows how the questionnaire will be weighted with the various options, from 4 points for SA to 1 point for SD.

Qualitative data:

This study employs an In-Depth Interviews which involve open-ended questions that encourage participants to share their experiences, perceptions, and narratives. These

interviews are often semi-structured, allowing for flexibility. Interviews are appropriate for extracting sensitive and personal information from respondents through honesty and personal interaction between the respondent and the interviewer. The interview guide was divided into two sections to solicit data regarding the demographic information and human resources management strategies used by the administration to enhance teachers' commitment in private secondary schools in Mfoundi division.

Validation of the Instrument of data Collection

Validation of the instrument of data collection is a crucial step in research and data collection processes. It ensures that the instrument or tool you plan to use to collect data is reliable and measures what it is intended to measure accurately. According to Amin (2005), validation refers to the accuracy of the instrument in measuring what the researcher intends to measure. Validity refers to the measurement instrument and the level to which it serves the purpose of its design.

Content Validity: Content validity is a critical aspect of validating an instrument or tool used for data collection in research. It assesses whether the items or questions within the instrument adequately cover the content or domain of the concept or construct being measured. In other words, content validity evaluates whether the instrument's content is representative of the entire concept or construct it's supposed to measure. Content validity is particularly important when developing questionnaires, surveys, or assessments for research studies. It ensures that the instrument's content aligns with the underlying construct, increasing the instrument's credibility and its ability to measure the intended concept accurately.

Face Validity: Face validity is a subjective assessment of whether the instrument appears to measure what it intends to measure. The research supervisor has carefully reviewed the instrument, which will be a questionnaire and an interview guide. The research supervisor has assessed whether the instrument's items are clear, easily understood, and relevant to the research goals. The research supervisor has also ensured that the instrument aligns with the research objectives and the theoretical framework of the study. They have evaluated whether the items are appropriate for investigating the research questions or hypotheses. And lastly the research supervisor has identified some issues with the instrument's face validity, and has provided constructive feedback and suggested revisions. This includes rephrasing questions, clarifying instructions, or eliminating redundant or irrelevant items. The process of assessing

face validity may involve multiple iterations of reviewing, revising, and refining the instrument until it appears to be appropriate and meaningful for data collection.

Procedure of Data Collection

To answer the research questions raised, the researcher has gone through series of data gathering procedures. The researcher has received the authorization for research from the Dean of the Faculty of Education from the University of Yaounde 1, for ethical clearance. The researcher has used the authorization to carry out documentary research on the statistics of private secondary school teachers in the Centre Regional Delegation for Secondary Education of Mfoundi Division. After the validation of the research instrument by the research supervisor, the researcher has visited the sampled schools and obtained permission from the principals. As far as the administering of the questionnaire is concerned, 152 questionnaires will be administered to the aforementioned 7 private secondary school's teachers and 6 administrators from amongst these 7 private schools will be interviewed.

Ethical consideration:

Ethical considerations are paramount when collecting data, as they ensure the protection of individuals' rights, privacy, and dignity. Adhering to ethical principles is essential for maintaining trust and integrity in research and data collection processes. The researcher will brief the respondents on how the questionnaire will be filled. The researcher will inform and get consent from the respondents before administering the questionnaire and equally assure them of total confidentiality and that it will only be used for educational research purposes.

Methods of data analysis:

The collected data will be analyzed both quantitatively and qualitatively. Quantitative data will be analyzed using Statistical Package for Social Science (SPSS) through descriptive statistics tools such as percentage, mean, and standard deviation, has been used to analyze the data. Descriptive statistics summarize the characteristics of a data set. Also, hypothesis will be tested using inferential statistics. The goal of hypothesis testing is to compare populations or assess relationships between variables using samples. Inferential statistics help the research come to conclusions and make predictions based on the data.

Qualitative data will be analyzed through content analysis. Content analysis is a research technique used to analyze qualitative data, particularly textual or visual data, in a systematic and structured way. Content analysis is a flexible method that can be adapted to various research contexts. It allows researchers to extract valuable insights from qualitative data, uncover patterns, and gain a deeper understanding of the content being analyzed. Analyzed

data will be presented and interpreted, and finally conclusions and recommendations will be presented based on the result of the finding.

CHAPTER FOUR

FINDINGS

This chapter presents the findings of the study on human resource management (HRM) and its effect on teachers' commitment in private secondary schools in Mfoundi Division. The purpose of this study is to provide a comprehensive understanding of how these HRM practices influence the commitment levels of teachers in private secondary schools. The specific objectives are to investigate the effect of compensation, work environment, job security, and professional development on teachers' commitment. The findings presented in this chapter are based on data collected through surveys and interviews with teachers from various private secondary schools in Mfoundi. The results are discussed in relation to the research questions and hypotheses, providing insights into the extent to which HRM practices influence teacher commitment. The chapter begins with an overview of the demographic characteristics of the respondents, followed by a detailed analysis of the effects of each HRM element on teacher commitment.

Demographic Characteristics of Respondents:

The demographic data of the respondents include gender, age, level of education, and experience in teaching.

Table 6: Gender Distribution of Respondents

Gender	Frequency	Percent
Male	77	52%
Female	71	48%
Total	148	100%

As shown in Table 6, the sample consists of 148 teachers from private secondary schools in Mfoundi, with 77 (52%) male and 71 (48%) female respondents. This near-equal gender distribution provides a balanced perspective on the HRM practices and their impact on teacher commitment across different gender groups.

Table 7: Age Distribution of Respondents

Age Group	Frequency	Percent
25-35 years	114	77%
36-45 years	27	18.2%
46-60 years	7	4.7%
Total	148	100%

Table 7, presents the age distribution of the respondents. Most of the respondents, 114 teachers (77%), fall within the age range of 25-35 years. This is followed by 27 teachers (18.2%) in the age range of 36-45 years, and a smaller group of 7 teachers (4.7%) aged 46-60 years. The age distribution indicates that a significant portion of the teaching staff in these private secondary schools is relatively young, with over three-quarters of the respondents being between 25 and 35 years old. This demographic trend could have implications for HRM practices, as younger teachers might have different needs and expectations compared to their older counterparts, particularly in areas such as professional development and work environment.

Table 8: Level of Education of Respondents

Level of Education	Frequency	Percent
DIPES I	35	23.6%
Bachelor	85	57.4%
DIPES II	13	8.8%
Master of Education	14	9.5%
PhD	1	0.7%
Total	148	100%

Table 8, shows the level of education of the respondents. A majority of the teachers, 85 (57.4%), hold a Bachelor's degree, followed by 35 teachers (23.6%) with a DIPES I (Diplôme de Professeur de l'Enseignement Secondaire). A smaller number have a DIPES II (8.8%), a Master of Education (9.5%), and only one respondent (0.7%) holds a PhD. This educational distribution suggests that most teachers in the sample have attained a significant level of higher education, which can influence their expectations and commitment levels in their professional roles.

Table 9: Teaching Experience of Respondents

Experience in Teaching	Frequency	Percent
1-5 years	81	54.7%
6-10 years	47	31.8%
11-15 years	14	9.5%
16-20 years	6	4.1%
Total	148	100%

Table 9, illustrates the teaching experience of the respondents. The majority of the respondents, 81 teachers (54.7%), have between 1-5 years of teaching experience. This is followed by 47 teachers (31.8%) with 6-10 years of experience, 14 teachers (9.5%) with 11-15 years, and 6 teachers (4.1%) with 16-20 years of experience. The predominance of teachers with relatively fewer years of experience (1-5 years) suggests that many teachers in private secondary schools in Mfoundi are early in their careers, which could affect their perspectives on HRM practices and their commitment levels.

Research Questions

- 5) What is the effect of compensation on teacher's commitment in private secondary schools?**

Analysis of the Effects of HRM Elements on Teacher Commitment

The first research question investigates the effect of compensation on teacher's commitment in private secondary schools. The corresponding hypothesis (Ha1) posits that compensation has a statistically significant effect on teacher's commitment. The data collected through surveys provide insights into various aspects of compensation and their impact on teachers' motivation, loyalty, and dedication. The survey responses are summarized in [Table 4.5](#).

Table 10: Compensation and Teacher Commitment

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	A fair competitive compensation is important for retaining qualified teachers.	4	2.7	8	5.4	79	53.4	57	38.5	3.28	.688
2	An increase on compensation makes you feel more relevant to your role as a teacher.	91	61.5	46	31.5	9	6.1	2	1.4	3.53	.675
3	Compensating teachers positively influences their assurance to their profession.	74	50.0	68	45.9	6	4.1			3.46	.576
4	Teachers are more likely to stay loyal to their school when they receive regular compensations and incentives.	85	57.4	56	37.8	7	4.7			3.53	.588
5	Providing compensation enhances teachers' dedication to their role.	65	43.9	67	45.3	13	8.8	3	2.0	3.31	.718
6	Teachers are generally more motivated and unswerving when they know they will receive compensation for exceptional performance.	64	43.2	69	46.6	14	9.5	1	.7	3.32	.672
7	Teachers are more likely to stay dedicated to their school when they receive regular compensation and incentives.	57	38.5	80	54.1	9	6.1	2	1.4	3.29	.644
8	Teachers' levels of assurance tend to improve when they are offered tangible compensation, such as bonuses.	62	41.9	69	46.6	14	9.5	3	2.0	3.28	.719

The survey results reveal significant insights into the relationship between compensation and teacher commitment in private secondary schools in Mfoundi Division. Firstly, while a substantial portion of respondents (53.4%) disagreed and (38.5%) strongly disagreed that fair competitive compensation is crucial for retaining qualified teachers, the mean score of 3.28 and standard deviation (SD) of 0.688 suggest that this factor remains important to a notable number of teachers. This mixed response indicates varying perceptions about the role of competitive compensation in retention. Secondly, the data show a strong consensus that increased compensation enhances teachers' sense of relevance in their roles. A majority of respondents (61.5%) agreed and (31.5%) strongly agreed with this statement, reflected in a high mean score of 3.53 and a low SD of 0.675. This indicates that salary increases are widely perceived as validating and important for their professional identity. Thirdly, compensation was found to positively influence professional assurance, with 50.0% agreeing and 45.9% strongly agreeing. The mean score of 3.46 and low SD of 0.576 highlight a broad agreement that adequate compensation reinforces teachers' commitment to their profession.

Moreover, regular compensation and incentives were linked to higher loyalty, with 57.4% agreeing and 37.8% strongly agreeing. The mean score of 3.53 and SD of 0.588 underscore the importance of consistent financial rewards in fostering loyalty to their schools. In terms of dedication, 45.3% of respondents agreed and 43.9% strongly agreed that compensation enhances their dedication to their roles, reflected by a mean score of 3.31 and an SD of 0.718. Similarly, the belief that performance-based compensation motivates teachers was supported by 46.6% agreement and 43.2% strong agreement, with a mean score of 3.32 and an SD of 0.672. The perception that regular compensation and incentives boost dedication was confirmed by 54.1% agreeing and 38.5% strongly agreeing, indicated by a mean score of 3.29 and an SD of 0.644. Lastly, the assurance from tangible compensation like bonuses was affirmed by 46.6% agreement and 41.9% strong agreement, with a mean score of 3.28 and an SD of 0.719.

In summary, the survey highlights that compensation significantly affects teacher commitment. Most teachers acknowledge that competitive compensation, regular incentives, and performance-based rewards positively impact their motivation, dedication, and professional assurance. These findings support the hypothesis that compensation has a statistically significant effect on teacher's commitment, suggesting that school administrators and policymakers should prioritize competitive and consistent compensation strategies to enhance teacher commitment and retention.

2. What is the effect of job security on teacher's commitment in private secondary schools?

The second research question examines the impact of job security on teacher's commitment in private secondary schools. The corresponding hypothesis (Ha2) posits that job security has a statistically significant effect on teacher's commitment. The survey responses on various aspects of job security are summarized in Table 4.6.

Table 11: Job Security and Teacher Commitment

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	Having a strong sense of job security positively impacts a teacher's binder to their role.	54	36.5	80	54.1	12	8.1	2	1.4	3.26	.661
2	Teachers with greater job security tend to exhibit higher levels of obligation to their students and school.	50	33.8	79	53.4	14	9.5	5	3.4	3.18	.735
3	Teachers are more likely to stay loyal when they feel secure in their employment.	84	56.8	52	35.1	11	7.4	1	.7	3.48	.665
4	Job security contributes to a teacher's motivation to remain devoted and engaged at work.	71	48.0	66	44.6	9	6.1	2	1.4	3.39	.666
5	Job security is a key factor in a teacher's long-term obligation to the education field.	54	36.5	77	52.0	15	10.1	2	1.4	3.24	.684
6	Ensuring job security for teachers would lead to an overall improvement in the education system.	63	42.6	68	45.9	15	10.1	2	1.4	3.29	.704
7	Job security for teachers need to be addressed to enhance their obligation to their profession.	56	37.8	74	50.0	12	8.1	6	4.1	3.21	.761

The survey results highlight the significant impact of job security on teacher commitment in private secondary schools in Mfoundi. A substantial majority of respondents (54.1%) agreed, and an additional (36.5%) strongly agreed that a strong sense of job security positively

influences their dedication to their role, evidenced by a mean score of 3.26 and a standard deviation (SD) of 0.661. This underscores the critical importance of job security in fostering teachers' commitment. Furthermore, more than half of the respondents (53.4%) agreed, and (33.8%) strongly agreed that teachers with greater job security exhibit higher levels of obligation to their students and schools. This is supported by a mean score of 3.18 and an SD of 0.735, indicating a consensus that job security enhances teachers' professional responsibility.

The majority of teachers (56.8%) strongly agreed, and (35.1%) agreed that they are more likely to remain loyal when they feel secure in their employment. The mean score of 3.48 and an SD of 0.665 reflect a strong agreement on the importance of job security for loyalty. Respondents largely agreed (44.6%) and strongly agreed (48.0%) that job security contributes to their motivation to stay devoted and engaged at work. With a mean score of 3.39 and an SD of 0.666, this suggests that job security is key to maintaining high levels of teacher engagement. Additionally, job security's role in long-term commitment to the education field is recognized, with 52.0% agreeing and 36.5% strongly agreeing. The mean score of 3.24 and an SD of 0.684 highlight its significance for sustained professional dedication.

Ensuring job security for teachers is perceived to lead to overall improvements in the education system, as indicated by 45.9% agreement and 42.6% strong agreement, resulting in a mean score of 3.29 and an SD of 0.704. This suggests broad support for the idea that job security enhances the education system. Finally, addressing job security is seen as essential for enhancing teachers' professional commitment, with 50.0% agreeing and 37.8% strongly agreeing. The mean score of 3.21 and an SD of 0.761 indicate that job security is a significant concern for teachers.

The analysis shows that job security significantly affects teacher commitment. Teachers widely acknowledge that job security enhances their dedication, motivation, loyalty, and long-term commitment to their profession and schools. These findings support the hypothesis that job security has a statistically significant effect on teacher's commitment, underscoring the importance of stable and secure employment conditions to foster a committed and engaged teaching workforce.

3. What is the effect of work environment on teacher's commitment in private secondary schools?

The effect of the work environment on teacher commitment in private secondary schools is reflected in the survey responses summarized in Table 4.7. The responses highlight various aspects of the work environment and their impact on teachers' commitment to their roles and schools.

Table 12: Work Environment and Teacher Commitment

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	The availability of collaborative spaces in the work environment impact teachers' obligation.	38	25.7	91	51.5	15	10.1	4	2.7	3.10	.678
2	Teachers are more engaged in schools where administrative support and communication are effective and streamlined.	77	52.0	65	43.9	5	3.4	1	.7	3.47	.600
3	There is autonomy to personalize their classrooms within the school environment.	32	21.6	81	54.7	32	21.6	3	2.0	2.96	.718
4	Teachers have opportunities for meaningful interactions with their colleagues.	40	27.0	95	64.2	12	8.1	1	.7	3.18	.592
5	The presence of clear performance evaluation criteria within the work environment influence teacher obligation levels.	44	29.7	86	58.1	15	10.1	3	2.0	3.16	.677
6	Teacher input is considered in decision-making processes hence impact their devotedness to the school.	43	29.1	71	48.0	29	19.6	5	3.4	3.02	.791
7	Teachers in schools with strong community involvement are devoted to their profession.	38	25.7	81	54.7	27	18.2	2	1.4	3.05	.703
8	The provision of resources and materials within the work environment influence teachers' obligation to student success.	76	51.4	60	40.5	9	6.1	3	2.0	3.41	.699

The survey results indicate that the work environment significantly affects teacher commitment in private secondary schools. The availability of collaborative spaces positively impacts teachers' commitment, with 51.5% of respondents agreeing and 25.7% strongly agreeing, resulting in a mean score of 3.10 and a standard deviation (SD) of 0.678. This

suggests that while most teachers value collaborative spaces, the strength of this sentiment varies. Effective and streamlined administrative support and communication greatly enhance teacher engagement. This is strongly supported by the data, with 52.0% of respondents strongly agreeing and 43.9% agreeing, leading to a high mean score of 3.47 and a low SD of 0.599, indicating strong consensus.

Teachers' autonomy to personalize their classrooms received mixed responses, with 54.7% agreeing and 21.6% both strongly agreeing and disagreeing. The mean score of 2.96 and SD of 0.718 reflect varied opinions on the importance of classroom autonomy. Opportunities for meaningful interactions with colleagues positively affect teacher commitment, with 64.2% agreeing and 27.0% strongly agreeing. The mean score of 3.18 and SD of 0.592 indicate broad agreement on this aspect of the work environment. Clear performance evaluation criteria are seen as influential on teachers' commitment levels, with 58.1% agreeing and 29.7% strongly agreeing. The mean score of 3.16 and SD of 0.677 show general agreement, though with some variability. Considering teacher input in decision-making processes impacts their commitment, with 48.0% agreeing and 29.1% strongly agreeing. The mean score of 3.02 and SD of 0.791 suggest that while many teachers feel this is important, there are differing views.

Teachers in schools with strong community involvement are more devoted to their profession, as indicated by 54.7% agreeing and 25.7% strongly agreeing. The mean score of 3.05 and SD of 0.703 indicate general support for the positive impact of community involvement. The provision of resources and materials within the work environment is crucial for teacher commitment, supported by 51.4% strongly agreeing and 40.5% agreeing. The mean score of 3.41 and SD of 0.699 reflect strong agreement on the importance of adequate resources.

The survey results demonstrate that various aspects of the work environment significantly affect teacher commitment in private secondary schools. Effective administrative support, opportunities for meaningful interactions, clear performance evaluation criteria, and the provision of resources are particularly influential. While there is some variability in the importance placed on classroom autonomy and teacher input in decision-making, the overall findings support the hypothesis that a supportive work environment has a statistically significant effect on teacher commitment. School administrators should focus on enhancing these key aspects to foster a more committed and engaged teaching workforce.

4. What is the effect of professional development on teacher's commitment in private secondary schools?

The impact of professional development on teacher commitment in private secondary schools is analysed through responses summarized in Table 13. These findings explore various aspects of professional growth opportunities and their influence on teachers' commitment to their roles and schools.

Table 13: Professional Development and Teacher Commitment

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	Highly performant schools organize professional development activities often for their teachers	49	33.1	71	48.0	27	18.2	1	.7	3.14	.725
2	Engagement levels are high when teachers have access to a variety of professional development opportunities.	64	43.2	68	45.9	15	10.1	1	.7	3.32	.680
3	Private schools support professional growth through development opportunities.	28	18.9	83	56.1	35	23.6	2	1.4	2.93	.691
4	Teachers engaged in specialized training programs organized by private schools enhance obligation to roles.	36	24.3	86	58.1	24	16.2	2	1.4	3.05	.678
5	Teachers have access to ongoing mentoring and coaching as part of their	34	23.0	91	61.5	23	15.5	0	0	3.07	.618

	career development										
6	Skill development programs are being organized by private schools	38	25.7	74	50.0	33	22.3	3	2.0	2.99	.751

Several key findings emerge from the analysis of responses in Table 4.8, shedding light on how different aspects of professional growth impact teachers' dedication to their roles. Firstly, schools that frequently organize professional development activities are perceived to positively influence teacher commitment. A significant portion of respondents (33.1% agreeing and 48.0% strongly agreeing) endorse the idea that such initiatives enhance commitment, resulting in a mean score of 3.14 with a moderate standard deviation (SD) of 0.725, indicating a generally favourable view. Access to a variety of professional development opportunities is crucial for maintaining high engagement levels among teachers. This is strongly supported by the data, with 43.2% of respondents agreeing and 45.9% strongly agreeing. The mean score of 3.32 and SD of 0.680 highlight a consensus among educators regarding the positive impact of diverse development options on their commitment. Private schools are recognized for their support in fostering professional growth through development opportunities, although perceptions vary slightly among respondents. While 56.1% agree and 18.9% strongly agree with this statement, the mean score of 2.93 and SD of 0.691 indicate a nuanced perspective on the extent of support provided by schools. Participation in specialized training programs organized by private schools is associated with heightened commitment among teachers.

A majority (58.1% agreeing and 24.3% strongly agreeing) acknowledge the efficacy of such programs in enhancing their dedication, reflected in a mean score of 3.05 and an SD of 0.678, signifying broad agreement.

Furthermore, access to ongoing mentoring and coaching as part of career development is highly valued by teachers, with 61.5% agreeing and 23.0% strongly agreeing on its importance. The mean score of 3.07 and SD of 0.618 indicate strong agreement among respondents regarding the positive impact of supportive career development practices. Lastly, while skill development programs are recognized by a significant proportion of respondents (50.0% agreeing and 25.7% strongly agreeing), opinions vary somewhat, resulting in a mean

score of 2.99 and SD of 0.751. This suggests moderate agreement on the effectiveness of these programs in enhancing teacher commitment.

Teachers' Commitment

The survey findings provide insights into various aspects of teachers' commitment in private secondary schools, as summarized in Table 14. These responses illuminate key behaviors and perceptions related to teachers' dedication to their roles and their impact on school effectiveness.

Table 14: Teachers' Commitment

No	Item	SA		A		DA		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1	Time consciousness is a measure of teachers' assiduity.	72	48.6	69	46.6	4	2.7	3	2.0	3.42	.649
2	Teachers tend to be loyal when they have a sense of belonging.	74	50.0	61	41.2	11	7.4	2	1.4	3.39	.688
3	Committed teachers regularly assess students work.	82	55.4	61	41.2	5	3.4			3.52	.566
4	Lesson preparation is a function of teachers' engagement at workplace.	81	54.7	47	31.8	16	10.8	4	2.7	3.39	.787
5	Committed teachers are very effective in time management	94	63.5	49	33.1	5	3.4	0	0	3.60	.556

Firstly, the results indicate that a significant majority of teachers perceive time consciousness as crucial to demonstrating diligence in their roles. Nearly half of the respondents (48.6% agreeing and 46.6% strongly agreeing) emphasize the importance of punctuality and time management, reflected in a mean score of 3.42 with a standard deviation (SD) of 0.649. This consensus underscores the belief that being conscientious about time enhances teachers' commitment.

Additionally, teachers' loyalty is strongly tied to their sense of belonging within the school environment. Half of the respondents (50.0% agreeing and 41.2% strongly agreeing) acknowledge that fostering a supportive and inclusive atmosphere fosters loyalty, resulting in a mean score of 3.39 and SD of 0.688. This finding suggests that creating a welcoming and supportive workplace culture is essential for nurturing teacher commitment.

Furthermore, committed teachers are recognized for their diligence in regularly assessing students' work, as indicated by 55.4% agreeing and 41.2% strongly agreeing. The mean score of 3.52 and SD of 0.566 reflect widespread agreement on the importance of continuous student assessment as a measure of commitment and dedication to academic excellence. Engagement at the workplace significantly influences lesson preparation, with 54.7% agreeing and 31.8% strongly agreeing that teachers' engagement directly impacts their preparedness for lessons. The mean score of 3.39 and SD of 0.787 highlight varying perspectives on how workplace engagement affects instructional quality and commitment levels.

astly, effective time management is a hallmark of committed teachers, according to the survey findings. A substantial majority (63.5% agreeing and 33.1% strongly agreeing) attest to the importance of efficient time management skills, resulting in a mean score of 3.60 and SD of 0.556. This consensus underscores the role of organizational skills in demonstrating commitment and maximizing instructional time effectively. The survey results underscore that teachers' commitment in private secondary schools is influenced by various behavioral and perceptual factors. Punctuality, a sense of belonging, diligent student assessment, workplace engagement, and effective time management are all crucial elements that contribute to a committed teaching workforce. School administrators and educational leaders can leverage these insights to foster a supportive environment that encourages and sustains high levels of teacher commitment, thereby enhancing overall school effectiveness and student outcomes.

Qualitative Data Analysis

Participants and Context

The study involves six participants from various private secondary schools in Mfoundi, each holding significant administrative or leadership roles. Their insights provide a comprehensive understanding of Human Resource Management (HRM) practices and their effects on

teachers' commitment. The participants include vice principals, administrative assistants, with a gender distribution of five males and one female.

HRM Practices

The analysis reveals several key HRM practices, which can be categorized into compensation, job security, professional development, and the work environment. Each category significantly impacts teachers' commitment and overall school performance.

Respondent Insights:

P1, P2, P3, P4, P5 and P6 stated remuneration, professional development, promotion, and job security are the main aspects of human resource practices that has an impact on the teachers and the school.

Compensation

Compensation Strategy: Performance-based remuneration and timely payments are particularly emphasized as strategies that boost teachers' morale and dedication. Free vacations and promotions also contribute to a more motivated workforce.

Respondent Insights:

P1: "When teachers see that their efforts are rewarded with timely payments and bonuses, their motivation and loyalty to the school increase significantly."

P2, P3 and P4: paying salary on time and increment in salary encourages teachers to be committed.

P5: "In our school, performance-based remuneration has made a noticeable difference in how committed teachers are to their roles."

Compensation Process: Effective compensation processes, such as encouraging and motivating teachers, fostering loyalty, and enhancing productivity, are crucial. Participants note that when compensation aligns with performance and includes timely payment, free vacations, and promotions, it leads to greater commitment and work satisfaction.

Respondent Insights:

P1: It pushes teachers to want to work in order to build themselves."

P2: "Compensation encourages and motivate teachers to work hard to realise set goals."

P3 and P6: "Compensation makes teachers to be loyal and conscious."

P4: "Effective compensation process makes teachers to become committed and render satisfactory services."

P5: "It increases productivity making teachers to feel secured and recognised."

Job Security

Job security is identified as a critical factor in teacher engagement. Participants highlight that assurance of job security makes teachers feel more engaged and secure, leading to higher commitment levels. The assurance of job stability fosters a sense of belonging and loyalty among teachers.

Respondent Insights:

P1 and P3: "Teachers who feel secure in their jobs are more likely to invest in their work and stay loyal to the school."

P2: "Teachers are guaranteed of their job."

P4 and P5: "Job security grant teachers a level of assurance and belonging."

Professional Development

Opportunities of Professional development: There is variability in the availability of professional development opportunities, ranging from non-existent to seasonal or annual training. Participants stress that regular and diverse professional development opportunities are essential for improving teaching skills and classroom management.

Respondent Insights:

P1, P4, and P6: "We organize training three times a year, and it has had a positive impact on both teaching quality and teacher retention."

P2: "Professional development opportunities are crucial. When teachers attend workshops and training sessions, they return with new techniques that benefit the students."

The Influence of Professional development on teachers: Professional development directly influences classroom mastery and the acquisition of new knowledge, which in turn enhances teaching skills and commitment. Participants believe that when schools invest in continuous learning for their teachers, it leads to improved educational outcomes and greater job satisfaction.

Respondent Insights:

P1 and P2: "Improvement in classroom mastery and management."

P3, P5 and P6: "Learn new knowledge and acquire new skills."

P4: "Teachers become more competent and efficient in fulfilling duties and task."

Work Environment

A supportive work environment is noted to significantly impact productivity and team spirit. Participants believe that a friendly work environment enhances cooperation among staff, leading to better teamwork and higher overall school performance. Clear performance

evaluation criteria and teacher input in decision-making are also seen as vital components of a positive work environment.

Respondent Insights:

P2: "A friendly and collaborative work environment makes a big difference. When teachers feel supported, they are more productive and committed."

P5: "Involvement in decision-making processes gives teachers a sense of ownership and increases their dedication to the school's success."

Challenges in Implementing HRM Practices:

Participants identify several challenges that hinder effective HRM implementation:

Inadequate Financial Resources: Limited budgets restrict the ability to offer competitive salaries and comprehensive professional development programs.

Respondent Insights:

P1, P2 and P3: "Financial constraints make it difficult to provide the level of compensation and development opportunities we would like."

Lack of Follow-Up: Insufficient monitoring and follow-up on HRM practices lead to inconsistent application and reduced effectiveness.

Respondent Insights:

P4 and P5: "Difficulties in follow up of teachers and lack of cordial relationship between administrators and teachers."

The qualitative analysis of HRM practices in private secondary schools in Mfoundi Division highlights the importance of effective compensation strategies, job security, professional development, and a supportive work environment in fostering teachers' commitment. However, significant challenges such as inadequate financial resources, lack of follow-up, and interpersonal conflicts must be addressed to optimize HRM practices and enhance teachers' dedication and performance. Insights from participants underline the need for strategic improvements in HRM to ensure a committed and motivated teaching workforce.

Table 15: Correlations

	C	JS	WE	PD
Compensation (C)				
Job Security (JS)	.376**			
Work Environment (WE)	.377**	.332**		
Professional Development (PD)	.194*	.299**	.503**	
Teachers' Commitment (TC)	.163*	.288**	.323**	.233**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix presented in the study reveals the relationships between different factors—compensation, job security, work environment, professional development—and teachers' commitment in private secondary schools. Each correlation coefficient indicates the strength and direction of association between two variables, providing insights into how these factors interrelate in influencing teacher commitment.

Firstly, compensation shows a significant positive correlation with job security ($r = 0.376$, $p < 0.01$) and work environment ($r = 0.377$, $p < 0.01$). This suggests that teachers who perceive higher levels of compensation also tend to perceive higher levels of job security and a better work environment. This alignment underscores the interconnectedness of these factors in contributing to overall teacher satisfaction and commitment within the school setting.

Secondly, job security exhibits a significant positive correlation with work environment ($r = 0.332$, $p < 0.01$). This indicates that teachers who feel secure in their jobs also tend to experience a more favorable work environment. This relationship suggests that perceptions of job stability may influence how teachers perceive the overall quality of their workplace environment.

Furthermore, professional development shows significant positive correlations with compensation ($r = 0.194$, $p < 0.05$), job security ($r = 0.299$, $p < 0.01$), and work environment ($r = 0.503$, $p < 0.01$). This highlights that teachers who perceive better opportunities for professional growth and development also tend to perceive higher levels of compensation, job security, and a positive work environment. These findings underscore the importance of ongoing professional development initiatives in enhancing overall job satisfaction and commitment among teachers.

Lastly, teachers' commitment demonstrates significant positive correlations with compensation ($r = 0.163, p < 0.05$), job security ($r = 0.288, p < 0.01$), work environment ($r = 0.323, p < 0.01$), and professional development ($r = 0.233, p < 0.01$). This indicates that higher levels of compensation, job security, supportive work environment, and opportunities for professional growth are associated with higher levels of teacher commitment. These correlations emphasize the multifaceted nature of factors that contribute to fostering teacher commitment in private secondary schools.

The correlations outlined in the study provide a comprehensive view of how different aspects of the work environment, compensation, job security, and professional development collectively influence teachers' commitment. These insights are crucial for educational policymakers and school administrators seeking to optimize conditions that promote teacher satisfaction and dedication, ultimately benefiting overall school effectiveness and student achievement.

Test of Hypotheses

H₀₁: Compensation has no statistically significant effect on teacher's commitment.

The hypothesis test examines whether compensation has a statistically significant effect on teachers' commitment in private secondary schools, based on the provided regression analysis.

Table 16: Model Summary of Compensation and its effect on teachers' commitment.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.163 ^a	.027	.020	.41329

a. Predictors: (Constant), Compensation

The regression model shows a modest relationship between compensation and teachers' commitment. The coefficient of determination R^2 which indicates that approximately 2.7% of the variance in teachers' commitment can be explained by compensation. The adjusted R^2 , which adjusts for the number of predictors in the model, is 2.0%, suggesting a slight improvement in model fit compared to R^2 .

Table 17: ANOVA of Compensation and its effect on teachers' commitment.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.679	1	.679	3.975	.048 ^b
	Residual	24.938	146	.171		
	Total	25.617	147			

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Compensation

The analysis of variance (ANOVA) table tests the overall significance of the regression model. The F-statistic is 3.975 with a corresponding p-value of 0.048, which is below the conventional threshold of 0.05. This indicates that the regression model as a whole is statistically significant at the 5% level. Thus, there is evidence to reject the null hypothesis that compensation has no effect on teachers' commitment.

Table 18: Coefficients^a of Compensation and its effect on teachers' commitment.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.901	.285		10.190	.000
	Compensation	.167	.084	.163	1.994	.048

a. Dependent Variable: Teachers' Commitment

The coefficients table provides additional insights into the relationship between compensation and teachers' commitment: Constant: The intercept of 2.901 indicates the estimated mean teachers' commitment score when compensation is zero. Compensation: The coefficient of 0.167 suggests that for every one-unit increase in compensation, teachers' commitment is estimated to increase by 0.167 units. The t-statistic for the coefficient of compensation is 1.994, and the associated p-value is 0.048. Since this p-value is less than 0.05, compensation is considered statistically significant in predicting teachers' commitment in the model.

H₀₂: Job security has no statistically significant effect on teacher's commitment

The hypothesis test examines whether job security has a statistically significant effect on teachers' commitment in private secondary schools, based on the provided regression analysis.

Table 19: Model Summary of Job Security and it effect on teachers’ commitment.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288 ^a	.083	.077	.40110

a. Predictors: (Constant), Job Security

The regression model indicates a moderate relationship between job security and teachers’ commitment. The coefficient of determination R² suggests that approximately 8.3% of the variance in teachers’ commitment can be explained by job security. The adjusted R², which considers the number of predictors in the model, is 7.7%, indicating a modest improvement in model fit compared to R².

Table 20: ANOVA^a of Job Security and it effect on teachers’ commitment.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.129	1	2.129	13.232	.000 ^b
	Residual	23.488	146	.161		
	Total	25.617	147			

a. Dependent Variable: Teachers’ Commitment

b. Predictors: (Constant), Job Security

The analysis of variance (ANOVA) table tests the overall significance of the regression model. The F-statistic is 13.232 with a corresponding p-value of 0.000, indicating that the regression model as a whole is statistically significant at the 5% level. This provides evidence to reject the null hypothesis that job security has no effect on teachers’ commitment.

Table 21: Coefficients^a of Job Security and it effect on teachers’ commitment.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.623	.234		11.217	.000
	Job Security	.256	.070	.288	3.638	.000

a. Dependent Variable: Teachers' Commitment

The coefficients table provides further insights into the relationship between job security and teachers' commitment:

- **Constant:** The intercept of 2.623 represents the estimated mean teachers' commitment score when job security is zero.
- **Job Security:** The coefficient of 0.256 indicates that for every one unit increase in job security, teachers' commitment is estimated to increase by 0.256 units.

The t-statistic for the coefficient of job security is 3.638, and the associated p-value is 0.000. Since this p-value is less than 0.05, job security is considered statistically significant in predicting teachers' commitment in the model.

H03: work environment has no statistically significant effect on teacher's commitment

The hypothesis test examines whether the work environment has a statistically significant effect on teachers' commitment in private secondary schools, based on the provided regression analysis.

Table 22: Model Summary of work environment and it effect on teachers' commitment.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.104	.098	.39643

a. Predictors: (Constant), Work Environment

The regression model shows a moderate relationship between the work environment and teachers' commitment. The coefficient of determination R² indicates that approximately 10.4% of the variance in teachers' commitment can be explained by the work environment. The adjusted R², which adjusts for the number of predictors in the model, is 9.8%, indicating a reasonable fit of the model compared to R².

Table 23: ANOVA^a of work environment and it effect on teachers' commitment.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.672	1	2.672	17.003	.000 ^b
	Residual	22.945	146	.157		
	Total	25.617	147			

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Work Environment

The analysis of variance (ANOVA) table tests the overall significance of the regression model. The F-statistic is 17.003 with a corresponding p-value of 0.000, indicating that the regression model is statistically significant at the 5% level. This provides evidence to reject the null hypothesis that work environment has no effect on teachers' commitment.

Table 24: Coefficients^a of work environment and its effect on teachers' commitment.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.433	.252		9.636	.000
	Work Environment	.326	.079	.323	4.124	.000

a. Dependent Variable: Teachers' Commitment

The coefficients table provides further insights into the relationship between work environment and teachers' commitment:

- **Constant:** The intercept of 2.433 represents the estimated mean teachers' commitment score when the work environment score is zero.
- **Work Environment:** The coefficient of 0.326 indicates that for every one unit increase in the work environment score, teachers' commitment is estimated to increase by 0.326 units.

The t-statistic for the coefficient of work environment is 4.124, and the associated p-value is 0.000. Since this p-value is less than 0.05, the work environment is considered statistically significant in predicting teachers' commitment in the model.

H₀₄: Professional development has no statistically significant effect on teacher's commitment

The hypothesis test examines whether professional development has a statistically significant effect on teachers' commitment in private secondary schools, based on the provided regression analysis.

Table 25: Model Summary of Professional Development and its effect on teachers' commitment.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233 ^a	.054	.048	.40740

a. Predictors: (Constant), Professional Development

The regression model indicates a modest relationship between professional development and teachers' commitment. The coefficient of determination R² suggests that approximately 5.4% of the variance in teachers' commitment can be explained by professional development. The adjusted R², which considers the number of predictors in the model, is 4.8%, indicating a modest improvement in model fit compared to R².

Table 26: ANOVA^a of Professional Development and its effect on teachers' commitment.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.386	1	1.386	8.348	.004 ^b
	Residual	24.232	146	.166		
	Total	25.617	147			

a. Dependent Variable: Teachers' Commitment

b. Predictors: (Constant), Professional Development

The analysis of variance (ANOVA) table tests the overall significance of the regression model. The F-statistic is 8.348 with a corresponding p-value of 0.004, indicating that the regression model as a whole is statistically significant at the 5% level. This provides evidence to reject the null hypothesis that professional development has no effect on teachers' commitment.

Table 27: Coefficients^a of Professional Development and its effect on teachers' commitment.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.749	.250		10.993	.000
	Professional Development	.232	.080	.233	2.889	.004

a. Dependent Variable: Teachers' Commitment

The coefficients table provides further insights into the relationship between professional development and teachers' commitment:

- **Constant:** The intercept of 2.749 represents the estimated mean teachers' commitment score when professional development is zero.
- **Professional Development:** The coefficient of 0.232 indicates that for every one unit increase in professional development, teachers' commitment is estimated to increase by 0.232 units.

The t-statistic for the coefficient of professional development is 2.889, and the associated p-value is 0.004. Since this p-value is less than 0.05, professional development is considered statistically significant in predicting teachers' commitment in the model.

Summary of findings

Compensation has a statistically significant effect on teachers' commitment in private secondary schools, as indicated by the regression coefficient and associated p-value.

Job security has a statistically significant effect on teachers' commitment in private secondary schools, as indicated by the regression coefficient and associated p-value.

Work environment has a statistically significant effect on teachers' commitment in private secondary schools, as indicated by the regression coefficient and associated p-value.

Professional development has a statistically significant effect on teachers' commitment in private secondary schools, as indicated by the regression coefficient and associated p-value.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

The study aimed to evaluate the effects of compensation, job security, work environment, and professional development on teachers' commitment in private secondary schools in Mfoundi. The findings are discussed below in relation to the research questions and hypotheses tested.

Discussion of Findings

Compensation and Teacher Commitment

The analysis showed that compensation positively affects teacher commitment, as evidenced by a significant correlation ($r = .163$, $p < .05$). This means that there is a statistically significant relationship between the level of compensation teachers receive and their commitment to their job. The significant regression model ($R^2 = .027$, $F = 3.975$, $p = .048$) further confirms that compensation is a critical factor influencing teacher commitment. The R^2 value indicates that compensation explains approximately 2.7% of the variance in teacher commitment. While this may seem like a small percentage, it is statistically significant and highlights the importance of compensation among other factors that influence teacher commitment.

The findings reveal that teachers indicated that fair and competitive compensation motivates them to work harder, remain loyal, and increase productivity. When teachers feel that they are being fairly compensated for their efforts, they are more likely to put in extra effort, go beyond their basic duties, and engage more deeply in their work. This increased motivation can lead to better teaching practices and improved student outcomes. The findings align with previous research that highlights the importance of adequate compensation in retaining qualified teachers and enhancing their job satisfaction. For instance, Gupta and Shaw (2014), underscores the impact of fair compensation on employee motivation and organizational commitment. They argue that when employees perceive their compensation as equitable, they are more likely to exhibit higher levels of commitment and job satisfaction. Murnane and Steele (2007), also emphasizes the role of competitive salaries in attracting and retaining high-quality teachers. They found that compensation is a key factor influencing teachers' decisions to remain in the profession and their overall job satisfaction. In conclusion, fair and competitive compensation is essential for motivating teachers, retaining qualified educators,

and enhancing their job satisfaction. These factors collectively contribute to higher levels of teacher commitment, which is crucial for the overall effectiveness and success of educational institutions.

Job Security on Teacher Commitment

The analysis showed that job security has a significant positive correlation with teacher commitment ($r = .288, p < .01$). This stronger correlation suggests that when teachers feel secure in their positions, they are more likely to exhibit greater loyalty and engagement. They become more invested in their school's success, contributing to a positive and stable learning environment. The regression model for job security ($R^2 = .083, F = 13.232, p < .001$) provides further evidence of the significant impact of job security on teacher commitment. The R^2 value indicates that job security explains approximately 8.3% of the variance in teacher commitment. This model confirms that job stability is a major determinant of teachers' dedication to their profession and their specific schools. A higher F-value and a significant p-value reinforce the robustness of this finding. The findings also reveal that teachers with higher job security display more assurance in their roles, feeling confident to innovate and take pedagogical risks without fear of losing their jobs. This assurance allows them to focus on long-term educational goals rather than immediate job survival, thereby enhancing their overall effectiveness and commitment.

The findings align with previous research emphasizing the importance of job security in fostering teacher commitment. Ingersoll (2001), this research highlights the negative effects of job insecurity, including high turnover rates and decreased job satisfaction. He found that stable employment conditions contribute to higher levels of teacher commitment and a more stable teaching workforce. Job security reduces the stress associated with job uncertainty, allowing teachers to focus on their teaching duties. Skaalvik and Skaalvik (2011), this study underscores the importance of job security in teachers' professional lives. Skaalvik and Skaalvik found that job security is a critical factor in reducing teacher burnout and promoting sustained commitment to the teaching profession. Teachers who feel secure in their jobs are less likely to experience burnout and more likely to remain committed to their profession and their students.

In summary, job security is a crucial factor in enhancing teacher commitment. Secure teachers are more likely to be loyal, engaged, and assured in their roles, contributing to a

stable and effective educational environment. They are less likely to experience stress and burnout, allowing them to focus on innovative teaching methods and long-term educational goals. By fostering job security, schools can retain dedicated and effective teachers, ultimately benefiting students and improving the overall quality of education. These findings underscore the importance of implementing policies and practices that ensure job stability for teachers.

Work Environment and Teacher Commitment

The work environment plays a pivotal role in influencing teacher commitment. The analysis revealed a significant positive effect of the work environment on teacher commitment ($r = .323$, $p < .01$). This indicates a strong relationship between the quality of the work environment and the level of commitment teachers have towards their profession and their schools. The regression model ($R^2 = .104$, $F = 17.003$, $p < .001$) further underscores the importance of a conducive work environment in promoting teacher commitment. The R^2 value indicates that the work environment explains approximately 10.4% of the variance in teacher commitment. This model highlights the substantial impact that a supportive work environment can have on teachers' dedication to their profession and their schools. A higher F-value and a significant p-value reinforce the robustness of this finding.

The findings are consistent with existing literature that highlights the importance of a positive work environment in enhancing teacher performance and retention. Johnson et al. (2012), this research emphasizes the role of supportive work environments in teacher retention. They found that schools with strong professional communities, effective leadership, and adequate resources had higher teacher retention rates. Teachers in these environments reported greater job satisfaction and commitment to their schools. Also Ladd (2011) underscores the impact of working conditions on teacher performance and retention. She found that teachers who work in environments with good administrative support, collaboration opportunities, and sufficient resources are more likely to stay in the profession and perform at higher levels. Positive working conditions contribute to a teacher's overall sense of well-being and professional fulfillment.

In summary, a positive work environment is a critical factor in enhancing teacher commitment. Key elements such as collaborative spaces, administrative support, and the availability of resources significantly contribute to a supportive work environment. Ensuring these elements are present in schools can lead to higher levels of teacher satisfaction, reduced

turnover rates, and improved educational outcomes for students. These findings emphasize the need for school administrators and policymakers to prioritize the development and maintenance of positive working conditions for teachers.

Professional Development and Teacher Commitment

Professional development opportunities were also found to significantly influence teacher commitment ($r = .233$, $p < .01$). The regression model ($R^2 = .054$, $F = 8.348$, $p = .004$) demonstrates the positive impact of professional development on teachers' commitment to their roles. The R^2 value of .054 indicates that approximately 5.4% of the variance in teacher commitment can be explained by professional development opportunities. While this may seem modest, it is significant, especially in the context of educational research where many factors influence outcomes. The F-statistic of 8.348 with a p-value of .004 shows that the regression model is statistically significant. This means that professional development opportunities are a significant predictor of teacher commitment. The p-value of .004 indicates a very low probability that this result is due to chance, reinforcing the reliability of the finding.

The findings are consistent with existing literature that highlights the importance of a Professional Development in enhancing teacher performance and retention. Desimone & Garet (2015) this study highlights the link between professional development and improved teaching skills. Teachers who participate in effective professional development are better equipped with the necessary skills to enhance their teaching practices. Wei et al. (2009) this research supports the idea that professional development is crucial for teacher retention. Teachers who feel they are growing and developing professionally are more likely to stay committed to their roles and remain in the profession longer.

The analysis clearly shows that professional development opportunities have a positive impact on teacher commitment. Teachers who engage in ongoing professional development feel more engaged and dedicated to their roles. Schools and educational policymakers should prioritize professional development programs to enhance teacher commitment. Investing in mentoring, coaching, and skill development can lead to a more motivated and stable teaching workforce, ultimately benefiting student learning outcomes. In summary, the finding that professional development opportunities significantly influence teacher commitment is supported by both statistical analysis and previous research. The positive relationship

suggests that schools should invest in ongoing professional development to foster higher levels of teacher engagement and dedication.

Recommendations

Based on the findings, several recommendations can be made to enhance teacher commitment in private secondary schools:

Enhance Compensation Packages: Schools should implement performance-based remuneration and ensure timely payments. Additional benefits such as bonuses and paid vacations could further motivate teachers and improve retention.

Improve Job Security: Establishing clear, stable employment contracts and providing assurances of job stability can significantly boost teachers' morale and commitment. Schools should focus on creating an environment where teachers feel secure in their positions.

Foster a Positive Work Environment: Schools should invest in creating collaborative and supportive work environments. This includes providing adequate resources, clear performance evaluation criteria, and involving teachers in decision-making processes to enhance their sense of ownership and belonging.

Expand Professional Development Opportunities: Regular and varied professional development programs should be organized to help teachers acquire new skills and knowledge. Schools should also provide ongoing mentoring and coaching to support teachers' career growth and development.

Address Implementation Challenges: To effectively implement HRM practices, schools must address challenges such as inadequate financial resources and conflict management. Developing strategic plans to secure funding and improve conflict resolution mechanisms will be essential.

Conclusion

This study emphasizes the significant impact that human resource management (HRM) practices have on teacher commitment in private secondary schools in Nfoundi Division. Key HRM practices identified include compensation, job security, work environment, and professional development. Compensation is crucial as it ensures teachers feel valued and fairly rewarded for their efforts, which enhances their commitment and job satisfaction. Job security provides stability, reducing anxiety and stress, which in turn allows teachers to focus more on their teaching responsibilities. A positive work environment, which includes supportive administration, collegial relationships, and adequate facilities, fosters a sense of belonging and satisfaction among teachers. Professional development opportunities enable teachers to continuously improve their skills and stay current with educational best practices, leading to increased engagement and motivation.

By addressing these critical HRM areas, schools can overcome challenges in their implementation and create a supportive and nurturing environment for teachers. This, in turn, leads to a more committed and motivated teaching workforce. When teachers are committed and motivated, their performance improves, directly impacting student learning and educational outcomes. Therefore, investing in effective HRM practices is not only beneficial for teacher retention and satisfaction but also crucial for the overall success of the educational system. Schools that prioritize and effectively manage these HRM practices can expect to see significant improvements in both teacher performance and student achievement.

Suggestion for further research

The findings contribute to the existing literature on teacher commitment and provide practical insights for school administrators and policymakers aiming to improve teacher retention and performance. Future research could explore the long-term effects of these HRM practices and investigate additional factors that may influence teacher commitment in different educational contexts.

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APPENDIX

Questionnaire for Teachers

My name is **Wirkom Delphine** with registration No. 21V3812 University of Yaoundé 1, Faculty of Education, Department of Curriculum and Evaluation. I am currently carrying out a Master Research on the topic “**Human resource management and its effect on teachers’ commitment in Private Secondary Schools in Mfoundi Division**”. To carry out this research, your corporation in filling out the research questionnaire is needed. You are therefore required to be honest in your response as the research is purely for academic purposes, and all information supplied shall be treated confidentially, your name is not required on this questionnaire.

Thanks for your anticipated co-operation.

Yours Sincerely

.....

Instructions: Kindly select and place a tick (√) on the best option that represents your opinion.

Section A: Demographic Characteristics of the participants

1. Gender: Male Female
2. Age: 25-35 36-45 46-60
3. Level of education: DIPES I Bachelor DIPES II Master of Education PhD
4. Experience in teaching: 1-5 yrs. 6-10 yrs. 11-15 yrs. 16-20 yrs. 21yrs and above

Strongly Disagree: SD Disagree: D Agree: A Strongly Agree: SA

Compensation

No.	Items	SD	D	A	SA
5.	A fair competitive compensation is important for retaining qualified teachers.				
6.	An increase on compensation makes you feel more relevant to your role as a teacher.				
7.	Compensating teachers positively influences their assurance to their profession.				
8.	Teachers are more likely to stay loyal to their school when they receive regular compensations and incentives.				
9.	Providing compensation enhances teachers' dedication to their role.				
10.	Teachers are generally more motivated and unswerving when they know they will receive compensation for exceptional performance.				

<u>11.</u>	Teachers are more likely to stay dedicated to their school when they receive regular compensation and incentives.				
<u>12.</u>	Teachers' levels of assurance tend to improve when they are offered tangible compensation, such as bonuses.				

Job security

No.	Items	SD	D	A	SA
<u>13.</u>	Having a strong sense of job security positively impacts a teacher's binder to their role.				
<u>14.</u>	Teachers with greater job security tend to exhibit higher levels of obligation to their students and school.				
<u>15.</u>	Teachers are more likely to stay loyal when they feel secure in their employment.				
<u>16.</u>	Job security contributes to a teacher's motivation to remain devoted and engaged at work.				
<u>17.</u>	Job security is a key factor in a teacher's long-term obligation to the education field.				
<u>18.</u>	Ensuring job security for teachers would lead to an overall improvement in the education system.				
<u>19.</u>	Job security for teachers need to be addressed to enhance their obligation to their profession.				

Work environment

No.	Items	SD	D	A	SA
<u>20</u>	The availability of collaborative spaces in the work environment impact teachers' obligation.				
<u>21</u>	Teachers are more engaged in schools where administrative support and communication are effective and streamlined.				
<u>22</u>	There is autonomy to personalize their classrooms within the school environment.				
<u>23</u>	Teachers have opportunities for meaningful interactions with their colleagues.				
<u>24</u>	The presence of clear performance evaluation criteria within the work environment influence teacher obligation levels.				
<u>25</u>	Teacher input is considered in decision-making processes hence impact their devotedness to the school.				
<u>26</u>	Teachers in schools with strong community involvement are devoted to their profession.				
<u>27</u>	The provision of resources and materials within the work environment influence teachers' obligation to student success.				

Professional development

No.	Items	SD	D	A	SA
<u>28</u>	Highly performant schools organize professional development activities often for their teachers				
<u>29</u>	Engagement levels are high when teachers have access to a variety of professional development opportunities.				

30	Private schools support professional growth through development opportunities.				
31	Teachers engaged in specialized training programs organized by private schools enhance obligation to roles.				
32	Teachers have access to ongoing mentoring and coaching as part of their career development				
33	Skill development programs are being organized by private schools				

Teachers' commitment

No.	Items	SD	D	A	SA
34	Time consciousness is a measure of teachers' assiduity.				
35	Teachers tend to be loyal when they have a sense of belonging.				
36	Committed teachers regularly assess students work.				
37	Lesson preparation is a function of teachers' engagement at workplace.				
38	Committed teachers are very effective in time management				

Interview guide for Administrators

My name is **Wirkom Delphine** with matriculation No. 21V3812 University of Yaoundé 1, Faculty of Science of Education, Department of Curriculum and Evaluation. I am currently carrying out Master Research on the topic “**Human resource management and its effect on teachers’ commitment in private secondary schools in Mfoundi Division.**”

The purpose of this interview guide is to get information from administrators on the above research topic. To carry out this research, your corporation in responding to the interview guide is needed. You are therefore required to be honest in your response as the research is purely for academic purposes, and all information supplied shall be treated confidentially, your name is not required. Thanks for your anticipated co-operation.

1. What are the key human resource management practices that can significantly influence teacher commitment?.....
.....
.....
2. What are the various compensation strategies use by your schools to encourage teachers to be committed to their job?.....
.....
2(a) How does the compensation process impact the level of teacher’s commitment to their job?.....
.....
.....
2(b) Does the schools compensation strategies enhance teachers’ commitment?.....
.....
.....
3. Do your schools offer professional development opportunities to teachers?.....
.....
.....
3(a). How often is professional development organized for teachers?.....
.....
.....
4. Does professional development influence teacher commitment to their job?
4(a). If YES, how does it influence teachers’ commitment?.....
.....
.....
4(b). If NO, how does it not influence teachers’ commitment?.....
.....
.....

5. How does the job security of your school influence teacher commitment?.....
.....
.....
6. How does the organizational culture and work environment of your school influence teacher commitment?.....
.....
.....
7. What challenges does your schools face in implementing human resource management practices that enhance teacher commitment?.....
.....
.....