

**IRJTP**

INTERNATIONAL  
RESEARCH JOURNAL OF  
**TRANSDISCIPLINARY  
PERSPECTIVES**

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VOLUME 2 ISSUE 2, 2026

E-ISSN: 3121-9071

 **CHRONIVA  
PUBLISHERS**

Indexed:  DOAJ  Google Scholar 



## **SCHOOL NORMS AS CORRELATES OF TEACHERS' ORGANISATIONAL BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN AGUATA EDUCATION ZONE OF ANAMBRA STATE**

**By**

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### **ABSTRACT**

The study examined school norms as correlates of teachers' organizational behaviour in public secondary schools in Aguata Education Zone of Anambra State. Two research questions guided the study, and two null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a correlational survey research design. The population of the study comprised 1,041 teachers in public secondary schools in Aguata Education Zone of Anambra State. A sample of 209 teachers was drawn using proportionate stratified sampling technique to ensure adequate representation across the Local Government Areas in the zone, while simple random sampling was used to select respondents within each stratum. Data for the study were collected using two structured questionnaires developed by the researcher. the School Norms Questionnaire, and the Teachers' Organizational Behaviour Questionnaire. The instruments were validated through face and construct validation by experts in Educational Management and Measurement and Evaluation. Reliability of the instruments were established using the Cronbach Alpha method. The data were collated were analyzed with Cronbach Alpha to determine the internal consistency of the items of the instrument. The reliability coefficient values of 0.76 and 0.80 for clusters 1 and 2 respectively with an overall reliability coefficient of 0.78 for SNQ. The reliability coefficient value of 0.80 was obtained for TOBQ. The research questions were answered using Pearson Product Moment Correlation, while the hypotheses were tested using Pearson 'r' statistic at the 0.05 level of significance. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 26. Correlation coefficients were interpreted using established criteria ranging from very low to very high relationships. The finding of the study revealed that there is a very high positive relationship between teachers' participation in decision making, recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. Furthermore, finding revealed that there is a significant relationship between teachers' participation in decision making, recognition and teachers' organizational behaviour in public secondary schools in Aguata



Education Zone. Based on the findings of the study, the researcher recommends among others that principals and school administrators should involve teachers in decision-making processes related to school policies, curriculum implementation, and administrative matters.

**Keywords:** *School Norms, Teachers Organizational Behaviour, Public Secondary Schools*

## Introduction

Organizational behaviour refers to the knowledge and application of knowledge about how individuals and groups act within an organization. Organizational behaviour involves the attitudes, values and work ethics that influence employees' interactions and performance within a structured environment. Organizational behaviour, as a concept, involves the application of knowledge about how individuals and groups behave within an organization to achieve optimal performance and outstanding results (Sule et al., 2019). In the context of education, teachers' organizational behaviour refers to the attitudes and actions exhibited by teaching staff within the school environment. Similarly, Sule et al. (2019) defined teachers' organizational behaviour as a combination of attitudes that either align with or deviate from established organizational norms.

Operationally, teachers' organizational behaviour includes their work ethic, conduct and professional attitude in carrying out their duties to achieve institutional objectives. Teachers' organizational behaviour shapes the culture and climate within schools. A positive organizational culture promotes collaboration, trust and shared values among staff members (Riddell, 2015; Sahyoni & Supartha, 2020). This behaviour is demonstrated through punctuality, enthusiasm for instructional tasks, diligence in completing assigned responsibilities, fostering positive relationships with colleagues, adhering to professional codes of conduct and respecting authority. Sule et al. (2019) further highlighted that teachers exhibit organizational behaviour through regular school attendance, early arrival to classes, maintaining up-to-date student records, engaging in collaborative interactions with colleagues, offering extra lessons to compensate for missed classes and actively participating in co-curricular activities.

Ultimately, teachers' organizational behaviour is reflected in their loyalty, dedication and commitment to their profession. However, public secondary schools in Nigeria in general and Anambra State in particular encounter numerous challenges related to teachers' organizational behaviour. There appear to be lapses in the organizational behaviour of teachers responsible for implementing the secondary education curriculum in Anambra State. It seems that some teachers absent themselves from school without valid reasons, arrive late and engage in various forms of professional misconduct. Similarly, Dunu (2023) observed that certain teachers are habitual latecomers, frequently absent from school and exhibit a poor attitude towards teaching and learning in public secondary schools in Aguata Education Zone. Supporting this view, Ebiem and



Ikediegwu (2023) highlighted that some teachers demonstrate lack of commitment to their duties, including, poor work ethics and school norms in public secondary schools in Aguata Education Zone. This implies that teachers' organizational behaviour could be shaped by various factors like school norms.

School norms are the rules or expectations that govern behaviour within a particular educational or social setting. School norms establish standards for appropriate and inappropriate conduct, guiding what is deemed acceptable while structuring interactions among individuals in schools. They provide a sense of meaning and coherence, fostering duty, integrity, innovation, security and a sense of belonging within educational institutions (Akinnubi et al., 2024). School norms serve as the foundation upon which various aspects of human resource management within schools are built. School norms represent a shared system of values, assumptions and beliefs that shape behaviour within educational institutions. They establish boundaries and guidelines that help teachers understand their roles and the appropriate manner in which to perform their duties. The unique culture of a school creates a distinctive environment that influences the attitudes and behaviours of those within it. Lazaro and Victor (2022) asserted that school norms comprise a set of values that help educators understand acceptable and unacceptable actions. These values and norms are collectively upheld by staff and management, shaping interactions among individuals and with external stakeholders. Saphier and King in Ughamadu et al. (2024) identified twelve key school norms that positively influence teachers' performance and commitment. These include collegiality, experimentation, high expectations, trust, tangible support, continuous learning, recognition, appreciation, care, celebration, participation in decision-making, protection of institutional values, traditions and open communication. This study focuses on two of these norms; teachers' participation in decision-making and recognition due to their relevance to the school setting in the study area.

Teachers' participation in decision-making refers to the extent to which school administrators allow teachers to contribute to policy and procedural decisions. Anakaa and Laye (2022) averred that teacher's participation in decision making could be an effective managerial strategy for enhancing institutional performance. This is because of the seeming perception that teachers' participation in decision-making may increase active engagement of teachers in shaping policies, practices and procedures within their schools. Ughamdu et al. (2024) noted that such involvement may take various forms, including consultation, collaboration and leadership roles in decision-making committees.

The seeming importance of teachers' participation in decision-making could be in its capacity to enhance the overall efficiency of educational institutions. Ngussa (2017) suggested that when teachers participate in decisions concerning curriculum development, instructional approaches, assessment methods and school policies, they are more likely to feel empowered and dedicated to



their responsibilities. This sense of empowerment fosters ownership of their work and cultivates a collaborative school culture, where teachers are recognized as essential contributors to the educational community. Furthermore, teachers' participation in the decision-making processes of the school could give them the feeling of recognition.

Recognition in the workplace occurs when school administrators acknowledge and appreciate teachers' contributions and achievements, sometimes sharing them with a wider audience. Ikedimma and Okorji (2023) noted that recognition is a strong indicator that teachers' efforts are valued. They further observed that in any work setting, employees are more likely to continue exhibiting behaviours that are recognized and appreciated. Recognition reinforces desirable job performance, sustaining teachers' commitment to their roles. Teachers' recognition can be as simple as a verbal commendation, a pat on the back, a thank-you message, or public praise (Sunoma et al., 2022). Additionally, recognition can be embedded within teachers' participation in decision-making. Encouraging teachers to take part in shaping school policies and procedures is an effective way to boost their morale and sense of importance (Dashwep & Macha, 2022). Such participation allows educators to share their insights and expertise, fostering collaboration between school administrators and teachers. Ultimately, this approach might enhance team cohesion, improve performance and promote a positive school culture. However, these views have not been empirically proven to be the case in public secondary schools in Aguata Education Zone.

There have been reports of laxities in the organizational behaviour of teachers in public secondary schools in Aguata Education Zone. Instances of this include teachers absenting themselves from school without valid reasons, lateness and various forms of professional misconduct (Ughamadu et al., 2024). Some teachers display poor attitudes towards work, absenteeism and a lack of dedication to teaching and carrying out assigned tasks. Personal observation of the researcher as a teacher in public secondary school in Aguata Education zone seem to indicate that poor attitude to work among teachers is reflected in cases where some teachers looking for other jobs while still under the employ of the Anambra State Government. Other negative attitudes among teachers in Anambra State include non-commitment to duty, low morale, lack of interest and dissatisfaction in their teaching jobs (Emengini et al., 2020). These behaviours include persistent lateness to work and gossiping instead of attending to classes (Ughamadu et al., 2024). Emenike and Nwogbo (2021) asserted that teachers often complain that they are not part of the decision-making process in their schools and that resources are not distributed evenly to every teacher. The authors added that there exists discrimination, lack of professional autonomy, ineffective staff meetings, communication gaps, lack of involvement in decision-making, segregation and favoritism. It is against this background that the present study sought to investigate school norm as correlate of teachers' organizational behaviour in public secondary schools in Aguata Education Zone.



## Statement of the Problem

Public secondary schools are expected to serve as model institutions for the development of human capital in Anambra State and Nigeria at large. These schools play a crucial role in shaping students into well-rounded individuals with the knowledge, skills and ethical values necessary for societal growth and national development. It appears that public secondary schools are struggling to produce students who are not only academically competent but also well-mannered and ethically grounded. The researcher observes that this challenge may stem from the apparent failure of some teachers to exhibit positive organizational behaviour in the school environment.

Observations by the researcher suggest that teachers in public secondary schools in Aguata Education Zone display poor organizational behaviour. Based on the researcher's observation, some teachers exhibit poor attitudes towards their work, including absenteeism and a lack of commitment to teaching and completing assigned tasks as and when necessary. Instances of teachers seeking alternative employment while still employed by the state government are evident. Other negative behaviours observed among teachers include non-commitment to their duties, low morale, disinterest and dissatisfaction with their teaching roles. Such behaviours not only affect the teachers' performance but also have a detrimental impact on students' learning experiences and outcomes. If this situation continues unchecked, it could significantly impact the quality of human capital development in Anambra State. A decline in educational quality may lead to an increase in crime rates and unethical behaviours among graduates who are not adequately prepared for the challenges of modern society. It is against this backdrop that the researcher sought to examine school norms correlate with teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

## Purpose of the Study

The main purpose of the study was to examine school norms as correlates of teachers' organizational behaviour in public secondary schools in Aguata Education Zone. Specifically, the study sought to:

1. establish the relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.
2. determine the relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.



## Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone?
2. What is the relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone?

## Hypotheses

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

1. There is no significant relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.
2. There is no significant relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

## Research Method

The study employed a correlational research design to examine the relationship between work ethics, school norms, and teachers' organizational behavior in public secondary schools in Aguata Education Zone, Anambra State. The research focused on understanding patterns and degrees of relationships between these variables rather than exploring causal links. Aguata Education Zone, a region that combines rural and semi-urban communities, was chosen due to observed concerns regarding teachers' organizational behavior, including declining professionalism, punctuality, and cooperation.

The study sample consisted of 209 teachers selected from a population of 1,041 teachers in the zone, with proportional stratified sampling ensuring representativeness. Data were collected through three structured questionnaires: the Worth Ethics Questionnaire (WEQ), School Norms Questionnaire (SNQ), and Teachers Organizational Behavior Questionnaire (TOBQ), which assessed attitudes, teamwork, participation in decision-making, and recognition. The instruments were face validated by three experts. The instrument was subjected to a trial test. The reliability coefficient of 0.89 and 0.79 for clusters 1 and 2 respectively with an overall reliability coefficient of 0.84 for WEQ. Furthermore, the reliability coefficient values of 0.76 and 0.80 for clusters 1 and 2 respectively with an overall reliability coefficient of 0.78 for SNQ. The reliability coefficient value of 0.80 was obtained for TOBQ. Data collection was conducted with the help of research assistants, and 190 completed questionnaires were retrieved, representing a 91% response rate. Data analysis involved Pearson Product Moment Correlation to assess relationships between the variables, and hypotheses were tested using a significance level of 0.05.



## Results

**Research Question 1:** What is the relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone?

**Table 1:** Summary of Pearson Correlation Analysis between Teachers' Participation In Decision Making and Teachers' organizational behaviour in Public Secondary Schools in Aguata Education Zone

Variables		Teachers' Participation in Decision Making	Teachers' organizational behaviour	Remark
Teachers' Participation in Decision Making	Pearson Correlation	1	0.851**	
	Sig. (2-tailed)		0.000	Very High Positive Relationship
	N	190	190	
Teachers' organizational behaviour	Pearson Correlation	0.851**	1	
	Sig. (2-tailed)	0.000		
	N	190	190	

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

Data in Table 1 reveals that the Pearson's Correlation Coefficient is  $r = 0.851$ . This shows that a very high positive relationship exists between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools. This implies that involving teachers in school decision-making processes fosters stronger and more positive organizational behaviour. Thus, there is a very high positive relationship between work attitude and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

**Research Question 2:** What is the relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone?



**Table 2:** Summary of Pearson Correlation Analysis between Recognition and Teachers' organizational behaviour in Public Secondary Schools in Aguata Education Zone

Variables		Recognition	Teachers' organizational behaviour	Remark
Recognition	Pearson Correlation	1	0.860**	
	Sig. (2-tailed)		0.000	Very High Positive Relationship
	N	190	190	
Teachers' organizational behaviour	Pearson Correlation	0.860**	1	
	Sig. (2-tailed)	0.000		
	N	190	190	

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

Data in Table 2 reveals that the Pearson's Correlation Coefficient is  $r = 0.860$ . This shows that a very high positive relationship exists between teachers' recognition and teachers' organizational behaviour in public secondary schools. This implies that teacher's recognition in schools fosters stronger and more positive organizational behaviour. Thus, there is a very high positive relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

**Hypothesis 1:** There is no significant relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.



**Table 3:** Test of Significance of Pearson Correlation on the Relationship between Teachers' Participation In Decision Making and Teachers' organizational behaviour in Public Secondary Schools in Aguata Education Zone

Variables		Teachers' Participation in Decision Making	Teachers' organizational behaviour	Remark
Teachers' Participation in Decision Making	Pearson Correlation	1	0.851**	
	Sig. (2-tailed)		0.000	Significant Relationship
	N	190	190	
Teachers' organizational behaviour	Pearson Correlation	0.851**	1	
	Sig. (2-tailed)	0.000		
	N	190	190	

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

The data in Table 3 reveals that the Pearson's Correlation Coefficient ( $r = 0.851$ ) indicates a very high positive relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, it is concluded that teachers' participation in decision making has a significant relationship with teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

**Hypothesis 4:** There is no significant relationship between recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone.



**Table 4:** Test of Significance of Pearson Correlation on the Relationship between Recognition and Teachers' organizational behaviour in Public Secondary Schools in Aguata Education Zone

Variables		Recognition	Teachers' organizational behaviour	Remark
Recognition	Pearson Correlation	1	0.860**	
	Sig. (2-tailed)		0.000	Significant Relationship
	N	190	190	
Teachers' organizational behaviour	Pearson Correlation	0.860**	1	
	Sig. (2-tailed)	0.000		
	N	190	190	

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

The data in Table 4 reveals that the Pearson's Correlation Coefficient ( $r = 0.860$ ) indicates a very high positive relationship between teachers' recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. Since the p-value (0.000) is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, it is concluded that teachers' recognition has a significant relationship with teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

## Discussion

The findings of the study revealed that there is a very high positive relationship between teachers' participation in decision making and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. This result suggests that teachers who are actively involved in decision-making processes are more likely to exhibit positive organizational behaviour within the school system. Participation in decision making enables teachers to feel valued, recognized, and trusted, which in turn enhances their commitment, cooperation, and sense of responsibility towards the school. When teachers are involved in decisions relating to school policies, curriculum implementation, and administrative matters, they tend to show greater loyalty, compliance with school rules, teamwork, and willingness to contribute to the achievement of school goals. This finding is in line with Afolabi (2022) who reported that teachers' participation in management and



decision making positively influenced teachers' productivity in secondary schools. Similarly, Yusuf and Sheu (2024) found a positive relationship between participatory decision making and teachers' productivity in public basic schools in North Central Nigeria, indicating that involvement in decision making enhances teachers' commitment and work-related behaviours. The present finding is further supported by Obi and Igbaseimokumo (2019), who established that teachers' participation in decision making significantly influenced their job performance in secondary schools in Bayelsa State.

Furthermore, the findings of the study revealed that teachers' participation in decision making has a significant positive relationship with teachers' organizational behaviour in public secondary schools in Aguata Education Zone. This implies that participation in decision making is an important factor influencing how teachers behave within the school organization. Teachers who are given opportunities to contribute to decisions concerning school planning, policy formulation, curriculum matters, and staff welfare are more likely to demonstrate positive attitudes, cooperation, and adherence to organizational norms. This result is consistent with the findings of Abetang et al. (2024), who reported that teachers significantly participate in school administration and that such participation contributes to effective school management. It also agrees with Ayegbusi and Ogunlade (2020), who found a significant relationship between teachers' decisional participation and job satisfaction in secondary schools in Ekiti State, Nigeria. In the same vein, Abonyi (2024) demonstrated that teachers' participation in decision making has a significant positive relationship with their organizational commitment in basic schools in Ghana. These empirical evidences lend strong support to the present study's finding that teachers' participation in decision making is significantly related to teachers' organizational behaviour in public secondary schools in Aguata Education Zone.

The findings of the study revealed that there is a very high positive relationship between teachers' recognition and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. This result suggests that teachers who are adequately recognized for their efforts and contributions are more likely to exhibit positive organizational behaviour within the school system. Recognition enhances teachers' sense of value, motivation, and job satisfaction, which in turn encourages commitment, cooperation, punctuality, and adherence to school norms. When teachers feel appreciated through praise, rewards, promotion opportunities, and acknowledgment of their performance, they tend to develop positive attitudes towards their work and the school, thereby contributing to effective organizational behaviour. This finding is in consonance with Saiteu (2024) who reported that teacher recognition plays a crucial role in improving motivation, job satisfaction, and overall performance in public secondary schools. Similarly, Karwai et al. (2022) found that recognition practices such as monetary rewards, appreciation, and performance appraisal had a positive significant influence on teachers' contribution in public secondary schools. The present finding is further supported by Mckenze and Nwafor (2019), who established a



positive relationship between recognition and teachers' commitment in public senior secondary schools in Abia State

Furthermore, the findings of the study revealed that teachers' recognition has a significant relationship with teachers' organizational behaviour in public secondary schools in Aguata Education Zone. This implies that recognition is an important factor influencing how teachers behave within the school organization. Teachers who receive adequate recognition are more likely to demonstrate loyalty to the school, cooperate with school management, engage in teamwork, and willingly perform extra roles that support the achievement of school goals. This result is consistent with the findings of Adeyemi (2018), who reported a significant positive relationship between recognition of teachers' efforts and their organizational citizenship behaviour in public secondary schools. It also agrees with the findings of Egwunyenga and Enueme (2019), who found that principals' recognition practices significantly predicted teachers' organizational commitment in secondary schools. In the same vein, Olawole and Adebayo (2021) demonstrated that recognition significantly influenced teachers' job involvement and positive organizational behaviour such as punctuality, cooperation, and initiative.

## Conclusion

Based on the findings of this study, the researcher concludes that there is a high significant relationship between school norms and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. The finding of the study revealed that there is a significant relationship between teachers' participation in decision making, recognition, and teachers' organizational behaviour in public secondary schools in Aguata Education Zone. This suggests that teachers' organizational behaviour is strongly influenced by school norms.

## Recommendations

Based on the findings of this study, the researcher makes the following recommendations:

1. Principals and school administrators should involve teachers in decision-making processes related to school policies, curriculum implementation, and administrative matters. Increased teachers' participation in decision making will enhance their sense of belonging, commitment, and positive organizational behaviour.
2. Educational authorities and school administrators should establish and strengthen recognition practices such as praise, rewards, performance appraisal, and promotion opportunities. Recognizing teachers' efforts and achievements will motivate them and promote positive organizational behaviour in public secondary schools in Aguata Education Zone.



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