RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES AND BUSINESS STUDIES TEACHERS' COMMITMENT IN EDO STATE

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Abstract
The study investigated the relationship between Human Resource Management (HRM) practices and Business Studies teachers' commitment. The main purpose of the study was to establish how Human Resource Management (HRM) practices relate to the various domains of Business Studies teachers' commitment. Four hypotheses were formulated and tested at the 0.05 level of significance. The correlation survey design was adopted in the study. A total of 153 Business Studies teachers were sampled out of the 309 teachers in Edo State. The HRM and commitment scales were adapted and used for the study. It was validated by two experts in Business Education. The Cronbach's Alpha was used to establish the reliability of both scales, yielding HRM .83 and Commitment .86. The instrument was distributed via Google Forms to respondents. The simple linear regression analysis was used to analyze the data. The findings revealed that HRM was significantly related to affective commitment, continuance commitment, normative commitment, and commitment. Based on the findings, it was recommended that institutions should ensure fair implementation of HRM practices. This study contributed to both theory and literature in the field of HRM.

Keywords: HRM, affective commitment, continuance commitment, normative commitment, and Business Studies

Introduction

In Nigerian secondary schools, Business Studies is taught at the upper basic level as one of the pre-vocational topics. This foundational course aims to introduce students to office operations (practice), business activities, and the establishment and ownership of businesses. According to Okwuanaso and Nwazor, cited in Ediagbonya and Adebayo (2017), the purpose of Business Studies is to mold students' attitudes, values, and ways of thinking before those habits become set in stone. This is because psychology demonstrates that people's reasoning, actions, and financial choices tend to follow predetermined patterns as they get older. It is essential to have qualified and committed teachers who can use the resources at their disposal to teach students to fulfill the objectives of Business Studies. Teachers' commitment is crucial to the Business Studies curriculum's success. There must be capable and trained teachers to teach Business Studies to meet its goals. Having certified and capable teachers is one thing; having a teacher who is committed to the students' well-being and the institution's expansion is quite another. Thus, this emphasizes how important commitment is to achieve the objectives of Business Studies.

In organizational behavior research, commitment is a crucial concept that remains essential for comprehending employee attitudes and behavior (Pandya, 2025). According to El-Yunusi et al. (2025) and Onia (2025), commitment is a relationship between individuals and organizations that reflects a sense of belonging and support for the organization's beliefs and aims. Organizational commitment is crucial in any institution, according to Onia (2025), since highly committed employees can exhibit positive work behavior and help the institution succeed. Over the years, researchers have developed several models of organizational commitment with a view to explaining the construct. O'Reilly and Chatma's model concluded that commitment took three types: compliance, identification, and internalization. Marrow's model identifies five major commitments: affective organizational commitment, continued organizational commitment, career commitment, employee involvement, and work ethic. Etzioni's model of organizational commitment encompasses three perspectives, namely: moral commitment, calculative commitment, and alienate commitment. Meyer and Allen's three component model include: affective, continuance and normative commitment (Onia, 2025; Ediagbonya et al, 2025).

Commitment studies have made extensive use of Meyer and Allen's three-component approach. An employee's emotional attachment, affiliation, and involvement with their company is referred to as affective commitment. Individuals with high affective commitment often have a sense of loyalty and commitment. For example, a teacher of Business Studies who has a strong emotional commitment will be devoted to the organization and institution and excited about fulfilling all of his duties. This emotional attachment will also encourage the Business Studies teachers to play an additional role in achieving the organization's overall objectives. Their affective commitment is raised by this emotional attachment, which is marked by a strong sense of belonging to the institution. When HRM practices are properly implemented, the has a tendency of increasing their affective commitment. Stronger emotional ties to the institution are formed when employees perceived that there is fair implementation of HRM practices.

Continuance commitment can be positively impacted by effective HRM practice implementation. People consider the advantages and disadvantages of this type of commitment and choose to stay because they think it will be very expensive to go. The purported costs of leaving the organization, such as losing seniority, benefits, or compensation, are the primary elements influencing continuance commitment. If they cannot easily find work elsewhere, an employee (such a Business Studies teacher) can feel trapped in this situation. Fair application of

HRM policies may assist sustain commitment in circumstances where employees experience significant employment volatility. According to research by Allen and Meyer (1990), continuance commitment might occasionally result in unfavorable effects like low motivation and excessive turnover.

Another aspect of commitment is normative commitment. It illustrates a person's sense of obligation to remain with a corporation. This reciprocal link indicates that employees are more likely to have a normative commitment to remain with a company if it encourages innovation. This sense of obligation arises from the notion that the organization values, encourages, and supports their creative endeavors. In exchange for the company's investment in their creativity or inventiveness at work, employees feel it is morally right for them to be faithful to the company. Employee obligation may be fostered by normative commitment, which is influenced by organizational culture and ethical climate. Empowered workers who participate in IWB are more likely to display normative commitment, which heightens their sense of duty to the organization, because they believe the organization trusts them to contribute creatively (Riaz et al., 2018). Depending on the cultural setting, HRM and normative commitment may have different relationships. HRM and normative commitment are more closely correlated in collectivist cultures, where unity and loyalty are highly prized. Because they promote respect for one another and cooperative advancement, workers in these cultures frequently feel more obligated to stay with companies that foster innovation. There is a correlation between the degree of commitment demonstrated by Business Studies teachers and human resource management.

The commitment of Business Studies instructors is greatly impacted by the organization's (such as the Board's) use of HRM techniques. The broad definition of human resource management (HRM) is a collection of organizational actions that facilitate the effective use of human capital to accomplish both organizational and personal objectives (Simion et al., 2021). Human Resource Management (HRM), sometimes known as just Human Resources (HR), is a methodical process of recruiting, hiring, deploying, and managing an organization's workforce, according to Misau (2023). Harmonizing individual and corporate goals to achieve the organization's objectives is the main objective of HRM. HRM practices can be used to accomplish this. Organizations implement a set of procedures known as human resource management practices to make efficient use of their human resources to achieve their objectives. Human resource planning, recruitment and selection, training and development, performance appraisal, compensation, employee involvement, and many others are examples of such HRM processes (Ediagbonya, 2019; Ediagbonya & Igbinedion, 2020; Imeokparia & Ediagbonya, 2020; Imeokparia & Ediagbonya, 2021a; Imeokparia & Ediagbonya, 2021b; Ediagbonya & Ezeani, 2021; Ediagbonya & Igbinedion, 2021; Ediagbonya, 2023). It is anticipated that the application of HRM techniques will maximize employee commitment and performance. In several private universities in South-East Nigeria, Damilola's (2025) study discovered a strong correlation between employee commitment and HRM practices. According to a study by Bustamante and Dael (2024), organizational commitment is greatly impacted by training and development. However, employee commitment was not significantly impacted by rewards and recognition. Organizational commitment and HRM practices were found to be significantly correlated by Jawaad et al. (2024). Additionally, Kale and Kediya (2024) discovered a strong correlation between commitment and HRM practices.

According to studies by Otoo and Rather (2024), Tchouchu et al (2024), Shrestha (2024), Tajeddini et al (2023), Otoo (2022), Nguyen and Uong (2022), Bashir and Venkatakrishnan (2022), Khandakar and Pangil (2021), Hussien et al (2022), Suryanarayana (2021) and Sriranga

et al (2018), HRM practices significantly predicted affective commitment. The studies by Wojtczuk-Turek (2025), Shrestha (2024), Otoo (2022), Mao et al (2022), Nguyen and Uong (2022) and Labetunun and Dewi (2022) have also revealed that HRM practices significantly predict continuance commitment. Contrary, Otoo and Rather (2024) revealed that HRM practices did not show a significant impact on continuance commitment. Similarly, HRM practices was found to be a significant positive predictor of normative commitment (Wojtczuk-Turek, 2025; Shrestha, 2024; Nguyen & Uong, 2022; Labetubun & Dewi, 2022). Contrary, Otoo and Rather (2024) and Otoo (2022) revealed that HRM practices did not show a significant impact on normative commitment. There is still a gap despite the review of empirical studies done in the field. Most of the research in this field was carried out outside the nation. From the reviewed studies, no single study has looked at the relationship between HRM practices and Business Studies teachers' commitment in Edo State. This study fully addressed the gap by investigating the relationship between HRM practices and Business Studies teachers' commitment in Edo State.

Hypotheses

The 0.05 threshold of significance was used to design and test the following hypotheses.

1. there is no significant relationship between human resource management practices and Business Studies teachers' affective commitment in Edo State.
2. there is no significant relationship between human resource management practices and Business Studies teachers' continuance commitment in Edo State.
3. there is no significant relationship between human resource management practices and Business Studies teachers' normative commitment in Edo State.
4. There is no significant relationship between human resource management practices and Business Studies teachers' commitment in Edo State

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Theoretical Framework

The Social Exchange Theory (SET), developed by Blau (1964), serves as the theoretical foundation for this investigation. The SET claims that there is a mutually beneficial symbiotic relationship between employers and employees (such as Business Studies teachers). To put it another way, "mutual give and take" is said to be the cornerstone of an employer-employee relationship. Teachers of Business Studies, for instance, will want to repay the favour by being more committed to their work and organization when they receive favourable support from their employers in the form of appropriate implementation of HRM practices (that is, training and development opportunities) and rewards like recognition, fringe benefits, pay, bonuses, and other allowances. This is founded on the reciprocity norm, which holds that when an organization does good deeds, such as correctly implementing HRM procedures, employees feel obligated to "pay back" by adopting positive attitudes and behaviours. Affective, continuance, and normative commitment are examples of positive attitudes and behaviours that employees (such Business Studies teachers) apply in return for the organization's good acts. Employers should anticipate having a team of committed workers (i.e., Business Studies teachers) if they use fair recruitment and selection procedures, appreciate their employees' contributions, and invest in their training and development.

Method

The study examined the relationship between the independent and dependent variables using a cross-sectional survey research design. Given its focus on determining the relationship between the dependent variable (commitment) and the independent variable (HRM practices), this design was deemed appropriate for the study. The 309 Business Studies teachers at Edo State's public secondary schools comprise the study's population. Using proportionate stratified sampling across senatorial districts, a sample of 153 teachers (about 50%) was chosen. There were 153 Business Studies teachers in the sample. Structured questionnaires that were modified from earlier scales served as the study's instruments. The commitment scale was modified from Meyer and Allen (1990), while the HRM scale was modified from Demo et al. (2012). Two experts in the field of Business Education received the instruments and validated them. The instrument's reliability was assessed using the Cronbach Alpha. 30 Business Studies teachers were given the test. After the replies were examined, the following coefficients were found: commitment (0.86) and HRM (0.83). A total of 153 instruments were returned after the researchers used a Google Form to administer the instruments to the responders. The Statistical Packages for Social Sciences (SPSS) Version 26.0 was used to analyze the collected data. The data was analyzed using a simple linear regression analysis.

Results

The results of the data analysis are presented in this section with respect to the hypotheses tested in the study.

Hypothesis One: There is no significant relationship between human resource management practices and Business Studies teachers' affective commitment in Edo State.

Table 1: HRM practices predicting affective commitment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.820	.941		10.434	.000
	Human Resource Management Practices	.087	.044	.160	1.988	.049

a. Dependent Variable: Affective Commitment

Note: $R^2 = .026$, Df = 1, 151, SE = .044, F = 3.952, P < .05, t = 1.988, β = 160

Table 1 reveals that HRM practices (F (1, 151) = 3, 952, SE = .044, β = 160, t = 1.988) had a significant positive influence on affective commitment. The R-square (.026) reveals that 2.6% of the variance in affective commitment is influenced by HRM practices. Therefore, hypothesis 1 is rejected in the study. That is, there is a significant relationship between human resource management practices and Business Studies teachers' affective commitment in Edo State.

Hypothesis Two: There is no significant relationship between human resource management practices and Business Studies teachers' continuance commitment in Edo State.

Table 2: HRM practices predicting continuance commitment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.683	.947		10.222	.000

	Human Resource Management Practices	.091	.044	.165	2.060	.041

a. Dependent Variable: Continuance Commitment

Note: $R^2 = .027$, Df = 1, 151, SE = .044, F = 4.242, P < .05, t = 2.060, β = .165

Table 2 reveals that HRM practices (F (1, 151) = 4.242, SE = .044, β = .165, t = 2.060) had a significant positive influence on continuance commitment. The R-square (.027) reveals that 2.7% of the variance in continuance commitment is influenced by HRM practices. Therefore, hypothesis 2 is rejected in the study. That is, there is a significant relationship between human resource management practices and Business Studies teachers' continuance commitment in Edo State.

Hypothesis Three: There is no significant relationship between human resource management practices and Business Studies teachers' normative commitment in Edo State.

Table 3: HRM practices predicting normative commitment

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.783	.948		10.319	.000
	Human Resource Management Practices	.090	.044	.163	2.035	.044

a. Dependent Variable: Normative Commitment

Note: $R^2 = .027$, Df = 1, 151, SE = .044, F = 4.143, P < .05, t = 2.035, β = .163

Table 3 reveals that HRM practices (F (1, 151) = 4.143, SE = .044, β = .163, t = 2.035) had a significant positive influence on normative commitment. The R-square (.027) reveals that 2.7% of the variance in normative commitment is influenced by HRM practices. Therefore, hypothesis 3 is rejected in the study. That is, there is a significant relationship between human resource management practices and Business Studies teachers' normative commitment in Edo State.

Hypothesis Four: There is no significant relationship between human resource management practices and Business Studies teachers' overall commitment in Edo State.

Table 4: HRM practices predicting commitment

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.286	2.818		10.392	.000
	Human Resource Management Practices	.267	.131	.164	2.041	.043

a. Dependent Variable: Commitment

Note: $R^2 = .027$, Df = 1, 151, SE = .131, F =4.166, P < .05, t = 2.041, β = .164

Table 4 reveals that HRM practices (F (1, 151) = 4.166, SE = .131, β = .164, t = 2.041) had a significant positive influence on overall commitment. The R-square (.027) reveals that 2.7% of the variance in commitment is influenced by HRM practices. Therefore, hypothesis 4 is rejected in the study. That is, there is a significant relationship between human resource management practices and Business Studies teachers' overall commitment in Edo State.

Discussion of Findings

The analysis conducted with respect to the first hypothesis revealed that there is a significant relationship between human resource management practices and Business Studies teachers' affective commitment in Edo State. This finding implies that when there is proper implementation of human resource management practices (For example, recruitment and selection, training and develop, and reward system), Business Studies teachers will be more interested in remaining in the service of the teaching Board. This finding corroborates the findings by Otoo and Rather (2024), Tchouchu et al (2024), Shrestha (2024), Tajeddini et al (2023), Otoo (2022), Nguyen and Uong (2022), Bashir and Venkatakrishnan (2022), Khandakar and Pangil (2021), Hussien et al (2022), Suryanarayana (2021) and Sriranga et al (2018) who found that human resource management practices has a significant relationship with Business Studies teachers' affective commitment in Edo State.

The findings from the second hypothesis revealed that there is a significant relationship between human resource management practices and Business Studies teachers' continuance commitment in Edo State. This finding shows that the fair implementation of human resource management practices will make it more costly for Business Studies teachers to leave their current job in search for another job. Most employees will want to remain in an institution if the perceived cost of leaving the institution for another one is high. This finding corroborates the findings by Wojtczuk-Turek (2025), Shrestha (2024), Otoo (2022), Mao et al (2022), Nguyen and Uong (2022) and Labetunun and Dewi (2022) who found that human resource management practices have a significant relationship with Business Studies teachers' continuance commitment in Edo State. On the contrary, the findings by Otoo and Rather (2024) revealed that human resource management practices did not show a significant impact on continuance commitment.

The analysis of hypothesis three revealed that there is a significant relationship between human resource management practices and Business Studies teachers' normative commitment in Edo State. This finding implies that employees (For example, Business Studies teachers) will feel obligated to stay in the teaching profession if they consider that the institution or management is fair in implementing human resource management practices. This finding corroborates the findings by Wojtczuk-Turek (2025), Shrestha (2024), Nguyen and Uong (2022), and Labetubun and Dewi (2022), who found that there is a significant relationship between human resource management practices and Business Studies teachers' normative commitment in Edo State. However, the studies by Otoo and Rather (2024), Otoo (2022), and Setsena et al. (2021) revealed that human resource management practices did not show a significant impact on normative commitment.

The analysis conducted on the fourth hypothesis revealed that there is a significant relationship between human resource management practices and Business Studies teachers' overall commitment in Edo State. This finding implies that Business Studies teachers will display loyalty and dedication to the school and career if they consider that there will always be fair implementation of human resource management practices. This finding corroborates the findings by Wojtczuk-Turek (2025), Shrestha (2024), Nguyen and Uong (2022), Labetubun and Dewi (2022) who found that there is a significant relationship between human resource management practices and Business Studies teachers' overall commitment. Jawaad et al (2024) found a significant relationship between human resource management practices and

organizational commitment. Kale and Kediya (2024) also found a significant relationship between human resource management practices and commitment.

Conclusion

The findings indicate that there is a significant relationship between human resource management practices and Business Studies teachers' affective, continuance and normative commitment in Edo State. The results suggest that proper implementation of human resource management practices in schools will be useful in boosting the loyalty and dedication of teachers in the schools. The findings in this study aligns with the Social Exchange Theory (SET) revealing that HRM practices are positively associated with Business Studies teachers' commitment in Edo State. When Business Studies teachers perceive fairness in the implementation of HRM practices (For example, recruitment and selection, training and development and rewards), they are more likely to reciprocate with commitment. However, the very low R^2 values suggest that HRM practices alone may not be sufficient in explaining the variance in commitment. And that some other factors such as job security, leadership style, and organizational culture, may play a significant role in Business Studies teachers' commitment. Additionally, this finding makes a novel contribution to the literature in human resource management as it has empirically established the relationship between human resource management practices and Business Studies teachers' commitment in Edo State.

Recommendations

Based on the study's findings, the following recommendations are made:

1. The government should strengthen the process involved in the recruitment and selection of Business Studies teachers.
2. The government should place more emphasis on sponsoring training and development programmes for all staff to update their knowledge base.
3. The government should make proper provision for continuous reward for deserving staff, as this will go a long way in strengthening their commitment level.

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