

## HUMAN RESOURCE MANAGEMENT PRACTICES AS PREDICTORS OF BUSINESS STUDIES TEACHERS' AFFECTIVE COMMITMENT IN EDO STATE

<sup>1</sup>EDIAGBONYA, K., \* & <sup>2</sup>Juliet Diseye OYADONGHA

<sup>1</sup>Department of Business Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State

<sup>2</sup>Department of Business Education, Faculty of Education, Niger Delta University, Bayelsa State

\*Corresponding Author: ken@aauekpoma.edu.ng

+2347037558574

### Abstract

*The study has investigated the relationship between human resource management practices and business studies teachers' affective commitment. The main purpose of the study was to establish how human resource management practices (e.g. recruitment and selection, training and development and reward) predict business studies teachers' affective commitment in Edo State. Three research questions were raised with three corresponding hypotheses which were tested at .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 Alpha was used in establishing the reliability for both scales and they yielded: HRM = .81 and Commitment = .88. The instrument was distributed via google form to respondents. The simple linear regression analysis was used in analyzing the data. The findings revealed that recruitment and selection, training and development and reward significantly predicted business studies teachers' affective commitment in Edo State. Based on the findings, it was recommended that the recruitment and selection process should be fair in order to attract the most qualified teachers who have passion for teaching. This finding makes a novel contribution to the literature in HRM and business education by utilizing social exchange theory (SET) in explaining the reciprocal benefits in employer – employees' relationship in the teaching sub-sector in Edo State.*

**Keywords:** *HRM, Affective Commitment, Recruitment and Selection, Training and Development and Reward*

### Introduction

In Nigerian secondary schools, business studies is taught at the upper basic level as one of the pre-vocational subjects. 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 in Ediagbonya and Adebayo (2017), the purpose of business studies is to transform students' attitudes, values, and ways of thinking before those habits become difficult to manage. 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 in order 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 in order 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 achieving 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. Commitment studies have made extensive use of Meyer and Allen's three-component approach. That is, normative, continuance and affective commitment. 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 community. 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 affective commitment 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 (Ediagbonya, et al., 2025). Affective commitment tends to increase when HRM practices are properly implemented. When employees believe that HRM practices are applied fairly, they develop stronger emotional bonds with the institution.

The institution's use of HRM practices has a significant impact on business studies teachers' affective commitment (e.g. Board). Watson (2010) defined human resource management (HRM) as the managerial application of the efforts, knowledge, skills, and dedicated behaviors that individuals contribute to an authoritatively coordinated human enterprise as part of an employment exchange (or more temporary contractual arrangement) in order to carry out work tasks in a way that enables the enterprise to continue into the future. The overall goal of HRM is the harmonization of individual and organizational goals towards the actualization of the goals of the organizations. This can be achieved via the implementation of HRM practices such as recruitment and selection, training and development, reward, among others. (Ediagbonya, 2019; Ediagbonya & Igbinedion, 2020; Ediagbonya & Igbinedion, 2021; Ediagbonya & Ezeani, 2021; Ediagbonya, 2023).

The process of identifying possible individuals and persuading them to apply for an open position within the institution is known as recruitment (Imeokparia & Ediagbonya, 2020). According to this concept, the focus of recruitment is on encouraging people to express interest in working for a company, regardless of their qualifications. Several processes are involved in the recruitment process, all of which are intended to guarantee that a position is filled by the most qualified candidate or candidates. Imeokparia and Ediagbonya (2020) listed internal and external recruitment as noteworthy sources of hiring. The goal of an external recruiting is to fill positions with members who are not workers of the organization, whereas the goal of an internal recruitment is to fill positions with members of the organization. This approach has the potential to bring in new and intelligent ideas to the institution. Selection is made after these individuals are drawn in. Selection is the process of gathering and analyzing application data in order to identify the most suitable candidate for a certain role. According to studies by ALmessabi and Hazmilah (2024), Ouabi, et al. (2024), Mac hi Hai (2025), and Yen (2025), recruitment and selection significantly predicted affective commitment. However, the studies by Yu and Egri (2005), and Ibrahim, et al. (2025) found no relationship between recruitment and selection and affective commitment of employees. It is interesting to note that introducing newly hired employees to training and development programs is always a good idea.

One of the most important aspects of HRM is training and development. The process of equipping people with the abilities, information, and mindset they need to perform well is referred to as training (Imeokparia & Ediagbonya, 2021a). In essence, training seeks to provide workers with the abilities, information, and mindset necessary to meet the demands of the modern workplace. Similar to this, development seeks to give workers the abilities, know-how, and mindset necessary to meet future work demands. Employees (such as business studies teachers) receive training in a variety of ways, from on-the-job to off-the-job. The organization receives fair returns from investing in training and development. Improved employee engagement, dedication, retention, and performance are some of these advantages. The studies by Gomes, et al. (2023), Ouabi, et al. (2024), and Hanif, et al. (2024) have also revealed significant relationship between training and development and affective commitment. However, the studies by Yu and Egri (2005), Verhees (2012) and Rawashdeh and Tamimi (2020) found no relationship between perceived training and affective commitment of employees. Better performance is ensured by exposure to training and development, and the institution frequently rewards this.

The monetary and non-monetary benefits that employees receive in exchange for their labour and contributions, as well as the structured set of procedures that provide those benefits to influence behavior and results, are usually referred to as rewards. One strategy used by businesses to encourage and acknowledge the contributions of its staff is rewarding them. Reward for business studies teachers could take the shape of consistent salary and benefits. It could be non-financial as well. That is, honoring the accomplishments of business studies instructors with awards for worthy educators, promotions, and a secure workplace (Imeokparia & Ediagbonya, 2021b). The staff become much more "committed" as a result of all these activities. Workers will want to be deeply connected with their employment and organizations in order to reciprocate proper implementation of HRM practices. Studies by Aniah, et al. (2025), Figueiredo, et al. (2025), and Odunayo, et al. (2026) found a significant relationship between reward and affective commitment. However, the studies by Martin-Perez & Martin-Cruz (2015) and Neway (2020) found no relationship between reward and affective commitment of employees. Because of its influence on organizations, there has been an increase in research in this area.

A number of research have been carried out to determine the relationships between HRM practices and affective commitment in organizations. According to studies by Bashir and Venkatakrisnan (2022), Hussien, et al. (2022), Mac, et al. (2024), Dongrey and Rokade (2024), ALmessabi and Hazmilah (2024), Ouabi, et al. (2024), Mac hi Hai (2025), and Yen (2025), recruitment and selection significantly predicted affective commitment. The studies by Bashir and Venkatakrisnan (2022), Solangi, et al. (2022), Mansour, et al. (2022), Muleya, et al. (2022), Gomes, et al. (2023), Ouabi, et al. (2024), and Hanif, et al. (2024) have also revealed significant relationship between training and development and affective commitment. Similarly, Bashir and Venkatakrisnan (2022), Pee, et al. (2022), Aggarwal, et al. (2022), Zhao, et al. (2022), Ezenwaka, et al. (2023), Bartaula (2023), Amanda and Muafi (2023), Heryanto (2024), Juhianto, et al. (2024), Feryal and Ansa (2024), Okolie and Egbon (2024), Zunaidah, et al. (2024), Aniah, et al. (2025), Figueiredo, et al. (2025), and Odunayo, et al. (2026) found a significant relationship between reward and affective commitment. There is still a gap in spite of the review of empirical studies done in the field. The majority of 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' affective commitment in Edo State. This study fully addressed the gap by investigating the relationship between HRM practices and business studies teachers' affective commitment in Edo State.

## Hypotheses

The .05 threshold of significance was used to design and test the following hypotheses.

1. recruitment and selection is not a significant predictor of business studies teachers' affective commitment in Edo State.
2. training and development is not a significant predictor of business studies teachers' affective commitment in Edo State.
3. reward is not a significant predictor of business studies teachers' affective commitment in Edo State.

## 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 interaction between employers and employees (such as business studies teachers) (Ediagbonya, et al., 2025). To put it another way, "mutual give and take" is said to be the cornerstone of an employer-employee relationship. For instance, when business studies teachers receive favorable support from their employers in the form of appropriate HRM practices (i.e., fair recruitment and selection procedures, training and development opportunities, and rewards like recognition, fringe benefits, pay, bonuses, and other allowances), they will want to repay the favor by being more dedicated to their positions and organizations. This is founded on the reciprocity norm, which holds that when a business does good deeds, such as correctly implementing HRM practices, employees feel obligated to "pay back" by adopting positive attitudes and behaviors (Cropanzano & Mitchell, 2005). One example of a positive attitude and behavior utilized by employees (such as business studies teachers) in return for the organization's good deeds is affective commitment. Employers should anticipate having a team of dedicated workers (i.e., business studies teachers) if they use fair hiring and selection procedures, appreciate their employees' contributions, and invest in their training and development.

## Methods

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 independent variables (HRM practices—recruitment and selection, training and development, and reward) and dependent variable (affective commitment), 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. The sample for the study was chosen using the multi-stage sampling procedure. The teachers were first divided into three Senatorial Districts: Edo South, Edo North, and Edo Central. Next, a proportion of 50% from each Senatorial District was chosen using the proportionate sampling technique. There were 153 business studies instructors 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 (1991), while the HRM scale was modified from Demo, et al. (2012).

Two professionals in the field of business education received the instruments and verified them. The instrument's reliability was assessed using the Cronbach Alpha. 30 business studies teachers were given the instrument. After the replies were examined, the following coefficients were found: affective commitment (.78) and HRM (.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 simple regression analysis.

## Results

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

**Hypothesis 1:** Recruitment and selection is not a significant predictor of business studies teachers' affective commitment in Edo State.

**Table 1**  
**Recruitment and Selection Predicting Affective Commitment**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	9.950	.711		13.993	.000
	Recruitment and Selection	.246	.099	.198	2.476	.014

a. Dependent Variable: Affective Commitment

Note:  $R^2 = .039$ ,  $Df = 1, 151$ ,  $SE = .099$ ,  $F = 6.132$ ,  $P < .05$ ,  $t = 2.476$ ,  $\beta = .198$

Table 1 reveals that recruitment and selection ( $F(1, 151) = 6.132$ ,  $SE = .099$ ,  $\beta = .198$ ,  $t = 2.476$ ) had a significant positive influence on affective commitment. The R-square (.039) reveals that 3.9% of the variance in affective commitment is influenced by recruitment and selection. Therefore, hypothesis 1 is rejected in the study. That is, recruitment and selection is a significant predictor of business studies teachers' affective commitment in Edo State.

**Hypothesis 2:** Training and development is not a significant predictor of business studies teachers' affective commitment in Edo State.

**Table 2**  
**Training and Development Predicting Affective Commitment**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	9.835	.733		13.420	.000
	Training and Development	.264	.103	.204	2.561	.011

a. Dependent Variable: Affective Commitment

Note:  $R^2 = .042$ ,  $Df = 1, 151$ ,  $SE = .103$ ,  $F = 6.558$ ,  $P < .05$ ,  $t = 2.561$ ,  $\beta = .204$

Table 2 reveals that training and development ( $F(1, 151) = 6.558$ ,  $SE = .103$ ,  $\beta = .204$ ,  $t = 2.561$ ) had a significant positive influence on affective commitment. The R-square (.042) reveals that 4.2% of the variance in affective commitment is influenced by training and development. Therefore, hypothesis 2 is rejected in the study. That is, training and development is a significant predictor of business studies teachers' affective commitment in Edo State.

**Hypothesis 3:** Reward is not a significant predictor of business studies teachers' affective commitment in Edo State.

**Table 3**  
*Reward predicting affective commitment*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.326	.632		16.345	.000
	Reward	.208	.095	.176	2.193	.030

a. Dependent Variable: Affective Commitment

Note:  $R^2 = .031$ ,  $Df = 1, 151$ ,  $SE = .095$ ,  $F = 4.811$ ,  $P < .05$ ,  $t = 2.193$ ,  $\beta = .176$

Table 3 reveals that reward ( $F(1, 151) = 4.811$ ,  $SE = .095$ ,  $\beta = .176$ ,  $t = 2.193$ ) had a significant positive influence on affective commitment. The R-square (.031) reveals that 3.1% of the variance in affective commitment is influenced by reward. Therefore, hypothesis 3 is rejected in the study. That is, reward is a significant predictor of business studies teachers' affective commitment in Edo State.

### Discussion of Findings

The analysis conducted with respect to the first hypothesis revealed that recruitment and selection is a significant predictor of business studies teachers' affective commitment in Edo State. This finding implies that when there is fair recruitment and selection processes, business studies teachers will be more emotionally attached to the institution and will want to perform well. This finding corroborates the findings by Bashir and Venkatakrishnan (2022), Hussien, et al. (2022), Mac et al (2024), Dongrey and Rokade (2024), ALmessabi and Hazmilah (2024), Ouabi, et al. (2024), Mac hi Hai (2025), Yen (2025). who found that recruitment and selection is a significant predictor of business studies teachers' affective commitment in Edo State. However, this finding contradicts the findings by Vo (2010), Mugizi and Nuwatuhaire (2019), and Ibrahim, et al. (2025) who found insignificant relationship between recruitment and selection and affective commitment.

The findings from the second hypothesis revealed that training and development is a significant predictor of business studies teachers' affective commitment in Edo State. This finding shows that when business studies teachers are exposed to training and development opportunities, such will create stronger bond between them and the institution as they may not want to the leave organization that has invested so much on them. This finding corroborates the findings by Bashir and Venkatakrishnan (2022), Solangi, et al. (2022), Mansour, et al. (2022), Muleya, et al. (2022), Gomes, et al. (2023), Ouabi, et al. (2024), and Hanif, et al. (2024) who found that training and development is a significant predictor of business studies teachers' affective commitment in Edo State. However, this finding contradicts the findings by Yu and Egri (2005), Verhees (2012) and Rawashdeh and Tamimi (2020) who found no significant relationship between training and development and affective commitment.

The findings from the third hypothesis revealed that reward is a significant predictor of business studies teachers' affective commitment in Edo State. This finding shows that when business studies teachers' activities are recognized and subsequently rewarded as at when due, there is a likelihood that the employees (business studies teachers) will want to remain in the services of the institution. The reward may be in the form of recognizing outstanding teachers and presenting gifts and also promptly payment of salaries and allowances. This finding corroborates the findings by Bashir and Venkatakrishnan (2022), Aggarwal, et al. (2022), Zhao, et al. (2022), Ezenwaka, et al. (2023), Bartaula (2023), Amanda and Muafi (2023), Heryanto (2024), Juhianto, et al. (2024), Feryal and Ansa (2024), Okolie and Egbon (2024), Zunaidah, et al. (2024), Aniah, et al. (2025), Figueiredo, et al. (2025), Odunayo, et al. (2026) who found that reward is a significant

predictor of business studies teachers' affective commitment in Edo State. However, this finding contradicts the findings by Melancon, et al. (2011), Martin-Perez and Martin-Cruz (2015) and Neway (2021) who found insignificant relationship between reward and affective commitment.

### Conclusion

The findings indicate that human resource management practices (e.g. recruitment and selection, training and development and reward) significantly predict business studies teachers' affective commitment. This therefore underscores the need for teaching service board and ministry of education to ensure proper implementation of HRM practices across the public schools in the state. This will go a long way in reducing turnover and boosting business studies teachers' job performance. Additionally, this finding makes a novel contribution to the literature in HRM and business education by utilizing social exchange theory (SET) in explaining the reciprocal benefits in employer – employees' relationship in the teaching sub-sector in Edo State.

### Recommendations

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

- i. the recruitment and selection process should be fair in order to attract the most qualified teachers who have passion for teaching;
- ii. the teachers should be encouraged to go for training and development programmes in order to update their knowledge base and move with the trend in teaching-learning;
- iii. In-service training should be encouraged to assist teachers to advance academically;
- iv. teachers should be encouraged and sponsored to attend workshops and conferences from time to time;
- v. management should always recognize outstanding staff and reward them accordingly; and
- vi. teachers should be remunerated as at when due in order to strengthen their bond with the institution.

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